COM/JOUR 460: Media Ethics

Spring 2021

Study Abroad: International College of Seville
Online: Course site: Laulima: https://laulima.hawaii.edu/portal

INSTRUCTOR INFORMATION

Instructor: Professor Ann Auman
Office: TBD
Office Hours: TBD
E-mail: auman@hawaii.edu
Phone (USA): 808-220-7725 – also for WhatsApp.

Prerequisite: COM or JOUR major or consent.

Syllabus change policy
Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updates to the syllabus will be communicated through Laulima.

About this course
This course has a Contemporary Ethical Issues (E) and Writing Intensive (WI) focus designations. Contemporary media ethical issues are fully integrated into the main course material and will constitute at least 30% (actually 100%) of course content. Through the use of online lectures, forum discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues.

In this course you will learn to apply an ethical decision-making process to critically analyze ethical issues in global media, and in particular, news media, as well as your own personal ethics. Students will critically examine ethical dilemmas faced by practitioners in journalism, online/digital/mobile media, public relations and advertising. We will discuss what’s in the news each week, so it’s important that students read news media. We will also examine our media consumption, and how we decide what’s true and what’s not.

Readings and case studies will serve as tools to help students tackle these issues. We will examine issues in the news in Spain as well as the European Union. For example, in advance of elections in spring 2019 Spain’s government set up a special unit to fight disinformation as well as prevent cyber attacks. What is the U.S. government doing to stop fake news and disinformation? How about China? What is Facebook’s role and how is that different in Europe compared with the U.S.? How is the EU protecting data privacy?
Writing Intensive requirement: Students will develop basic media ethics competency through FORUM case analysis writing assignments and an essay in which they responsibly deliberate on ethical issues.

Student learning outcomes

1. Demonstrate an understanding of the need for ethical conduct personally and professionally: Case write-ups, in-class discussions & in-depth case analysis;
2. Demonstrate and apply knowledge of the basic philosophical principles that are the foundations of ethical standards used by journalists, PR professionals and other communicators: Case write-ups, case analysis; quizzes; in-class discussions.
3. Develop analytic reasoning through application of the intellectual steps involved in moral reasoning in analyzing case studies: Case write-ups, case analysis;
4. Study Abroad SLOs: Demonstrate awareness of your own cultural values and biases and how these impact your ethical standards. Written assignment on identifying your values; written assignment on comparative codes of ethics from around the world.
5. Demonstrate knowledge of diversity: Critically examine media systems in Spain and other countries. Apply to case analyses and in-class discussions.
6. Communicate appropriately and effectively with diverse groups and individuals. Group work and presentations with classmates from different countries.
7. Demonstrate capacity to analyze issues with appreciation for disparate viewpoints. Discussing what’s in the news and doing Case analyses requires students to explain different perspectives of all stakeholders affected by an ethical decision. This is included in the rubric too. Students become aware of the ethical problems that practitioners face.

Readings: News media - El País or El Mundo, BBC Mundo, or CNN en Español (Spanish or English). Additional readings will also be provided by topic. See the calendar.
**Grading:** Your final grade is based on the assignments listed in the table. The grading rubric

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>FORUMS 1-5 - Submit 8 posts total. Plus codes of ethics writeup.</td>
<td>Posts due</td>
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<tr>
<td>POST your CASE WRITEUPS (50 pts each) in each Forum. These can be either 2 original posts or 1 original thread and 1 response to a classmate’s original post.</td>
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<tr>
<td>Forum 1: Journalism &amp; Global Ethics 2 posts</td>
<td>TBD</td>
<td>100</td>
</tr>
<tr>
<td>Forum 2: Photojournalism 1 post</td>
<td>TBD</td>
<td>50</td>
</tr>
<tr>
<td>Forum 3: Social Media 2 posts</td>
<td>TBD</td>
<td>100</td>
</tr>
<tr>
<td>Forum 4: Privacy 2 posts</td>
<td>TBD</td>
<td>100</td>
</tr>
<tr>
<td>Forum 5: Strategic Communication 1 post</td>
<td>TBD</td>
<td>50</td>
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<tr>
<td>Identifying your values: Writeup (Laulima)</td>
<td>TBD</td>
<td>25</td>
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<tr>
<td>Comparing codes of ethics: Writeup (Laulima)</td>
<td></td>
<td>75</td>
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<tr>
<td><strong>Total points</strong></td>
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<td><strong>500</strong></td>
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<table>
<thead>
<tr>
<th>QUIZZES 1-4</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>200 points total</td>
<td><strong>Due Date 11:55 p.m. HST</strong></td>
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</tr>
<tr>
<td>Quiz 1: Truth-telling &amp; Journalism</td>
<td>TBD</td>
<td>50</td>
</tr>
<tr>
<td>Quiz 2: Photojournalism</td>
<td>TBD</td>
<td>50</td>
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<tr>
<td>Quiz 3: Privacy</td>
<td>TBD</td>
<td>50</td>
</tr>
<tr>
<td>Quiz 4: Strategic Communication</td>
<td>TBD</td>
<td>50</td>
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</tbody>
</table>

**CASE ANALYSIS:** 300 points
Case analysis. See Laulima>Assignments folder>Case analysis for instructions and other details. 1,200-1,500 words

| **Total points** | | **1,000** |

**Course format and meeting times:** SUMMARY CALENDAR IS ON PAGE 6
1. This class meets from late January/early February 2021 to early May, 2021 (TBD) except for Holy Week (April/TBD)
2. Students will participate through Weekly Lessons posted on the Weekly Calendar. These include links to online videos and readings, as well as PowerPoint/pdf slides that summarize key points in the readings.
3. See Weekly Lessons on the course website in Laulima to find out details and instructions on the weekly topic, online readings and assignments, but be sure to check before Monday of each week for any updates, such as links to items in the news that might be discuss in class that week.

4. Students will be required to participate in Forums in which they analyze and discuss media ethics case studies.

5. Grades are usually posted within a week of the due date of the assignment, unless I announce otherwise.

6. For questions, please email me: auman@hawaii.edu. Emails may not necessarily be answered until the next work day if you send them in the evenings or on the weekends.

**Evaluation and Feedback**

Feedback will be posted with your assignments in Laulima. Quizzes are online, and scores will be posted in Laulima as well. Feedback will be given through Laulima individually or written feedback for a group. Writing counts!

**Late Work/Flawed assignments; absences.**

**Late work** is normally not accepted unless you have a REALLY GOOD excuse. If there are extenuating circumstances, such as a major illness or death in the family, please provide documentation (e.g. doctor’s notes, death certificate or announcement in the newspaper or online). If you are getting married, have an upcoming event etc. you must let me know far in advance so you can do the required assignments BEFORE, not after the event.

**Flawed assignments**: Submitting assignments on deadline in the correct form and following instructions is an important part of developing good professional work habits and reflects well on your sense of responsibility. Late assignments will be penalized, as will assignments that do not follow instructions, such as submitting them in the wrong place in Laulima or emailing them to me rather than posting them in the correct folder. Also, please pay attention to writing. This is a writing intensive class. Posts with grammatical and spelling errors will be lose points, but I normally provide explanations.

**Extra Credit**

There may be a few extra credit opportunities, such as attending special field trips or speakers, or a special writing assignment. These will be available to everyone. There is no individual extra credit.

**Final Grade**

You will receive a letter grade based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97.5</td>
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<tr>
<td>A-</td>
<td>90-93.5</td>
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<tr>
<td>B+</td>
<td>87.5-89.5</td>
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<tr>
<td>Grade</td>
<td>Range</td>
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<td>-------</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83.5</td>
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<tr>
<td>C+</td>
<td>77.5-79.5</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73.5</td>
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<tr>
<td>D+</td>
<td>67.5-69.5</td>
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<tr>
<td>D</td>
<td>64-67</td>
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<tr>
<td>D-</td>
<td>60-63.5</td>
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<td>F</td>
<td>59</td>
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**Course policies**

**Attentiveness.** This is an online class, so you will need to pay attention to deadlines. Go on the course website at least three times a week. Check the Weekly Calendar. Look for emails and announcements from me. Be motivated. Meet deadlines.

**Code of Ethics.** Uphold the university’s and the journalism profession’s codes related to honesty and responsibility. Plagiarism and other violations will result in disciplinary action. Be aware that the Digital Era has made it much easier for people to steal the work of others, but it has also made it much easier to identify such behavior.

**Professionalism.** Be civil in online posts. Read your classmates’ posts in the FORUMS.

**Back It Up!** Don’t forget to back up all your work. Use a reliable storage medium and save your work. If you should have a computer malfunction, you do not want to lose all your hard work. Save frequently.

**Talk About It.** If you are having problems or need guidance, please consult me early on.

**Additional resources**

iMediaEthics.org – iMediaEthics – Media Ethics News & Investigative Reports


Center for Journalism Ethics, School of Journalism and Mass Communication, University of Wisconsin-Madison. [https://ethics.journalism.wisc.edu/](https://ethics.journalism.wisc.edu/)

Codes of Ethics. Accountable Journalism: Monitoring media ethics across the globe, see [Ethical Journalism Network](https://www.digitalethics.org/).


Markkula Center for Applied Ethics, Santa Clara University. [https://www.scu.edu/ethics/](https://www.scu.edu/ethics/)
SUMMARY CALENDAR (see Laulima for details)

- Please see the Weekly Calendar in Laulima for links to readings, videos & chapter slides. These readings will be updated depending on what’s in the news.

**Week 1: Introduction & Media Ethics Worldwide**

READ: Media Ethics as Global by Stephen J.A. Ward


Identify your values. In-class discussions.

**Week 2: The Need for Professional Ethics**


What is Journalism?

Watch *The 5 Core Values of Journalism*: https://accountablejournalism.org/about

FORUM 1a post due XX. See instructions in the Forum.

**Week 3: Journalism and Truth-Telling: Foundations of Western Democratic Ethical Decision-making**

Read: “Chapter 2: Information Ethics: A Profession Seeks the Truth.”

Dominant principles of Aristotle, Kant, Mill, Ross and communitarianism

View videos on these philosophers (see Laulima>Resources).

Politics and media coverage - Spain’s spin on Catalonia:

Media become a target in Catalan referendum in 2017:

**Week 4: Codes of Ethics**

Read *Federation of Spanish Press Code of Ethics*. (See Laulima>Global codes of ethics).

Read SPJ Code of Ethics. (See Laulima>Codes of ethics).

Write a summary of the main principles of the Spanish press code of ethics; compare those with the SPJ code of ethics. What are the main principles that they have in common?

QUIZ #1 (Chapters 1 & 2) due XX.

FORUM 1b post due XXs

**Week 5: Comparing and applying ethics codes**

China & Saudi Arabia: The influence of political systems and leadership on journalism ethics and the production of journalism.
In-class discussions on cases: British Watchdog Ofcom investigates China Global Television for airing “forced confession.”
In-class discussion on Saudi Arabia Council of Ministers Media Charter
http://mediamorals.org/the-ward-code-for-global-integrated-ethics/

**Week 6: Photo and video journalism**
READ Chapter 8: Photo and video journalism. Shoot first, edit later.
In-class cases. Would you publish this photo?
“Do no harm” vs serving “the greater good.”
READ: Radio Television Digital News Association Code of Ethics.
What’s it the news?

FORUM 2 post due Friday.
QUIZ #2 on Photojournalism

**Week 7: Social Media**
Examine policy statements from social media platforms that you use. What ethical principles are being followed?
Social Media: Writing assignment on their consumption of social media and providing a summary of which ethical principles are being followed.

**Week 8: Social Media cont’d**
Case analyses.
FORUM 3a & 3b posts due Friday.
Case analysis – discussion of major case analysis project and presentation.

**Week 9: Privacy**
Privacy: Looking for solitude in the global village.
READ: Chapter 5 in Media Ethics, Issues and Cases.
READ: Privacy and reporting on personal lives – Online News Association.
https://ethics.journalists.org/topics/privacy-and-reporting-on-personal-lives/
Discuss: New rules in Britain on covering celebrities.
Coverage of the Royals.
QUIZ #3 on Privacy

**Week 10: Privacy & Personal Data Protection**
READ: GDPR – EU General Data Protection https://eugdpr.org/
Giving consumers control of their data
FORUM 4 post due Friday.

**Week 11: Press Freedom**
Who controls the media in Spain?
Compare it with Britain, China, France and the U.S.
READ: Committee to Protect Journalists: Arrests of journalists in Hong Kong amid protests (https://cpj.org/)

Week 12: Strategic Communications
Read the cases at the end of Chapter 3 too.
FORUM 5 post due
Quiz #4 on Strategic Communications

Week 13: Case Analysis presentations.
Case analysis due in Laulima.
<table>
<thead>
<tr>
<th>NAME:</th>
<th>ETHICS rubric.</th>
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<tbody>
<tr>
<td><strong>Scale</strong></td>
<td><strong>Main point at the beginning</strong> /75</td>
</tr>
<tr>
<td>Exceeding</td>
<td>Makes main point at the beginning; clearly identifies ethical issue.</td>
</tr>
<tr>
<td>Meeting</td>
<td>Makes main point at beginning; ethical issue partially identified.</td>
</tr>
<tr>
<td>Approaching</td>
<td>Main point partially stated at the beginning; ethical issue partially identified.</td>
</tr>
<tr>
<td>Not meeting</td>
<td>Main point not clearly stated at beginning; ethical issue not clearly identified, but some effort is made.</td>
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**Institutional Information**

**Institutional Learning Outcomes**

*University of Hawai‘i at Mānoa ILOs*

Please review the following institutional policies on the Web:

[Student Responsibilities - Campus Policies Website]
The KOKUA Program (Kahi O Ka Ulu ‘Ana - "The Place of Growing") is UH Mānoa’s primary campus unit responsible for providing disability access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence & Diversity within the Division of Student Affairs.

Respecting the worth, dignity and rights of students with disabilities, the KOKUA Program has, since its inception in 1966, striven:

- To promote equal educational opportunity for/with these students by providing appropriate disability access services, upon request and in accordance with legitimate need, in order to offset restriction related to their disability;
- To promote the growth and development of these students by encouraging their self-reliance, resourcefulness, and responsibility; and
- To foster faculty, administrative and staff receptivity, flexibility and objectivity in their interactions with these students.

**Self-Identification**

Students with disabilities meet the same admission standards as do their peers without disabilities. They are therefore considered to be “otherwise qualified” and may not be discriminated against on the basis of their disabilities lest the institution have violated their civil rights as persons with disabilities. Disability status is not factored into admission decisions.

Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter.

**Intake**

Mānoa students who are pursuing disability access services are required to participate in KOKUA’s initial intake appointment. This intake appointment with a KOKUA Counselor will begin an interactive process with KOKUA so that we might understand the connection between your disability and related access service needs. KOKUA will learn more about your disability condition and understand how this impacts your learning.
During this appointment, KOKUA will determine what services you are authorized to receive.

**Term-specific Services**
Current students are requested to meet with their assigned KOKUA Counselor at least once each term to discuss current and future needs. If access services are needed for the current or upcoming term, students need to sign KOKUA’s Service Agreement Form. KOKUA will never disclose your disability status or otherwise arrange for services without your express permission. KOKUA students are expected to be equal partners with KOKUA and faculty in communicating access needs and requests in a timely way, and KOKUA students are expected to follow KOKUA’s respective procedures and policies.

**Disability Civil Rights Laws**
Terms like IDEA (Individual with Disabilities Education Act), IEPs (Individualized Education Plans) and Special Education are K-12 terms that do not apply to postsecondary institutions. The disability-related civil rights laws that apply in postsecondary institutions are: Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).

**Section 504**
Section 504 prohibits discrimination on the basis of disability in programs and activities that receive federal funding.

Under Section 504 regulations, postsecondary institutions are also required to provide “academic adjustments” and “auxiliary aids” to qualified students with disabilities in order to afford these students an equal opportunity to participate in the school’s program(s).

In order to be protected under Section 504, students must be considered "qualified" – i.e. they must be able to meet all academic and/or technical standards for admission or participation in the educational program or activity. In addition, they must have a “disability,” which means that they:

1. have a physical or mental impairment that substantially limits one or more major life activities,
2. have a record of such impairment;
3. are regarded as having such an impairment.

"Major life activities" include seeing, hearing, learning, reading, concentrating, and thinking.

Americans with Disabilities Act Title II of the ADA applies to all public colleges and universities, regardless of whether they receive federal funding. Under Title II regulations, institutions are also required to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others.
In order to receive an academic adjustment or auxiliary aid and service – commonly referred to as accommodations – a student must self-identify that he/she has a disability. Postsecondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

**Kokua Program**

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see “Americans with Disabilities Act” and “Rehabilitation Act of 1973 – Section 504 or Section 508”.

Students must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure the prompt and effective provision of accommodations, students should contact the DSSO as early as possible.

Visit the [Kokua Program Website](#) for more information.

**Title IX Disclosure**

Title IX is a landmark federal civil rights that prohibits sex discrimination in education. Members of the UH Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

To learn more about Title IX please visit the [UH Manoa Campus Title IX Website](#).

**Reporting:** If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to

- Dr. Dee Uwono, UHM’s Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu

**Confidentiality:** If a student does not wish to formally report an incident to a faculty member, but wishes to speak to someone confidentially about any of the behaviors listed above, the student can speak to the confidential space counselors on campus:

- Counseling and Student Development Center - (808) 956-7927, uhmcsdc@hawaii.edu

If you have experienced or observed discrimination or harassment you may make a formal complaint by contacting the Title IX Coordinator, Dr. Dee Uwono, UHM’s Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu.
Privacy and Confidentiality
Out of respect for your privacy, I will maintain confidentiality about comments and discussions made by students in class and I expect all students to do the same. However, if this is an online course it may be analyzed for evaluation and assessment purposes. Should this occur, college faculty and staff will have access to course materials and student discussions. Grades will be kept confidential, and I will do my best to respect students’ requests that their course materials be kept confidential. However, if bullying or inappropriate material appears, I reserve the right to share these materials with the UH Mānoa administration.

Right to Resolve Academic Grievances
Any student who believes that a faculty member has acted improperly or in a manner otherwise inconsistent with the faculty member’s responsibilities or the student’s customary academic expectations, may initiate action to achieve a remedy. Read more about the policy in the college catalog, or on the UHM Office of Student Affairs website under Academic Grievance Procedures.

Systemwide Student Conduct Code
To support a positive and safe learning environment, all students are required to adhere to the student conduct code. The student conduct code includes acts of academic dishonesty. Acts of dishonesty include but are not limited to the following:
1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.
Alleged violations of the student conduct code are taken seriously and may be reported to administration for investigation and disciplinary action.

Student Professionalism
Online discussions and peer feedback on written work are invaluable. However, we must observe appropriate behavior online, just as we would in a classroom. Here are a few guidelines:
1. Do not use all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting, and this could set up an uncomfortable situation.
2. Use correct spelling, capitalization and punctuation in ALL correspondence. Do not use “texting” language.
3. At all times, be respectful to each other. Choose your words carefully. When communicating online, words can be misunderstood, so make sure to proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
7. If you ever receive an e-mail or response in discussions that is not appropriate, please contact your instructor immediately. I have a no tolerance policy to anything that appears to be harassing, impolite, insulting or which uses profanity. Situations like this may be referred to the Dean and corrective action will be taken.

If at any time you need support or assistance, seek help immediately. See below for a list links and/or phone numbers of support services available in person, by phone, or online to help you.

Academic Support Services – (If you need help with your coursework)

- Instructor: I am available to help you in person, by phone, or online. Contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
- Tutoring Support
- **In-Person:** Manoa Learning Assistance Center, Student Success Center, Sinclair Library
- **Online:** Online Learning Academy
- **Library and Learning Resources** - students can find access to library collections, online resources, etc.
- **Manoa Student Success Center**
- **Statewide Testing Centers** - for taking a proctored test required by some courses.

Student Support Services – (academic advising; financial aid or personal counseling)

- Advising and Counseling: Manoa Advising Center
- Services for students with disabilities: Manoa Disability Services
- Financial Aid: Manoa Financial Aid Services

Technical Support Services

- **UH ITS Computer Help Desk** – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Laulima Assistance Form – Click on the link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.

To access specific student policy statements, please visit the [Campus Policies and Information](#) page.