

Media Ethics MEJO 141 Syllabus: Spring 2024

Class Hours: M, W 11:00-12:15
Classroom: Carroll Hall, Room 0033

Professor: Destiny Peterson

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Office: Carroll Hall, room 369 (third floor)

Office hours: Mondays 9:45-10:45 and Wednesdays 12:30-1:30

Office Zoom ID number (please email me prior to office hours if you would prefer to meet via Zoom): 557 916 6106

Course Introduction

Course Description

This course will explore what constitutes ethical practices, what interferes with ethical practices, and what emerging ethical issues may challenge the newest generation of professional communicators. Cases involve print, broadcast, and internet news media; entertainment media; photojournalism; public relations; marketing; and advertising. This course takes an expansive view of media ethics. We will be using moral philosophical theories as our foundation to better understand media and journalism ethics. Non-majors are also welcome.

Course Goal: Students will better understand and apply ethics such that they are more engaged, critical thinkers.

Course Objectives: Upon successful completion of this course, students should

1. Recall basic facts about deontology, utilitarianism, and virtue ethics.
2. Identify ethics problems.
3. Apply deontology, utilitarianism, and virtue ethics to different MEJO situations.
4. Apply critical thinking skills.
5. Articulate diversity issues within the framework of MEJO ethics.
6. Investigate current industry standards of ethics.
7. Understand professional ethics codes.
8. Utilize the IPAC formula (issue, philosophy, application, and conclusion) to work through MEJO ethics problems.

Prerequisites: None

Gen Ed Requirement: This course satisfies the Gen Ed requirement for philosophical and moral reasoning (PH). In order to satisfy this Gen Ed requirement, this course assigns a minimum of 10 total pages of writing, excluding reference pages.

Accreditation Standards: The School of Journalism and Media's accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate. Although no single course could expose you to all these values or help you to build all these competencies, UNC's courses are collectively structured so that you may achieve these goals. To learn more about these values and competencies, visit <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>. Values and competencies that are emphasized in this course are highlighted below:

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

Professor Introduction

Biography: Destiny Peterson holds a JD (law degree), cum laude, from Campbell Law School and a BS in Communication Studies, summa cum laude, from Appalachian State University. She is a current PhD student in the Media and Communication program and is a published legal and academic scholar. She has taken several courses in or related to ethics and philosophy (at the community college, university, law school, and graduate levels). While in law school, she also worked for a criminal law and professional ethics professor. Additionally, she has passed the Multistate Professional Responsibility Examination (MPRE) and regularly takes continuing legal education credits in ethics.

Disclaimer: Nothing said during this course or in any activity related to this course should be considered as legal advice or as creating an attorney/client relationship as Destiny Peterson is not currently practicing law.

The Course

Required Textbooks/Reading Materials: There is no physical textbook required for this course. Instead, this course will utilize numerous online materials as no single textbook covers all of the topics which are needed for an ideal ethics course. (Please see the schedule below or the Canvas course modules for the full list.). Our daily course modules show readings in a more condensed version with active links. These materials should all be available via the UNC online library or the internet.

Please note that some internet materials may require you to utilize the online library and/or to use your UNC newspaper subscription (please see <https://guides.lib.unc.edu/nyt-academic-pass> for steps to set-up your *New York Times* academic pass).

Grading Scale:

Minimum Score	Letter Grade
93%	A
90%	A-
85%	B+
83%	B
80%	B-
75%	C+
73%	C

70%	C-
65%	D+
60%	D
Below 60%	F

Please note that 60% is the cutoff for a D in this class. Anything below 60%, after rounding, is a failing grade.

Rounding: Grades will be rounded in convention with usual mathematical standards. In other words, a .5 or above will round up and a .4 or below will round down.

Extra credit is not generally given, and grades are non-negotiable.

Grading: This is how much each activity counts toward your final grade in this course.

Class Participation: 5%

Research Participation: 5%

TARES Presentation: 15%

Midterm Essay Exam: 30%

Final Paper: 40%

Final Presentation: 5%

Assignments

Participation: Attendance is a prerequisite for participation. You cannot participate in class if you are absent from class. However, attendance is not sufficient for participation. Participation means that you are prepared for class and are engaging in class. Participation consists of doing the assigned readings, staying on topic during group work, engaging with your groups in group-based in-class assignments, actively engaging with the material, answering questions, and contributing to class discussion.

Note: Lying about being prepared for class (e.g. lying about having done the assigned readings) will result in a substantial loss of participation points.

I am hopeful that we will have high participation. If I notice that you are not participating, I am likely to call on you and/or encourage you to speak up in your group work.

Grading: This is a completion grade worth 5% of your final grade.

Introduction Video: Post/upload an introduction video to the Canvas forum “Introduction Videos.” Please make sure to include the following: what is your major and what is your dream career (be as specific as possible, e.g. crime reporter or public relations specialist for a music industry celebrity). If you go by a name other than your legal first name, please let us know that as well. Feel free to introduce your fur babies if you have any.

Grading: This is a completion grade that is considered part of your participation.

In-Class Assignments (If time permits):

- TARES Group Sign-up – You will be paired for this project. Work together to pick a presentation day. Sign-up (all names) for that day on the sheet provided. Begin working to find an advertisement to analyze using the TARES test. Decide how you will split the presentation work. I expect each person to speak roughly 3 to 5 minutes. Submit in Canvas how you plan to split the work. My suggestion is that one person gives an overview of the TARES test and two of the letters and that the other person handles the remaining three letters. Please work together. So, by the end of class you should have: 1. Signed up for a presentation day with your group on the provided sheet; 2. Started finding an advertisement or, even better, picked an advertisement; 3. Submission element - Submitted a summary in Canvas of how you will split the work (who is doing what).
- Professionalism: You will be randomly assigned to groups of five for this activity. You will then be assigned a group problem sheet, and you will work to issue spot, discuss the spotted ethic(s) issues, and work your way through them. These hypotheticals are meant to generate questions – thoughts – and discussion. What I care most about at this stage is issue spotting. There is nothing to submit for this assignment.
- Bring an ethics code: Find an online MEJO ethics code (SPJ, PRSA, NPPA, AAF, or AMA are recommended options). Read thoroughly and then bookmark or favorite the webpage. Be prepared to informally discuss your chosen code. There is nothing to submit for this assignment.
- Code Hunt: You will be randomly assigned to groups and asked to answer specific questions about the professional codes of ethics in class. The bring an ethics code activity is likely to help with this assignment. There is nothing to submit for this assignment.
- Make your own ethics code (if time permits): Create your own personal ethics code. This doesn't have to be complicated (what are your ethical rules/what duties do you owe and to whom are you responsible), but it needs to be sincere and meaningful to you. This is for you to keep. It is meant to help guide you and to give you a sense of professional accountability. Keep it, frame it, tape it to your office desk one day, but before that... Submission element Submit it to Canvas by the end of class.

Grading: These count toward your participation grade and are graded based on completion. In other words, did you do the assignment, i.e. did you really try? If so, you earn full credit. If not, your participation grade may be lowered.

Research Participation: Complete 2 hours of research in one of 3 ways:

- (1) Sign up for and participate in 2 hours' worth of academic research studies in the School of Journalism and Media (you will receive an email, likely from Dr. Hester, later in the semester), or
- (2) Record and upload 2 presentations from this list: (a) 10-minute research presentation on the importance of citation; (b) a 10-minute research presentation on ethical problems in AI academic use; (c) a 10-minute TARES presentation on an advertisement not already presented in class
- (3) Participate in one hour of academic research study and one presentation (option 3 is a combo option)

Notes on options:

- If you choose to upload a presentation, be sure to include a reference slide using APA citation.
- If you choose to participate in a research study, the office will send your name and PID directly to me toward the end of the semester for credit confirmation.

Important Note: Sometimes, research study availability is an issue. A few weeks into the semester, I should know better what our research roster looks like and will advise further. Thus, the requirement for 2 hours' worth of research participation is tentative.

Grading: This is a completion grade worth 5% of your final grade.

TARES Group Presentation: You will be working in groups of two or three. As a group, you will find an advertisement (print, audio only, visual only, or audio/visual) to analyze using the TARES test. If you choose an audio, visual, or audio/visual advertisement, it must be no longer than 3 minutes. You will present your analyzation to the class on your selected presentation day.

You must show your advertisement at the beginning of your presentation.

This presentation should be roughly 6 to 10 minutes total (split 3-5 minutes each) excluding the advertisement sharing. I strongly suggest that one group member provides a basic overview of the TARES test and tackles two of the letters and that the other group member handles the remaining three letters.

You should have a reference slide using APA format.

Midterm Essay Exam: This is a take-home, open-book, open-note essay exam. This exam is meant to test your understanding of material covered thus far with an emphasis on the philosophical underpinnings of the course and critical thinking skills.

This exam will consist of multiple essay-style questions that you must answer using the course materials. This is intended to be equivalent to writing an essay and should consist of 5 or 6 pages of writing (double-spaced, 1-inch margins, Times New Roman font, *excluding* the reference page).

You can use any material found within this course. However, you are not allowed to use AI for any part of this exam. You are also not allowed to consult each other. In other words, you must do all of your own work. I will also not review answers before submission as I treat this as a hybrid essay/exam.

You must have a reference page in APA format, and you must cite the course materials. Whenever possible, course *readings*, rather than course slides, should be cited. All papers and written work may be subjected to software plagiarism checks, such as, but not limited to iThenticate. Reckless plagiarism is unacceptable and will result in a substantial grade reduction and potential honor court submission.

This assignment will be graded based on content, writing, and citation.

Final Paper: This paper must be a minimum of 5 pages (double-spaced, 1-inch margins, Times New Roman font, *excluding* the reference page).

For this paper, you must scour the internet for an article about a **communication** (*any* subfield of your choosing) ethics problem. The article must have been published within the past 10 years and cannot be one of the articles used in this class (you may use the same topic if you would like, but you may not choose the same article). Creativity in your topic choice, uniqueness of the topic, and the ethical grayness of the topic will be taken into account when grading.

You must explain what the ethics problem is and then apply our philosophical lenses to it. Thus, you must apply deontology, utilitarianism, and virtue ethics. You may also choose to apply Bok and/or the TARES test. Only our primary three philosophical lens are required. The strongest papers will also provide at least a paragraph giving your own thoughts on the ethical dilemma (which approach, if any, do you think is best in relation to your chosen problem and why... if you don't like any of the approaches for your ethical problem, explain why and/or how you would prefer to approach the problem in the last paragraph).

Grading: See "Final Paper Rubric" under the files tab on Canvas. This assignment counts for 40% of your final grade.

Writing expectations: You will be graded on your writing capabilities in this class. This includes spelling, grammar, and citation as well as cohesion and flow. Your papers should contain an introduction, body paragraphs, and a conclusion. Your introduction should include a thesis statement. Each paragraph should contain a topic sentence.

In order to abide by the honor code, you must cite your sources. This includes both quotes (direct words from another source) and paraphrases (summaries of another source's content). Failure to cite is plagiarism. We will be using APA format for this class. If any of these things sound extra scary, please utilize the resources below.

A great resource (and one that I use myself) is Purdue Owl. Purdue Owl can be found at the following link:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Other great resources include the UNC Writing Center (<https://writingcenter.unc.edu>) and the UNC Library (<https://library.unc.edu>).

You are also absolutely welcome to utilize me as a writing resource. (I have a minor in English and am happy to help.)

Final Presentation: This presentation is extremely simple. You should have one PowerPoint slide and discuss for roughly 3 minutes what you learned in this class, what you found most helpful or interesting about this class, and what you think you will take with you from this class. This is meant to be a bow on the course – your chance to share what you found most helpful for your future professional life. This is a completion grade and counts toward 5% of your final grade.

Expectations

Attendance: Students are responsible for regular and punctual class attendance. This class strongly utilizes lecture and class discussion. Your attendance is very important to your intellectual growth and final grade. Treat this like your job.

The university has an official attendance policy. This policy states that, “No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).”

The university specifically lists 3 or more missed classes as a suggested cutoff. For more information, please see <https://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>

This being said, I implore you, please do not share Covid, flu, strep throat, or the stomach virus with your peers and me. Save and use your absences for when you are sick.

I will excuse any absence that is accompanied by a valid doctor's note. Doctor's notes should not contain the illness or diagnosis. The note is simply to verify you were seen and how many days you need to be absent. Absolutely anything beyond that can and should be blacked-out/covered/redacted. You only need to send a doctor's note if this is your fourth absence.

Tips for staying healthy: Wash your hands (after visiting the restroom, before eating, before touching your face, after cleaning pet waste, and when arriving at your dorm/apartment/home for the day). Minimize touching your face (especially your nose and eyes) whenever in a public space and whenever your hands are unwashed. Do not stand too close to other people (respect personal boundaries). Wear masks when you know that you will be interacting with individuals who are sick. Give yourself time to recover and stop shedding germs before resuming social interactions. Although illness cannot be completely avoided, it can be greatly reduced. Keep yourself and those around you healthy! Fewer sick days = more good days. I am happy to discuss this further if you are interested.

Early Departure/Late Arrival: Arriving more than 10 minutes late or leaving more than 10 minutes early will result in being counted absent.

Signing-in: It is your responsibility to sign your name on the attendance sheet. You are only permitted to sign for yourself.

Grade reduction: After your third unexcused absence, your grade will be reduced a full letter grade for each subsequent unexcused absence (e.g. If you earned an A, but you missed 4 classes, your grade will be dropped to a B. If you earned an A, but you missed 5 classes, your grade will be dropped to a C. And so forth and so on.)

Late Work and Make-up Work: It is vital you stay caught-up on your work and hit all of your deadlines. This teaches responsibility and prepares you for employment deadlines. Late papers that are submitted within 24 hours (to the minute) of the deadline will receive a 25% reduction. (If your earned grade would have been 100, you will earn only a 75, for example. That is the difference between an A and a C+. Do not needlessly put yourself in this position.). Any papers submitted 24 hours and 1 minute after the deadline or later will receive an automatic zero.

The TARES presentation cannot be made up absent one of the four above approved absence reasons. (If one of these arises on the day of your presentation, please email me as soon as possible to set-up an alternate presentation day.)

Please note that if you are absent on the TARES preparation day, I will email you your group assignment.

Sensitive Topic Warning: This class presents several emotionally challenging topics that may be disturbing, distressing, and/or difficult. Although it is impossible to predict a complete list of potential conversation topics for this course, we are likely to discuss, read about, write about, or otherwise cover *at least* the following potentially triggering topics:

- Suicide
- Murder (serial, mass, etc.)
- Capital punishment
- Abortion
- Animal cruelty
- Racism
- Sexism
- Sexual objectification and sexualization
- Health (HIV, Monkeypox, Covid, and related issues)
- Drugs and Alcohol
- Politics
- Religion

Please note that this is not an exhaustive list of potentially triggering topics. Because of the nature of the underlying subject matter, ethics, we will cover numerous difficult issues and topics. Please remember that UNC offers a number of resources to help you cope with any challenges you may face. (Please see resources below.) Use them; that is why we have them!

Mandatory Reporter/Mandated Reporter/Responsible Employee: On a related note, for full disclosure, I would like to let you know that I am required to share any information you tell me about potential incidents of discrimination, harassment, and sexual misconduct with the Equal Opportunity and Compliance Office. Thus, I am not allowed to keep information about these instances confidential.

Electronics Policy: There are some days where we will be working on laptops or phones (e.g. to sign-up for TARES presentations, engage in certain in-class activities, and the final paper swap). Thus, you should bring your electronics with you. However, these should remain in your backpack unless you are instructed to use them (or if you have a relevant ADA accommodation – please remember to forward accommodations via the ARS Hub). You are not permitted to take notes on electronic devices for this class, absent an ARS-approved accommodation. Unapproved electronic use may result in you being asked to put electronics away, being counted absent for the day, and/or being asked to leave the class for the day. Internet browsing is not permitted in class.

Academic Dishonesty: The Honor Code (<https://catalog.unc.edu/policies-procedures/honor-code/>) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our university is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity. All students are expected to be familiar with and abide by the Honor Code. All academic work must be done with the highest level of honesty and integrity.

All work must be your own, and all sources must be cited using APA format. If there is confusion about plagiarism and citation (when to cite/how to cite), please utilize Purdue Owl, the UNC writing center, library, and/or me. We are all happy to help.

Academic dishonesty will not be tolerated. (This is an ethics class!) All papers and written work may be subjected to software plagiarism checks, such as, but not limited to iThenticate.

Submitting your work for this class signals acceptance of plagiarism checks. Acts of plagiarism may result in a formal report to the school and adverse actions, including an F for the *entire* class.

AI programs, such as ChatGPT, are considered plagiarism for this class. Your work must be your work. You may not ask any AI program to write your paper for you.

Remember, you are *not* a grade. You are a person, and your integrity matters much more than any grade ever will. You can recover from a bad grade or even a failing grade. Recovering from academic dishonesty.... infinitely more difficult. Don't put yourself in that position.

A complete garbage paper > a plagiarized paper. A poor score for which you worked hard? Be proud! Sometimes, it is your perseverance, not your raw intelligence, that gets you where you need to go.

If you are struggling, please email me. Cheating is never the answer. I am here to help.

Remote Learning: This is not at all anticipated. However, should the need arise (repeat of 2020), we can transition to online learning via Zoom.

Other Resources

UNC Alert Text Messaging: <https://alertcarolina.unc.edu/register/>

UNC Police: <https://police.unc.edu>

Accessibility Resources & Service (ARS) and Accessibility Accommodations: UNC is committed to providing accessible programs. If you are in need of accommodations due to disability (physical or mental; chronic or temporary; pregnancy related), please visit the ARS website and get in contact with them to secure accommodations. <https://ars.unc.edu>

If you already have approved accommodations, please remember to forward them to your professors using the ARS hub <https://arshub.unc.edu/index.php>

Title IX: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek help. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (<https://eoc.unc.edu/whoware/our-team/>), Report

and Response Coordinators in the Equal Opportunity and Compliance Office (<https://eoc.unc.edu/howeare/our-team/>), Counseling and Psychological Services (<https://caps.unc.edu>), or the Gender Violence Services Coordinators (<https://gvsc.unc.edu/contact/>) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu>.

Diversity and Inclusion: UNC at Chapel Hill and its faculty are dedicated to diversity and inclusion in all its many facets. For more information, please see <https://catalog.unc.edu/about/introduction/>

The University's policy on Prohibiting Harassment and Discrimination is outlined on the Equal Opportunity and Compliance Office's webpage (<https://eoc.unc.edu/our-policies/ppdhrm/>). UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

UNC LGBTQ+ Center: <https://lgbtq.unc.edu>

Discrimination, harassment, sexual violence, interpersonal violence, and stalking: <https://safe.unc.edu>.

Mental Health: UNC cares about your mental well-being. If you are in need of assistance, please visit the following websites and get in touch with those departments.

- Counseling and Psychology Services (CAPS) <https://caps.unc.edu>
- Psychology and Neuroscience Community Clinic <https://clinic.unc.edu>
- CAPS Multicultural Health Program specialized to meet the needs of black, indigenous and students of color <https://caps.unc.edu/services/multicultural-health-program/>

Physical Health: UNC also cares about your physical well-being. If you are in need of physical healthcare (primary care, dental, gynecology, immunization, etc.) please visit the following website and make an appointment with the relevant service center: <https://campushealth.unc.edu>

The Schedule

Dates	Lesson Plan Topic	Assignments Due (all out of class assignments, other than the introduction video, are due at 10:59 am)
Jan. 10 (W)	Introduction to Professor, Class, Syllabus, and Citation.	<p><u>To do:</u> Post an introduction to the Canvas forum “Introduction Videos.” Please make sure to include the following information: what is your major and what is your dream career (be as specific as possible, e.g. crime reporter or public relations specialist for a music industry celebrity). If you go by a name other than your legal first name, please let us know that as well. If you have fur babies, feel free to introduce them. Due at 11:59 pm</p> <p><u>To read:</u> Syllabus</p>
Jan 15. 23 (M)	Holiday	No class, no assignments
Jan. 17 (W)	Citation Wrap-up Ethics v. integrity. An Introduction to Philosophy – Deontology, Utilitarianism, and Virtue Ethics	<p><u>To read:</u> Read and be prepared to discuss: <i>Understanding Ethics: An Introduction to Moral Theory</i> by Tännsjö –</p> <ol style="list-style-type: none"> 1. Chapter 2 “Utilitarianism” (just pages 17 and 18) 2. Chapter 4 “Deontological Ethics” (just pages 59- 62) 3. Chapter 6 “Virtue Ethics” (entire chapter, pages 95- 111) <p>All are available through UNC’s online library. Read for the big picture – what is each theory’s main point/what is each theory trying to say/do?</p> <p>This is a challenging reading, but don’t panic. It makes more sense as we go.</p>
Jan. 22 (M)	Deep-dive into Philosophy – Practice in Applying Deontology, Utilitarianism, and Virtue Ethics	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. <i>The Virtues of Captain America: Modern-Day Lessons on Character from a World War II Superhero</i> by White: Chapter 1 “Superhuman Ethics Class” (entire chapter, pages 1-20) 2. <i>The Avengers and Philosophy: Earth’s Mightiest Thinkers</i> by White: Chapter 1 “Superhuman Ethics Class with Avengers Prime” (just pages 12-15) <p>Recommended reading (<u>NOT</u> required) – “Superhuman Ethics Class with Avengers Prime” - all of chapter 1</p>

		Both are available through UNC's online library.
Jan. 24 (W)	Let's Apply – Health COMM CAPS guest visit	<u>To read:</u> 1. Mackert, M., Donovan, E., & Guadagno, M. (2013). Promoting multivitamins to Hispanic adolescents and mothers: Communicating benefits that resonate. <i>SAGE Open</i> , 3(4), 215824401350726. https://doi.org/10.1177/2158244013507268 Available through UNC's online library.
Jan. 29 (M)	How Communication/ Journalism Met Ethics	<u>To read:</u> Read and be prepared to discuss: 1. <i>The Routledge Handbook of Mass Media Ethics</i> by Wilkins and Christians: Chapter 2 "A Short History of Media Ethics in the United States" (entire chapter, pages 16-27) Available through UNC's online library
Jan. 31 (W)	Ontology, Epistemology, Paradigms of Inquiry, and Methodology	<u>To read:</u> Read and be prepared to discuss: 1. Murphy "Comparing Positivist, Post-Positivist, Interpretivist, and Critical Theory paradigms of inquiry: A maritime security cooperation example" https://www.linkedin.com/pulse/comparing-positivist-post-positivist-interpretivist-critical-murphy
Feb.5 (M)	Objectivity, Neutrality, and Transparency in News	<u>To read:</u> Read and be prepared to discuss: 1. Martine and Maeyer "Networks of Reference: Rethinking Objectivity Theory in Journalism" 2. Glasser et al. "The Claims of Multiculturalism and Journalism's Promise of Diversity" (skim read, mostly interested in pages 57-59 and pages 63-68) Both are available through UNC's online library.
Feb.7 (W)	Loyalty and Conflicts of Interest	<u>To read:</u> Read and be prepared to discuss: 1. <i>Doing Ethics in Media: Theories and Practical Applications</i> by Roberts and Black: Chapter 5 "Loyalty" (entire chapter) Available through UNC's online library 2. Jensen, E. (2016, February 26). When is friendship a conflict of interest? National Public Radio. https://www.npr.org/sections/publiceditor/2016/02/26/467813499/when-is-a-friendship-a-conflict-of-interest Available online.

		<p>3. Lubet, S. (2022, September 21). Nina Totenberg's conflict of interest. The Hill. https://thehill.com/opinion/judiciary/3653576-nina-totenbergs-conflict-of-interest/</p>
Feb. 12 (M)	University Well-being Day	No class, No Assignments
Feb. 14 (W)	<p>Issues of Advocacy and Honesty – TARES Test</p> <p>In-class assignment TARES Group Presentation <u>Preparation</u></p>	<p><u>To do:</u> Bring your schedules and a device to access Canvas in class.</p> <p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. <i>Doing Ethics in Media: Theories and Practical Application</i> by Roberts and Black: Chapter 2 “Codes of Ethics and Justification Models” (just pages 66-68) 2. Lee, & Cheng “Assessing the TARES as an Ethical Model for Antismoking Ads.” <p>Both are available through UNC’s online library.</p>
Feb. 19 (M)	TARES Presentations Day 1	<p><u>To do:</u> TARES presentations</p> <p><u>To Read:</u> None</p>
Feb. 21 (W)	TARES Presentations Day 2	<p><u>To do:</u> TARES presentations</p> <p><u>To Read:</u> None</p>
Feb. 26 (M)	TARES Presentations Day 3	<p><u>To do:</u> TARES presentations</p> <p><u>To Read:</u> None</p>
Feb. 28 (W)	Special topics in Advertising, Marketing, Public Relations, and Lobbying – MOD, the Merchants of Death	<p><u>To watch:</u> Please watch and be prepared to discuss</p> <ol style="list-style-type: none"> 1. Reitman <i>Thank You for Smoking</i> film trailer https://www.imdb.com/video/vi126746905/?ref=ttvi_vi_imdb_1 <p><u>To read:</u></p> <ol style="list-style-type: none"> 2. Hiebert, R. E. (1966). Ivy Lee: “Father of Modern Public Relations.” <i>The Princeton University Library Chronicle</i>, 27(2), 113–120. https://doi.org/10.2307/26409644 3. Marszalek “Papa John's PR Firm Olson Engage Resigns After Founder Admits Racial Slur” https://www.provokemedia.com/latest/article/papa-john%27s-pr-firm-olson-engage-resigns-after-founder-admits-racial-slur

		<p>4. AbAguirre “He Fixes the Worst PR Crises Imaginable. Then Came Harvey Weinstein.” https://www.nytimes.com/2018/06/01/style/michael-sitrick-harvey-weinstein-crisis-management.html (Available through UNC’s online library. However, you may need to create an academic pass.)</p>
Mar. 4 (M)	<p>Topic 1: Wrap-up MOD if needed</p> <p>Topic 2: Trigger Warnings and Media Ratings</p>	<p><u>To read:</u></p> <ol style="list-style-type: none"> 1. Khalid, A., & Snyder, J. A. (2021). The data is in: Trigger warnings don't help: A decade ago, few researchers had studied their effectiveness. Now we know. <i>The Chronicle of Higher Education</i>, 68(3), 44. https://go-gale-com.libproxy.lib.unc.edu/ps/i.do?p=BIC&u=unc_main&iid=GALE%7CA679376169&v=2.1&it=r&sid=summon <p><u>To read or watch:</u></p> <ol style="list-style-type: none"> 2. Hunt, K. (2018, February 28). <i>The end of American film censorship</i>. JSTOR Daily. https://daily.jstor.org/end-american-film-censorship/ OR Filmmaker IQ. (2013, November 28). <i>The history of Hollywood censorship and the ratings system</i> [Video]. Youtube. https://www.youtube.com/watch?v=Ynf8BmfgPtM (Please be advised that this video contains sexual innuendo and brief nudity. You are absolutely welcome to read the Hunt article, if you prefer.)
Mar. 6 (W)	Privacy in Journalism	<p><u>To read:</u> Read and be prepared to discuss: <i>Exploring Communication Ethics: A Socratic Approach</i> by Bobbitt</p> <ol style="list-style-type: none"> 1. Chapter 6 “Journalism and Broadcasting: Privacy Issues” (entire chapter) <p>Available through UNC’s online library.</p>
Mar.11 (M)	Spring Break	No class, No Assignments
Mar. 13 (W)	Spring Break	No class, No Assignments
Mar. 18 (M)	<p>Privacy in Advertising</p> <p>Tentatively: Guest Speaker from the Parr Center for Ethics</p> <p>Assign and Release Midterm</p>	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Haggin and Vranica “Apple’s Privacy Change is Hitting Tech and E-Commerce Companies. Here’s Why.” https://www.wsj.com/articles/apples-privacy-change-is-hitting-tech-and-e-commerce-companies-11634901357 <p>Available through UNC’s online library.</p> <ol style="list-style-type: none"> 2. Hill “How Target Figured out a Teen Girl was Pregnant before her Father Did” https://www.forbes.com/sites/kashmirhill/2012/02/16/ho

	Essay Exam (tentative)	w-target-figured-out-a-teen-girl-was-pregnant-before-her-father-did/?sh=6e5652c06668
Mar. 20 (W)	Privacy in Photojournalism	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. <i>The Ethics of Photojournalism in the Digital Age</i> by Santos and Eldridge: Chapter 3 “Journalism Ethics and Photojournalism Ethics” (only pages 40-43) <p>Available through UNC’s online library.</p> <ol style="list-style-type: none"> 2. Pekel, M., & Van De Reijt, M. (n.d.). <i>Refugee images: Ethics in the picture.</i> https://ethicaljournalismnetwork.org/refugee-images (trigger warning - image of mural of a dead refugee child)
Mar. 25 (M)	Special topics in photojournalism, advertising, and marketing – Nature	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Hari “Reasons Why Photography has a Negative Impact on the Environment” https://www.shootphilly.com/reasons-why-photography-has-a-negative-impact-on-the-environment/ 2. Bending “Before You Hit ‘Share’ on that Cute Animal Photo, Consider the Harm It Can Cause” https://theconversation.com/before-you-hit-share-on-that-cute-animal-photo-consider-the-harm-it-can-cause-126182 3. Bodine, R. (n.d.). <i>Ethics and wildlife photography: Meet Florida’s conservation photographer, Carlton Ward Jr.</i> U.S. Fish and Wildlife Service. https://www.fws.gov/story/ethics-wildlife-photography <p>Recommended reading (not required):</p> <ol style="list-style-type: none"> 1. Russo “Why are There So Many Animals in Fashion Ads?” https://fashionista.com/2014/12/animals-in-fashion-ads
Mar. 27 (W)	Special Topics in Digital Media Production	<p><u>To do:</u> Midterm essay exam due at 10:59 am</p> <p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Duffy “The Romance of Work: Gender and Aspirational Labour in the Digital Culture Industries.” <p>Available through UNC’s online library.</p>

Apr. 1 (M)	Special topics in Advertising and Marketing – Labeling and Diversity	<p><u>To watch:</u> Please watch and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. NBC News “How ‘Natural’ Food Labels are Misleading Consumers NBC Nightly News” https://www.youtube.com/watch?v=xnPwwQWddLQ 2. WRFV Local 5 “HealthWatch: Misleading Food Labels – Don’t Believe Everything You Read” https://www.youtube.com/watch?v=sv8pBNTdlZk 3. Vox “Why Women’s Clothing Sizes Don’t Make Sense” https://www.youtube.com/watch?v=7QwlT5f7H1c <p>Recommended reading (not required):</p> <ol style="list-style-type: none"> 1. Camelo, W. (2020, June 10). <i>The advertising and marketing industry has a diversity problem</i>. Camelo Communication. https://camelocommunication.com/the-advertising-and-marketing-industry-has-a-diversity-problem/ 2. Childers, N. A. (2020, November 24). <i>The moral argument for diversity in newsrooms is also a business argument — and you need both</i>. Nieman Lab. https://www.niemanlab.org/2020/11/the-moral-case-for-diversity-in-newsrooms-also-makes-good-business-sense/
Apr. 3 (W)	Professionalism	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Kirtley “How Dual Loyalties Created an Ethics Problem for Chris Cuomo and CNN” https://theconversation.com/how-dual-loyalties-created-an-ethics-problem-for-chris-cuomo-and-cnn-173057 2. Maheshwari “She was a Candidate to Lead Levi’s” https://www.nytimes.com/2022/03/25/business/levis-jen-sey.html 3. Ivanova “Weather Anchor Says She was Fired over Her Curly Hair.” https://www.cbsnews.com/news/tv-reporter-tabitha-bartoe-fired-curly-hair-appearance/# 4. American Civil Liberties Union. “ACLU Wins Challenge to North Carolina’s Cohabitation Ban.” https://www.aclu.org/press-releases/aclu-wins-challenge-north-carolinas-cohabitation-ban <p>Recommended reading (not required):</p>

		<p>1. Johnson and Ebrahimji “A Medical Journal Apologized after an Article Prompted Health Professionals to Post Images of Themselves in Bikinis” https://www.cnn.com/2020/07/25/cnn10/medbikini-backlash-and-apologies-trnd/index.html</p>
Apr. 8 (M)	<p>Professionalism Activity</p> <p>In-class assignment professionalism: Issue-spotting handout problems and group discussion</p>	<p><u>To do:</u> Make sure to bring your laptop and charger to class today. Today’s class is an in-class activity based on our professionalism readings.</p> <p><u>To read:</u> Review previous reading assignment.</p>
Apr. 10 (W)	<p>Special Topics in Journalism - Health Reporting: A Case Study (Monkeypox and HIV)</p>	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Ryan “Gay Men Deserve the Truth about Monkeypox” (available through UNC’s online library - please note that you may need to create your academic pass.) 2. Treisman “As Monkeypox Spreads, Know the Difference between Warning and Stigmatizing People” https://www.npr.org/2022/07/26/1113713684/monkeypox-stigma-gay-community 3. Michael “Monkeypox, a ‘Gay Disease’” (available through UNC’s online library – please note that you may have to create your academic pass) <p>Skim read and be prepared to discuss:</p> <ol style="list-style-type: none"> 4. History “AIDS Crisis Timeline” https://www.history.com/topics/1980s/hiv-aids-crisis-timeline
Apr 15 (M)	<p>Special Topics in Journalism - When Journalism Kills</p>	<p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Dastagir “Kate Spade's Death and the Unintentional Consequences of Suicide Coverage” https://www.usatoday.com/story/news/2018/06/06/kate-spades-death-and-suicide-contagion-how-media-got-wrong-again/678314002/ 2. Ducharme “Suicide Deaths Are Often 'Contagious.' This May Help Explain Why” https://time.com/5572394/suicide-contagion-study/

		<p>3. Thomason et al. "Reporting on the Nightstalker" https://mediaengagement.org/research/reporting-on-the-night-stalker/</p>
Apr. 17 (W)	Special Topics in Journalism – Issues in Crime Reporting	<p><u>To do:</u></p> <ol style="list-style-type: none"> 1. Research participation due at 10:59 am <p><u>To read:</u> Read and be prepared to discuss:</p> <ol style="list-style-type: none"> 1. Fullerton, R. S., & Patterson, M. J. (2020). <i>Murder in our midst: Comparing crime coverage ethics in an age of globalized news</i>. Oxford University Press. https://doi-org.libproxy.lib.unc.edu/10.1093/oso/9780190863531.001.0001 (Page 10, found in chapter 1, and pages 90-97 (stopping at "Defining the Moral Edges of Community), found in chapter 5. <ul style="list-style-type: none"> • Available through UNC's online library. 2. Global Strategy Group "Innocent Until Proven Guilty? A Look at Media Cover of Criminal Defendants in the U.S." https://globalstrategygroup.com/wp-content/uploads/2012/07/GSG_Report_Innocent_Until_Proven_Guilty.pdf
Apr. 22 (M)	Wrap-up Crime Reporting (if needed), Potter Box, Bok's Test of Veracity, and Ethics Codes	<p><u>To do:</u></p> <ol style="list-style-type: none"> 2. Bring your own ethics code - Find an online MEJO ethics code (SPJ, PRSA, NPPA, AAF, or AMA are recommended options). Read thoroughly and then bookmark or favorite the webpage. Be prepared to informally discuss your chosen code. <p><u>To read:</u> Read and be prepared to discuss: <i>Doing Ethics in Media: Theories and Practical Application</i> by Roberts and Black Chapter 2 "Codes of Ethics and Justification Models" (only pages 63-77)</p> <p>Available through UNC's online library.</p>
Apr. 24 (W)	Paper Swap	<p><u>To do:</u></p> <ol style="list-style-type: none"> 1. Bring your laptop with a copy of your final paper rough draft. You will be paired with another student to swap papers for peer editing. This is an in-class workday. 2. Course evaluations (tentative)
Apr. 29 (M)	Final Paper, Code Hunt, and Make Your Own	<p><u>To do:</u></p> <ol style="list-style-type: none"> 1. Final Paper due at 10:59 am

	Ethics Code (if we have time)	<p>2. From last week's class – Bring your ethics code to class and be prepared to informally discuss it.</p> <p><u>In-class activities:</u></p> <ol style="list-style-type: none"> 1. Code Hunt 2. Make your own ethics code (if we have time; has a submission element)
May 2 (Th)	<p>Final Presentations during Exam Period– Thursday at 4:00 pm (tentatively via Zoom)</p>	<p>To do: Final presentations</p> <p>Our exam period is scheduled for 4:00-7:00 pm. <u>If</u> the class prefers, we can meet via Zoom for final presentations. More information to come.</p>