

# Syllabus Spring 2018



## JOUR 608 Ethics and the Media

Course #14810  
Tues & Thurs  
9:30 am-10:45 am  
ROB 150

Instructor:  
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Office hours:  
W 12:30 to 2:00  
T/Th 1:30p to 2:30p  
F By appointment

### **Course Scope and Objectives**

This course examines ethics and the ethical decision-making process for media practitioners. It has four components — or themes.

- 1. Foundations:** philosophies and philosophers ... morals, values and principles
- 2. Reasoning with reality:** using decision models to resolve moral dilemmas
- 3. The "scene":** ethical scrapes and conflicts in current events
- 4. Forward:** your own ethical identity for the future
- 5. Diversity Weeks:** Women; African/American philosophers; Eastern philosophers; LGBT&A; People with Disabilities; “Where’s my hyphen”

**I want you to understand the rationale of this statement: There isn't the ethics of this or that profession or activity. There's only *ethics* — period.**

We will take on some interesting and tough issues. You need to:

- Critically analyze philosophies, models, cases and ethics codes.
- Recognize ethical issues, problems and dilemmas in all facets of communications.
- Use models effectively to resolve ethical dilemmas.
- Think critically and clearly in applying models to case studies and current events.
- Clearly and creatively present case studies and debates.
- Ground yourself in American media standards and practices.
- Participate in class and group activities.

Everyone *must* participate. You will be part of a group and will develop presentations for case studies. You will argue cases in mini-debates called Face Offs and do Quick Hit presentations. We will also discuss readings, various codes of ethics and current events; you need to be prepared to discuss this material. We may have guest speakers.

The course borrows heavily from the work of Tom Volek, the late John Ginn, Lori Demo, Chuck Marsh, Linda Lee and Peggy Kuhr. I try to stand on their shoulders. Each of them is, as T.S. Eliot called Ezra Pound, “*il miglior fabbro*” (the better craftsman), not that I’m any sort of Eliot. All problems in this course are solely my fault.

### **Materials & Resources**

**Required book:** Kidder, Rushworth M., *How Good People Make Tough Choices*, (Any edition). Take notes on the assigned readings – good notes – and bring them to class. No

open books in class. I'll have pop quizzes and call on people randomly, so be ready. Also, if you have any books, videos, movies, etc. that you think would interest the class, please let me know and we will incorporate them into the course. If you can find websites and links that are “current” we will use those too. Be ready to be flexible and vocal!

**Download class assignments from KU Blackboard** <http://courseware.ku.edu/>.

It has links to PDF documents and websites, assignment sheets, this syllabus, your running grade and other course materials. As we stay flexible I will update the syllabus as we move forward.

## **Requirements**

### **Group work**

Students will be assigned or you can (self assign by sign-up sheet) to groups. Each group will produce two case studies based on group discussion and analysis; one comes from The Casebook; the group will create a scenario for the second one.

Students will partner up to present three debates called Face Offs.

Problem members of groups generally become pretty obvious. Groups shouldn't cut slack for slackers — and they don't. Group members will evaluate each other and themselves for their contributions and participation. Those evaluations go into the “group participation” grade component, which is worth 10 percent of the final grade. Don't try to take a free ride on others' work; you'll pay the price.

### **Attendance & participation**

I take roll, and **attendance is mandatory**. Attendance and participation determine 20 percent of your grade. If you don't show up for a class, it's an unexcused absence — see penalty below. If you need to miss class, notify me **in advance** and I'll excuse you. (Exception: class meetings immediately before or after spring break ... no excuses for those.) If you're sick, you must call — or e-mail — in sick, just as you would with a paying job. I won't necessarily accept after-the-fact notifications of absence, but I'll excuse absences for bona fide emergencies (a good one: “The ambulance didn't have WiFi, so I couldn't e-mail you”), and I may require documentation.

Each unexcused absence loses 1 percent of your final grade. If you don't show up on a day when your group presents, that's 5 percent, plus whatever hit your group mates mete out to you for group participation.

### **BlackBoard Discussion Board**

You will be required to post things throughout the semester. I will start some threads and I will require you to respond and even start a thread from time to time. Be ready for this. If you are not aware of how to do this, we can discuss it!

***The "BookTwitFace" warning:*** Doing puzzles, messing around on notebook computers, texting on phones or reading the newspaper in class is unprofessional. Dozing off doesn't

make it. Anybody doing any of the above in class will immediately earn an "absent unexcused" for the day and could see further deductions from the participation grade. If you feel you really need to be on the computer for the 1.5 hours of class, maybe you should think of another class.

You are still responsible for assignments due and material covered in class even if you have an excused absence, and it's up to you to make them up as quickly as possible.

I keep track of participation. Students who participate thoughtfully and regularly will get all participation points (minus absence penalties). Those who show up but seldom or never jump into discussions will get about 70 percent of the participation points.

### **Journalism School policy on classroom attendance**

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

**The Career and Outreach Office** at Stauffer-Flint, Room 120, provides services for all students at the William Allen White School of Journalism and Mass Communications. If you need assistance with resume and cover letter development, job search strategy, internships, mock interviews and LinkedIn profile, schedule an appointment with Steve Rottinghaus at [steve\\_rottinghaus@ku.edu](mailto:steve_rottinghaus@ku.edu). Make sure to follow job and internship postings on Twitter at @Rhaus90.

**J-School Generations** is an annual event during KU Homecoming that brings together J-School alumni and students to connect, network and have fun. Alumni "take over" journalism classes on Thursday, Sept. 27, and students are invited to attend a TED-style talk with three of our alumni. On Sept. 28, we have student/alumni teams compete in a trivia and games contest and networking opportunities. Our alumni, who work in all

facets of journalism and strategic communication, are eager to share their advice with you. Learn more and sign up for events at <http://journalism.ku.edu/j-school-generations>.

## **Exams**

We will have 2 -4 tests covering the book, lectures, readings, guests and class discussion. You need to know the distinctive elements of the philosophers and models and major discussion points from class. I will expect you to know and understand the cases we cover.

## **Tests and Quizzes**

Instructors are allowed by Kansas Board of Regents policy, to require backpacks, purses and other bags be placed in front of class during exams and quizzes, and as such those items will not be under the constant control of the individual. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

This course may have a final examination. It will all depend on our classwork and discussions. I will give you plenty of notice once we get to the last two months of class.

## ***Academic Conduct***

It's an ethics course. We shouldn't need to say more. But here it is anyway.

You are bound by the academic misconduct rules found in the current Timetable of Classes online and by the J-School policies stated below. **IF YOU HAVE ANY DOUBTS AS TO WHAT CONSTITUTES ACADEMIC MISCONDUCT, ASK ME BEFORE YOU DO SOMETHING YOU MIGHT REGRET.**

## **KU Weapons Policy**

University-wide weapons concealed carry policy [approved draft policy](#)

### **Common preamble for all subsequent wording**

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.

- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

## **Grade Breakdown**

Check Grade Center on Blackboard for your running grade.

Group Case Studies (1)	10%
Face Offs (2)	15%
Comparative Code of Ethics	5%
Personal Code of Ethics	10%
BlackBoard Posts	20%
Exams (2-4)	20%
Group participation in case-study prep & presentation	10%
Class attendance & participation	10%

Throughout the course and as a final grade, an A is for *exceptional* work, B is for good work and a C is for doing enough to get by. Below that it gets ugly. Don't go there. By and large you should know you do the work you will do just fine!

### **Grade Scale:**

A = 93.00% - 100%	C = 73.34% - 76.66%
A- = 90.0% - 92.99%	C- = 70.0% - 73.33%
B+ = 86.67% - 89.99%	D+ = 66.67% - 69.99%
B = 83.34% - 86.66%	D = 63.34% - 66.66%
B- = 80.0% - 83.33%	D- = 60.0% - 63.33%
C+ = 76.67% - 79.99%	F = 59.99% and below

## **Other Policies**

### **Disabilities**

The KU Disability Resources (DR) office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Office: 22 Strong Hall, Phone: 785-864-2620 (V/TTY). For information about DR services, go to <http://disability.ku.edu>. Please contact me privately regarding your needs in this course.

### **Graduate students**

The University requires extra work for graduate students enrolled for graduate credit in courses that also serve undergraduates (courses numbered between 500 and 699). Graduate students must individually consult the instructor to work this out.

## **Inclement Weather**

In the event of inclement weather, the decision to cancel classes is made by KU officials [**not by your instructor**]. To determine whether snow or icy conditions have canceled classes, call 864-7669 (864-SNOW).

## **School laboratories**

The School provides computer and broadcast laboratories for student use. Check for times the lab in 105 Stauffer-Flint is open. Computers are available on a first-come, first-served basis.

The Weir Production Laboratory in the Dole Center will be open 10 a.m.-8 p.m. Monday-Thursday and 10 a.m.-5 p.m. on Friday. Students may sign-up for editing time and equipment on a first-come, first-served basis through Outlook Web Access, [www.mail.ku.edu](http://www.mail.ku.edu). Instructions are available on the J-School Web site, [www.journalism.ku.edu](http://www.journalism.ku.edu). (Look under the “reservations” link on the right side of the page.) Students may reserve camera equipment no more than three hours at a time and editing equipment no more than two hours at a time.

All times are subject to change. For the first two full weeks of the semester, the Weir Production Laboratory will close at 5:00 p.m. Extended lab hours will be announced later in the semester.

There are adequate laboratory resources available for students who complete their assignments in a timely manner.

## **Students with disability Access Help**

## **Additional Resources**

- Link to Diversity and Equity website: <http://www.diversity.ku.edu/>
- Link to IOA website: [www.ioa.ku.edu](http://www.ioa.ku.edu)
- Links—AAAC website: [www.achievement.ku.edu](http://www.achievement.ku.edu)
- Link to faculty resources for providing accommodations:  
<http://www.disability.ku.edu/~disability/faculty/>
- Link to accommodation statement for syllabus:  
[http://www.disability.ku.edu/~disability/faculty/syllabus\\_statement.shtml](http://www.disability.ku.edu/~disability/faculty/syllabus_statement.shtml)
- Link to Student Handbook: <http://www.disability.ku.edu/~disability/handbook/>
- Link to the Office for Civil Rights’ Reading Room that provides comprehensive links to publications pertaining to anti-discrimination:  
<http://www2.ed.gov/about/offices/list/ocr/publications.html>

## **Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:**

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

*The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.*

### **Plagiarism**

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

### **Fabrication and Falsification**

Unauthorized alteration or invention of any information or citation in an academic exercise.

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism.

Here is the journalism school's official policy statement:

“The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

“In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.”

The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

Here’s some clarification:

- If you use or attempt to use any unauthorized materials during a test, or if you give any unauthorized materials to someone else during a test, this is cheating. Unauthorized materials include written materials, such as notes. Unauthorized materials include any forms of nonverbal communication (one cough, the answer is A; two coughs, the answer is B, etc.).
- Plagiarism is stealing. You take someone else’s ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person’s ideas, opinions, and words into the papers you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due. “Recycling” past interviews or research from previous J101 students and presenting it as your own falls into the category of plagiarism.
- Fabrication and falsification mean that you made it up. This can include making up an entire interview or embellishing a fact, quote, or statistic to make it sound better. Don’t do it.

We will discuss these issues further in class. If you have any questions, contact the professors or teaching assistants.

## **Original work**

The expectation when you come to this class is that you’ve come to learn, to be creative, to stretch your imagination, and expand your skills. Therefore, all the work you do in this class must be original. That means no “recycling” of assignments or papers from other classes, in the j-school or outside the j-school. Don’t recycle old high school assignments. Don’t recycle research papers, news stories, marketing plans, etc. If you wrote a news story on Jayhawk alums who served in Afghanistan for a class last semester, you can’t revise that slightly and resubmit it as a new assignment. If you conducted a research study on how companies respond to crisis, you can’t modify that and submit it to your professors.

I assume the work you do for this class is original to this class. Any efforts to recycle material will be regarded as academic dishonesty.

**Copying or Recording** - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

*August 17, 2009*

### **Language on Diversity**

In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

## Tests, reading assignments and due dates

△ All dates subject to revision as we go through the semester △

### T Aug 27

Syllabus; what is/are morals and ethics?  
We get our “core” from everywhere...  
Mom; Cousin Willy; our boss; Grandpa  
John; yes... even the media.  
Media Images: Its more than just RACE.  
Assign: Philosophers readings

### Th Aug 29

Due: DISCUSSION: Philosophers &  
Models PDF pp. 1-3; Aristotle, Hobbes,  
Kant PDFs. Pgs 1-5 discussion of Case  
Studies (We will also use Eastern,  
Indigenous and other philosophies  
through case studies and issues.)  
Philosophy and philosopher-dudes.  
Form groups for Group Case Study asst  
READ: “All this for an education” on  
Blackboard.... DUE: 1 page paper AND  
Blackboard comment on BlackBoard!  
Use next class for GROUP MEETING!!

### T Sept 3

Due: Be familiar with Mill, Rawls,  
existentialists PDFs,  
**Post to BlackBoard -All this for  
an education by the start of  
class.**

Philosophy and philosopher-dudes II,  
plus *Agape* and Eastern philosophy.

### Th Sept 5

Due: decision models in Philosophers &  
Models PDF; Kidder ch. 1 & ch 2; bring  
your notes for discussion.  
Dilemmas; using ethics decision models  
Assign: Read Kidder Chps 2 & 3  
KNOW BATH & BODY WORKS  
dilemma!

### T Sept 10

### Kidder Chps 2 & 3

Practice case presentations: The models  
demonstrated

### Read Kidder chps 4 & 5

### Th Sept 12

Core Values  
LGBT&A Documentary  
Politics

How do you do your presentations?  
Info/Examples on BlackBoard

### Assignment: Groups 1 & 3 Present Tuesday

### T Sept 17

Exam Review  
Groups 1 & 3 Present  
Assignment:  
Groups 2 & 6  
1<sup>st</sup> Presentations Thursday

### Th Sept 19

Exam 1 over philosophers and Kidder  
readings, lectures  
Groups 2 & 6 Present  
Due: Start reading Chapter 5 Kidder  
Groups 4 & 5  
1<sup>st</sup> Presentations Tuesday

### T Sept 24

Groups 4 & 5 Present  
Exam Recap  
Due: Finish Chp. 5 reading,  
Groups 1 & 3 1<sup>st</sup> Presentations Thursday

### Th Sept 26

Groups 1 & 3 1<sup>st</sup> Presentations  
Start Chp. 5 Right vs. Right  
Due: Start reading Ch 6 Kidder  
Face-off #1's start next class  
(see list on BlackBoard)

**T Oct 1**

Face-off #1's start  
Chapter 6 Kidder Lecture  
Due: Face-off #1's  
(see list on BlackBoard)

**Th Oct 3**

Speaker – Pending approval  
(see list on BlackBoard)  
Due: Read Ch 7 Kidder

**T Oct 8**

Make sure you have read ALL of  
Kidder ch. 5, 6 & 7; bring your notes for  
discussion  
(see list on BlackBoard)

**Th Oct 10**

Guest Speaker – Generations:  
/Face Offs  
Face offs  
End of Semester Paper Topics

**T Oct 15**

Due: Read Ch 8 Kidder; discuss End of  
semester papers  
Face Offs will continue Thursday

**Th Oct 17**

Special Skype Guest – Katie Priebe  
Due: Read Ch 9 Kidder  
No Class Tuesday (Fall Break)

**T Oct 22**

No Class: Fall Break  
Read Ch 9 Kidder

**Th Oct 24**

Face Offs  
Possible Guest speaker  
J School Generations  
Due: Read Ch 9 Kidder; Face offs  
(see list on BlackBoard for Final  
Individual Presentations)

**T Oct 29**

Face offs  
Lecture Chp. 9  
Due: FINAL PRESENTATION TOPIC  
CHOICES - APPROVALS

**Th Oct 31**

People with Disabilities VIDEO  
DISCUSSION  
Check on final individual presentations  
preparations

**T Nov 5**

Face offs  
Due: Check on final individual  
presentations

**Th Nov 7**

Final Presentations  
(Catch up on any missed Face offs)  
Catch up with Chapters 5-9  
Due: Read Chapter 10

**T Nov 12**

Lecture Chapter 10  
**Final Paper Presentations**  
(see list on BlackBoard)

**Th Nov 14**

**Final Paper Presentations**  
Due: Face offs continue

**T Nov 19**

Face offs  
**Final Paper Presentations**  
Due: Face offs  
(see list on BlackBoard)

**Th Nov 21**

Face Offs  
**Final Paper Presentations**  
Due: Final Presentations  
(see list on BlackBoard)

**T Nov 26**

Face Offs

**Final Paper Presentations**

Due: No class THURS. Thanksgiving  
(see list on BlackBoard)

**Th Nov 28**

**NO CLASS - THANKSGIVING**

NEXT CLASS – BE PREPARED FOR  
EXAM REVIEW

**T Dec 3**

Exam 2 Chps 5-10 Review

Course evaluations

**Final Paper Presentations**

**Th Dec 5**

Exam 2 Chps 5-10

Face Offs

**Final Paper Presentations**

Due: Final Presentations

(see list on BlackBoard)

**T Dec 10**

**Final Paper Presentations**

**Th Dec 12**

**Final Paper Presentations**

**Last class of semester**

FINAL EXAM

We will follow the KU Schedule

Last Day of Class