



GEORGETOWN UNIVERSITY  
School of Continuing Studies  
*Journalism*

## MPJO-500: ETHICS

### GEORGETOWN UNIVERSITY: MPS JOURNALISM

Thursdays, 8 p.m. to 10:30 p.m. | Spring 2014

**Instructor: Matt Apuzzo**

**Instructor: Tanya Ballard Brown**

Downtown campus, Room C220

- Office hours are by appointment.

### COURSE OVERVIEW

It's often said that journalists are the eyes and ears for a public that can't be everywhere at once. That role comes with responsibilities for delivering the news accurately and fairly. And it comes with pressures, in the ever-changing media environment, to get the story first. Sometimes, those two collide.

Journalists are confronted with ethical dilemmas on a routine basis. But there's no black-and-white answer for many of them. This class is therefore intended to explore the myriad gray areas that dominate the way journalists work and live, the blurry lines that divide right from wrong, or, more accurately, divide "probably should" from "probably shouldn't." And, it will examine why ethical journalists sometimes come down on opposite sides of an issue.

The class is designed to help you understand the ethical implications of the choices journalists make, to empower you to navigate the ethical minefield of attempting every day to explain to the world the activities of other people.

**This is a core course of the MPS Journalism program, and students must earn a "B" (83) or higher to pass the course. Please see the Graduate Student Handbook for more details.**

### COURSE OBJECTIVES

By the end of this course, students will:

- Understand the basic tenets of journalism ethics and ways to apply them
- Know how to find, track and discuss current ethical issues
- Be familiar with the major case studies of journalism ethics
- Be familiar with the ethics/standards code of a news organization of their choosing
- Be familiar with the intersection of journalism ethics and media law

### REQUIRED READING

Each student must read a daily newspaper, either the online or paper version, or an online news site such as CNN.com, huffingtonpost.com or politico.com. Students will be required to



follow the news organization throughout the semester and analyze the ethical decisions it makes.

Title: *The New Ethics of Journalism: Principles for the 21st Century*

Author: Kelly McBride and Tom Rosenstiel

Publisher: CQ Press

Publication Year: 2013

ISBN: 978-1604265613

Price: \$34.54 (from Amazon)

Title: *Regret the Error: How Media Mistakes Pollute the Press and Imperil Free Speech*

Author: Craig Silverman

Publisher: Union Square Press

Publication Year: 2009

ISBN: 978-1402765643

Price: \$12.95 (from Amazon)

Title: *The Bang-Bang Club*

Author: Greg Marinovich and Joao Silva

Publisher: Basic Books

Publication Year: 2001

ISBN: 9780465019786

Price: \$13.47 (from Amazon)

The instructors will assign additional required reading in class each week. Links are listed in the class schedule below. The instructors reserve the right to add short reading assignments off the news during the course of the semester.

Students have until March 22 to read *The Bang-Bang Club*, when it will be discussed in a Saturday book club meeting.

Recommended readings:

- Jim Romenesko: <http://www.JimRomenesko.com>
- Poynter Institute ethics blog: <http://www.poynter.org/tag/ethics/>
- *Regret the Error* section on Poynter (companion to the required book): <http://www.poynter.org/category/latest-news/regret-the-error/>
- Nieman Journalism Lab: <http://www.niemanlab.org/>
- Media Gazer: <http://www.MediaGazer.com>
- Pew Research Center's Project for Excellence in Journalism: <http://www.Journalism.org>
- Pew Internet & American Life Project: <http://www.PewInternet.org>
- Dylan Byers on Media: <http://www.politico.com/blogs/media/>
- NYT's Media Decoder Blog: <http://mediadecoder.blogs.nytimes.com/>



## ATTENDANCE

As outlined by the university, missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). **Absences for classes beyond the initial two will result in further reduction of the final grade.** If you are absent for more than four classes, you will be in danger of failing this course.

This class relies heavily on attendance and participation. Punctual attendance is critical. If you have to miss a class – family emergency, medical emergency, crisis at work or other act of God – you must let the instructors know in advance and work out a proposal for making up whatever work you will miss. Exceptions will be made only in extraordinary circumstances.

## ASSIGNMENTS

At the beginning of the semester, each student will choose a daily news outlet to monitor. An analysis of that outlet will be the basis for the final project.

Each week, by 9 p.m. Sunday, students will email to the instructors a 150- to 200-word summary and a link to an example of an ethical issue or question raised in the course of news coverage that week. These may be drawn from the news outlet chosen for the final project or another news organization. It may be an example of poor or successful handling of an ethical component or it may be simply a story that leads to an additional question about journalism ethics.

The instructors will provide regular feedback on the weekly summaries. One or two students each week will share their submission in class; everyone will share at least twice during the semester. The summaries are worth 15 percent of the final grade. Summaries will be divided into three groups for grading purposes, each worth 5 percent of the total grade.

There are three additional written assignments required for the course. More details will be given in class, but generally the assignments are as follows:

For the first paper, students will write a two- to three-page paper, double-spaced in 12-point type, picking from the one of the two options below:

OPTION ONE: Analyze the ethics involved in a current news story chosen by the student. The paper must include the following:

- What is the ethical issue?
- How did the news organization handle it?
- Was it the right choice? Why? Students must be able to defend their response.

OPTION TWO: Analyze an ethical issue you have confronted in your own reporting or editing, either for another class or for a professional news organization. The paper must include the following issues:

- What is the ethical issue?



- How did you decide to handle it?
- Do you believe it was the right choice? Why? Students must be able to defend their response.

For the second paper, students will be required to survey a minimum of 15 people about their perceptions of the media from an ethical point-of-view and write a three- to five-page paper analyzing the results. Use a professional media code of ethics to frame your questions. Survey a diverse group of individuals.

The third written assignment, the final project, will be an eight- to 10-page paper analyzing the ethical standards of the news organization students followed throughout the semester. Does the news organization have an ethics code? Has it abided by it? What issues have been handled well? What were handled poorly? How does the news organization handle errors? Cite specific examples.

Unless otherwise noted, these three assignments should be filed by email to the instructors by the time class begins on the day the assignment is due. Please submit the papers as Word documents and attach them to your email.

There will also be two out-of-class exams. For each, students will have a defined period of time to make and defend an ethical news judgment call. Just like in real life, important decisions must be made on tight deadlines.

**Journalism requires a strict adherence to deadlines. Late papers will not be accepted.**

Summary of assignments/tests and deadlines:

1. Weekly summaries of current ethical issues: Due by 9 p.m. each Sunday prior to class. Note the two exceptions in the syllabus. You will get feedback on your weekly summary each week. Grading for these will be done in three groups, ending with the weeks of Feb. 9, March 16 and April 24.
2. Two- to three-page analytical paper: Due Jan. 30
3. Survey questions: Due Feb. 6
4. Out-of-class exam No. 1: Between Feb. 8 and Feb. 13
5. Three- to five-page paper on survey analysis: Due Feb. 27
6. Pitch for final paper: March 6
7. Out-of-class exam No. 2: Between April 12 and April 16
8. Eight- to 10-page final paper analyzing news organization's ethics: Due April 24

### **GRADING**

Your papers will be graded on content and also the mechanics of writing. Your course grade will be based on the following:

In-class participation:	5 percent
Weekly reading summaries (5 percent each grading group):	15 percent
Analytical paper:	15 percent
Survey (questions, 5 percent; analysis, 15 percent):	20 percent
Exams (10 percent each):	20 percent
Final paper:	25 percent
<b>Total:</b>	<b>100 percent</b>

Students will receive information detailing the expectations for each assignment. Each assignment will get a numerical grade, 0 to 100, which will translate to the letter grades below. Final grades will be determined by multiplying the numerical grade by the percentage outlined above.

A	100-93	B-	82.99-80
A-	92.99-90	C	79.99-70
B+	89.99-88	F	69.99-0
B	87.99-83		

Graduate course grades include A, A-, B+, B, B-, C and F. **There are no grades of C+, C- or D.** The instructors will provide a warning by mid-semester to any student who appears to be on track for a grade of a B- or below.

### UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program  
202-687-4246  
<http://writingcenter.georgetown.edu/>
- Academic Resource Center  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)  
<http://ldss.georgetown.edu/>
- Counseling and Psychiatric Services  
202-687-6985  
<http://caps.georgetown.edu/>

### STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; [arc@georgetown.edu](mailto:arc@georgetown.edu);



<http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

### GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

*In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.*

### PLAGIARISM

Stealing someone else's work is a terminal offense in journalism, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

### SYLLABUS MODIFICATION

The instructors reserve the right to update the syllabus during the semester, especially as it pertains to the timing of guest speakers. In those instances, the instructors will provide ample warning of any changes.



## CLASS SCHEDULE

### WEEK 1 (THURSDAY, JANUARY 9): WHY ETHICS? (MA/TB)

After introductions and a review of the syllabus, we will explore public perceptions of the media and how those perceptions are based on ethical decision-making. We will explore some of the key questions involved in ethical decision-making.

- **Assignment due January 16:**
  - Select a news organization to follow during the semester. Bring to class its code of ethics for discussion, if the organization makes one public. Some are listed here: [http://www.journalism.org/resources/ethics\\_codes/](http://www.journalism.org/resources/ethics_codes/)
- **Reading for January 16:**
  - *The Ethical Journalist*: Chapters 2 and 3 (selections will be made available to students)
  - *Regret the Error*: Chapter 1-3
  - SPJ ethics code: <http://www.spj.org/ethicscode.asp>
  - RTDNA ethics code: [http://www.rtnda.org/pages/media\\_items/code-of-ethics-and-professional-conduct48.php](http://www.rtnda.org/pages/media_items/code-of-ethics-and-professional-conduct48.php)
  - AP ethics code: <http://www.apme.com/?page=EthicsStatement>

### WEEK 2 (THURSDAY, JANUARY 16): CODES OF ETHICS & WHAT'S THE TRUTH ANYWAY? (MA)

- Why do we need codes of ethics? Should they be mandatory?
- Explore codes of ethics from the Society of Professional Journalists (including its discussions about updating them and its name); Radio, Television Digital News Association; The Associated Press and others. Where are the similarities and differences?
- Is the glass half empty or half full? When a story seems too good to be true, is it?
- Can you report accurately but still not report the truth?
- Why it matters what words you choose
- Getting beyond the spin
- Chasing rumors in the digital world
- **Reading for January 23:**
  - *The Ethical Journalist*: Chapters 5 and 6 (selections will be made available to students)
  - The Watergate Story: <http://www.washingtonpost.com/wp-srv/politics/special/watergate/part1.html>
  - What Journalists Need to Know About the Justice Department's Seizure of AP Phone Records: <http://www.poynter.org/latest-news/mediawire/213344/what-journalists-need-to-know-about-the-justice-departments-seizure-of-ap-phone-records/>



- Fox News reporter Jana Winter grateful for court win on sources:  
<http://www.cnn.com/2013/12/11/us/fox-news-reporter-sources-court/>
- Suggestion for PR People: Don't Tell Journalists How to Do Their Jobs:  
<http://jimromenesko.com/2013/03/29/suggestion-for-pr-people-dont-tell-journalists-how-to-do-their-jobs/>
- "A Gay Girl in Damascus": <http://blogs.reuters.com/mediafile/2011/06/13/a-gay-girl-in-damascus-hoax/>
- *New York* magazine on the Judith Miller saga:  
<http://nymag.com/nymetro/news/media/features/9226/>
- AP story on missing man in Iran: <http://bigstory.ap.org/article/missing-american-iran-was-working-cia>
- **Assignment due January 23:**
  - Bring to class examples of how anonymous sources are used by the news organization you are following.

### WEEK 3 (THURSDAY, JANUARY 23): SOURCING, ATTRIBUTION AND RUMORS (MA)

- How does a reporter develop sources?
- The importance of attribution in print, broadcast and online
- On the record, off the record, background and deep background
- Should journalists ever be required to disclose the identity of their anonymous sources?
- Case study: *Branzburg v. Hayes* Supreme Court case and clashes between the media and law enforcement over anonymous sources
- When sources deceive
- When you shouldn't protect sources
- When should reporters hold a story at the government's request?
- **Reading for January 30:**
  - *Regret the Error*: Chapters 4-6
  - Michael Hastings, "The Runaway General":  
<http://www.rollingstone.com/politics/news/the-runaway-general-20100622>
  - How he got the story:  
<http://www.thedailybeast.com/newsweek/2010/06/22/rolling-stone-author-discusses-general-mcchrystal-interview.html>
  - His death:  
<http://www.publiceditor.blogs.nytimes.com/2013/06/22/times-obituary-of-michael-hastings-did-not-capture-his-adversarial-spirit/>
  - Disclosure statement by Katie Boehret of Re/Code (J, '12):  
<http://recode.net/author/katherine-boehret/>
- **Assignment due January 30:** Analytical paper (emailed to instructors before the start of class)





#### WEEK 4 (THURSDAY, JANUARY 30): CONFLICTS OF INTEREST (TB)

In the course of covering a story or a beat, journalists are often faced with situations that are or could be perceived as conflicts of interest. We'll discuss these issues and possible responses to them. For example, journalists could face the following situations:

- My spouse gets a job in an agency I'm covering. Do I have to change assignments?
- A source sends me a bottle of booze for the holidays. Should I accept it?
- I'm covering a Broadway opening. Should I pay for my own ticket?
- Can I become friends with a source?
- **Assignment due February 6:** Survey questions. Come up with a minimum of 10 questions for the survey on public attitudes toward the media, not including basic demographic information.
- **Reading February 6:**
  - *The Ethical Journalist*: Chapter 4 (selection will be made available to students)
  - Joe Scarborough suspended for donations:  
<http://www.politico.com/news/stories/1110/45411.html>
  - Keith Olbermann suspended for donations:  
<http://www.politico.com/news/stories/1110/44734.html>
  - The Mike Allen/Len Downie view on voting:  
<http://www.politico.com/news/stories/0208/8470.html>
  - NPR grapples with the question:  
[http://www.npr.org/blogs/ombudsman/2008/02/should\\_journalists\\_vote.html](http://www.npr.org/blogs/ombudsman/2008/02/should_journalists_vote.html)
  - Caitlin Curran and Occupy Wall Street:  
[http://slatest.slate.com/posts/2011/10/28/caitlin\\_curran\\_the\\_takeaway\\_public\\_radio\\_freelancer\\_fired\\_for\\_oc.html](http://slatest.slate.com/posts/2011/10/28/caitlin_curran_the_takeaway_public_radio_freelancer_fired_for_oc.html)
  - Confessions of a Romney Wife:  
[http://www.slate.com/articles/news\\_and\\_politics/politics/2012/08/campbell\\_brown\\_on\\_being\\_a\\_romney\\_wife\\_you\\_can\\_still\\_have\\_your\\_own\\_opinions\\_when\\_your\\_husband\\_works\\_for\\_a\\_presidential\\_candidate\\_.html](http://www.slate.com/articles/news_and_politics/politics/2012/08/campbell_brown_on_being_a_romney_wife_you_can_still_have_your_own_opinions_when_your_husband_works_for_a_presidential_candidate_.html)
  - Example of Patch "fess up": <http://bethesda.patch.com/users/erin-donaghue>

#### WEEK 5 (SATURDAY, FEBRUARY 1): FIELD TRIP TO NEWSEUM (MA/TB)

We will take a field trip this week to the Newseum. There may be an additional fee, but it will not exceed \$25 per person. More details about the exact time and structure of the visit will be provided in the first few weeks of class. Anyone with concerns about this should talk to the instructors once the details of the trip are provided.

#### WEEK 6 (THURSDAY, FEBRUARY 6): JOURNALISTS AS CITIZENS (TB)

Being a journalist comes with certain rights and responsibilities, but where does this role conflict with being a "regular" citizen? We explore the following issues:

- Disclosure statements and transparency



- Should I vote or attend a rally on the National Mall?
- Can I make a donation of any kind?
- Are there limits to what I can tweet or post on Facebook?
- Do journalists ever escape the responsibilities of being a journalist, even when they're not working?
- **Reading/viewing for February 13:**
  - Watch *Lou Grant "Nazi"* episode. It is about 50 minutes long:  
<http://www.hulu.com/watch/685>
  - "Briefing on Media Law" in the AP Stylebook. Please read all the sections in this chapter. You can access the Stylebook online for free through the Georgetown University website: <http://answers.library.georgetown.edu/a.php?qid=140574>. Click on the words that read, "Direct Link." If you are off campus or not on the Georgetown network, you will be asked to provide your last name and student ID number in order to continue on to the AP Stylebook page. Once there, hover over "AP Stylebook" in the top navigation row and click on "View by Chapter." In the Chapter dropdown menu, click on "Briefing on Media Law," which is toward the end of the list.

**\*\*Out-of-class exam No. 1:** Details will be given in class about how to take the exam through Blackboard. All students should plan to set aside time (TBD) to take the exam between 10 a.m. Feb. 8 and the beginning of class, Feb. 13.

### **WEEK 7 (THURSDAY, FEBRUARY 13): PRIVACY, LIBEL AND COPYRIGHT LAW (MA)**

This class will give an overview of important legal concepts and how they relate to ethical decision-making:

- Where freedom of the press and the right to privacy clash
- Private individuals vs. public figures
- What about copyright?
- With "minimize harm" a key tenet of the SPJ code of ethics, does news value outweigh a person's right to privacy? What about the adage, "Comfort the afflicted and afflict the comfortable"?
- No weekly ethical summary assignment for the week of February 20.

### **WEEK 8 (THURSDAY, FEBRUARY 20): FIELD TRIP TO NPR**

We will take a field trip this week to NPR. More details about when will be provided in the first few weeks of class. Students should be prepared for the field trip to take place **outside of the regular class day and time**. Anyone with concerns about this should talk to the instructors once the details of the trip are provided.

- **Assignment due February 27:**



- Survey paper
- Be prepared to discuss your news organization's presence on the web.
- **Readings for February 27:**
  - *Regret the Error*: Chapter 9
  - What Facebook and Twitter Mean for News:  
<http://stateofthemediamedia.org/2012/mobile-devices-and-news-consumption-some-good-signs-for-journalism/what-facebook-and-twitter-mean-for-news/>
  - NYT publishes deleted story after BuzzFeed reporter reconstructs it:  
<http://www.poynter.org/latest-news/mediawire/216743/nyt-publishes-deleted-story-after-buzzfeed-reporter-reconstructs-it/>
  - Roland Martin, CNN:  
<http://www.nytimes.com/2012/02/13/business/media/twitter-is-all-in-good-fun-until-it-isnt.html?pagewanted=all>
  - Elizabeth Flock, The Washington Post:  
[http://www.washingtonpost.com/opinions/elizabeth-flocks-resignation-the-post-fails-a-young-blogger/2012/04/20/gIQAFACXWT\\_story.html](http://www.washingtonpost.com/opinions/elizabeth-flocks-resignation-the-post-fails-a-young-blogger/2012/04/20/gIQAFACXWT_story.html) and  
[http://www.washingtonpost.com/blogs/omblog/post/post-roast-mitt-romney-and-the-kkk-slogan/2011/12/16/gIQAtTx3yO\\_blog.html](http://www.washingtonpost.com/blogs/omblog/post/post-roast-mitt-romney-and-the-kkk-slogan/2011/12/16/gIQAtTx3yO_blog.html)
  - Under the category of what not to do in changing online content:  
<http://www.washingtoncitypaper.com/blogs/citydesk/2010/01/28/washington-post-editorial-board-livid-over-turque-blog-post/>
  - The Boston Marathon Bombing:  
<http://nieman.harvard.edu/reports/article/102877/Journalism--the-Boston-Marathon-Bombings.aspx>

## WEEK 9 (THURSDAY, FEBRUARY 27): ETHICS IN A DIGITAL WORLD (MA/TB)

Digital tools offer journalists new ways to tell stories and access to many more resources for reporting. But the digital space can also present ethical challenges, especially when considering the speed and ease of publishing online. How do traditional ethics apply online? Or do they?

- Moving between media – from print to online to radio to TV. Are there different ethics?
- The rise of the social web and the risks of Facebook, Twitter, YouTube, Instagram and other social sites. The people you're watching are watching you, too.
- Engaging with readers in comments sections
- Speed kills – the pressure to be first vs. the need to be right
- Ethics and curation online
- Case studies: Sandy Hook and the Boston Marathon Bombings
- **Assignment due March 6:** Final project pitch is due. Details for the format of the pitch will be given in class.
- **Reading for March 6:**



- *Regret the Error*: Chapter 10
- Janet Cooke:  
<http://www.uncp.edu/home/canada/work/markport/lit/litjour/spg2002/cooke.htm> and <http://academics.smcvt.edu/dmindich/Jimmy%27s%20World.htm> and [http://articles.latimes.com/1996-05-28/entertainment/ca-9096\\_1\\_janet-cooke](http://articles.latimes.com/1996-05-28/entertainment/ca-9096_1_janet-cooke)
- Stephen Glass: [http://www.pennenberg.com/story\\_archive.html](http://www.pennenberg.com/story_archive.html) and <http://www.vanityfair.com/magazine/archive/1998/09/bissinger199809>
- Jayson Blair: <http://www.nytimes.com/2003/05/11/us/correcting-the-record-times-reporter-who-resigned-leaves-long-trail-of-deception.html?pagewanted=all&src=pm>
- Jack Kelley: [http://www.usatoday.com/news/2004-04-22-report-one\\_x.htm](http://www.usatoday.com/news/2004-04-22-report-one_x.htm)
- AP correction for Christopher Newton stories:  
[https://docs.google.com/document/d/1nZj5frtxkLjw7VMdF6cGH4nkaCf\\_NzKI2vIbOLObvc/edit](https://docs.google.com/document/d/1nZj5frtxkLjw7VMdF6cGH4nkaCf_NzKI2vIbOLObvc/edit)
- Jonah Lehrer, The New Yorker:  
<http://www.thedailybeast.com/articles/2012/06/20/jonah-lehrer-s-self-plagiarism-scandal-rocks-the-new-yorker.html> and <http://mediadecoder.blogs.nytimes.com/2012/07/30/jonah-lehrer-resigns-from-new-yorker-after-making-up-dylan-quotes-for-his-book/>
- Award-Winning Photo of 'Sniper' Was Really Staged Pic of a Photojournalism Student: [http://www.imediaethics.org/News/3792/Award-winning\\_photo\\_of\\_sniper\\_was\\_really\\_staged\\_pic\\_of\\_a\\_photojournalism\\_student.php](http://www.imediaethics.org/News/3792/Award-winning_photo_of_sniper_was_really_staged_pic_of_a_photojournalism_student.php)

#### **WEEK 10 (THURSDAY, MARCH 6): PLAGIARISM, FABRICATION AND ALL-OUT LIES (MA/TB)**

- Is there any protection for the media, and the public, from a journalist who sets out to deliberately fabricate stories, in whole or in part?
- Is plagiarism equally egregious? What should the penalties be?
- How has the Internet changed the dynamics of fraud?
- Case studies: Stephen Glass, Jayson Blair, Janet Cooke, Jack Kelley, Jonah Lehrer and more. Students will be asked to present to the class a case of plagiarism and/or fabrication.
- **Reading for March 20:**
  - Chicago Sun-Times Will Train Staffers on iPhone Photography Basics: <http://www.poynter.org/latest-news/mediawire/214954/sun-times-will-train-reporters-on-iphone-photography-basics/>
  - Tom Junod, "The Falling Man": [http://www.esquire.com/features/ESQ0903-SEP\\_FALLINGMAN](http://www.esquire.com/features/ESQ0903-SEP_FALLINGMAN)
  - Photographer accused of staging photo: <http://petapixel.com/2013/02/23/magnum-photographer-accused-of-ethics-breach-in-prize-winning-photo/>



- The New York Post defends its decision to publish a photo of a man on the subway tracks about to be hit:  
[http://www.nypost.com/p/news/local/picture\\_of\\_controversy\\_A06tIjYbasZpf2RvtNNTxM](http://www.nypost.com/p/news/local/picture_of_controversy_A06tIjYbasZpf2RvtNNTxM)
- Rolling Stone cover on Boston Marathon bombing suspect:  
<http://www.poynter.org/latest-news/mediawire/218633/new-york-times-editorial-defends-rolling-stone-cover/>  
<http://www.rollingstone.com/culture/news/five-revelations-from-rolling-stones-boston-bomber-cover-story-20130716>
- No weekly ethical summary assignment for the week of March 13.

#### **THURSDAY, MARCH 13 – NO CLASS (SPRING BREAK)**

#### **WEEK 11 (THURSDAY, MARCH 20): PHOTO AND VIDEO ETHICS (MA/TB)**

The classic saying is that “a picture is worth a thousand words.” But sometimes does a picture say too much?

- What should be considered when deciding whether to publish a picture or video? Why context is important.
- Is the use of Photoshop ever permissible? What about re-enacting an event?
- How to use stock photos and videos
- Case studies: “The Falling Man” photo, the case of award-winning photographer Paolo Pellegrin, Rolling Stone cover on Boston Marathon suspect
- **Assignment for March 22:**
  - Finish *The Bang-Bang Club*

#### **WEEK 12 (SATURDAY, MARCH 22): BOOK DISCUSSION ON *THE BANG-BANG CLUB* (MA/TB)**

We will meet as a section at the Downtown Campus for a book club discussion of *The Bang-Bang Club*. Time TBD.

- **Reading for April 3:**
  - *Regret the Error*: Chapter 14
  - William Safire on “retraction”:  
<http://www.nytimes.com/2005/06/12/magazine/12ONLANGUAGE.html>
  - Select a column from [New York Times public editor Margaret Sullivan](http://publiceditor.blogs.nytimes.com/author/margaret-sullivan/):  
<http://publiceditor.blogs.nytimes.com/author/margaret-sullivan/>. Be prepared to discuss it.
  - Fear and Trust at The Washington Post:  
<http://www.npr.org/blogs/ombudsman/2013/02/28/173175403/fear-and-trust-at-em-the-washington-post-em>



- Getting it Right: Sandy Hook and the Giffords Legacy at NPR:  
<http://www.npr.org/blogs/ombudsman/2012/12/21/167828109/getting-it-right-sandy-hook-and-the-giffords-legacy-at-npr>
- TBD correction on “men” vs. “me” (called the “correction heard round the world”): <http://www.tbd.com/blogs/tbddc/2010/10/the-correction-heard-round-the-world-3006.html>; original TBD story: <http://www.tbd.com/blogs/amanda-hess/2010/10/hiv-positive-black-gay-men-to-get-the-bayard-rustin-project-a-district-campaign-against-aids-2873.html>
- Howard Kurtz Apologizes for Jason Collins Post:  
<http://www.thedailybeast.com/articles/2013/05/05/howard-kurtz-apologizes-for-jason-collins-post.html>
- CNN’s correction on the Supreme Court healthcare ruling error:  
<http://cnnpressroom.blogs.cnn.com/2012/06/28/cnn-correction/>

### **WEEK 13 (THURSDAY, APRIL 3): ADMITTING YOU’RE WRONG (MA/TB)**

Part of being an ethical journalist is being accountable and acknowledging your mistakes. But how do you do that effectively?

- When you correct your errors how can you ensure that the correction gets to all those who read the original piece? In the digital environment, is that ever possible?
- Write-thru vs. strike-through
- What role does the ombudsman or public editor play in helping a news organization be accountable? What about readers/viewers?
- Case study: CNN’s correction on the Supreme Court’s health care ruling.

#### **Reading for April 10:**

- Why Newsroom Diversity Matters:  
[http://www.mediabistro.com/10000words/why-newsroom-diversity-matters\\_b397](http://www.mediabistro.com/10000words/why-newsroom-diversity-matters_b397)
- ASNE report on diversity in newsrooms:  
[http://asne.org/Article\\_View/ArticleId/2499/Total-and-minority-newsroom-employment-declines-in-2011-but-loss-continues-to-stabilize.aspx](http://asne.org/Article_View/ArticleId/2499/Total-and-minority-newsroom-employment-declines-in-2011-but-loss-continues-to-stabilize.aspx)
- Why Ethics and Diversity Matter: The Case of Trayvon Martin Coverage:  
<http://www.poynter.org/latest-news/everyday-ethics/192604/mostly-white-and-sometimes-brown-media-people-in-a-mostly-brown-and-sometimes-white-world/>
- Lack of Female Sources in New York Times Stories Spotlights Need for Change:  
<http://www.poynter.org/latest-news/top-stories/217828/lack-of-female-sources-in-new-york-times-stories-spotlights-need-for-change/>
- Byline diversity between men and women: [www.good.is/post/a-byline-count-for-the-next-generation-how-diverse-are-the-blogs-and-magazines-most-millennials-read/](http://www.good.is/post/a-byline-count-for-the-next-generation-how-diverse-are-the-blogs-and-magazines-most-millennials-read/)



- Five facts about ethnic and gender diversity in U.S. newsrooms:  
<http://www.pewresearch.org/fact-tank/2013/07/18/5-facts-about-ethnic-and-gender-diversity-in-u-s-newsrooms/>

**WEEK 14 (THURSDAY, APRIL 10): DIVERSITY (MA/TB)**

Do America's newsrooms mirror America? Is the news media making a strong enough effort to bring diversity to their newsrooms and to their coverage?

**\*\*Out-of-class exam No. 2:** Details will be given in class about how to take the exam through Blackboard. All students should plan to set aside an hour to take the exam between 10 a.m. April 12 and 8 p.m. on April 16.

- No weekly ethical issue summary due the week of April 17.

**THURSDAY, APRIL 17 - NO CLASS (EASTER BREAK)**

- **Assignment due April 24:**
  - Final paper

**WEEK 15 (THURSDAY, APRIL 24): SO HOW ETHICAL IS THE MEDIA? (MA/TB)**

- An assessment from students, based on their final paper. Class wrap-up.