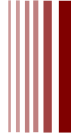


Syllabus

Fall 2016



JOUR 608

Ethics and Professional Practice

Course #12427
TR 11:00 to 12:15
Stauffer-Flint 206

Instructor:
John Broholm
2068 Dole HDC
jbrolholm@ku.edu
(785) 864-0609

Office hours:
MW 11:00 to noon
R 2:00 to 3:30
and 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:** historical background for the way we think ... philosophies and philosophers ... morals, values and principles ... four major dilemma models
- 2. Reasoning with reality:** using decision models to resolve moral dilemmas in a complex and diverse world
- 3. The "scene":** ethical scrapes and conflicts in current events
- 4. Forward:** your own ethical identity

You should come 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 read about, talk about and debate interesting and tough issues. You will:

- learn the history and development of ethical reasoning.
- consider how race, ethnicity, sexual orientation and sexual identity affect values and morals.
- confront ethical dilemmas with well-developed reasoning based on core values, and considering multiple perspectives.
- follow current events and recognize ethical issues, problems and dilemmas in communications.
- critically analyze philosophies, models, cases and ethics codes.
- 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 do a 10-minute Quick Hit presentation. We will also discuss readings, various codes of ethics and current events; you need to be prepared to discuss this material. I will **NOT** give pop quizzes. You'll see what that means when I give the first non-quiz. 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. All problems in the design and execution of this course are solely my fault.

Materials & Resources

Day-to-day “staying with it” duties: Keep up with entries on three key blogs:

Poynter Institute: <http://www.poynter.org/>

Romenesko: <http://jimromenesko.com/>

iMediaEthics <http://www.imediaethics.org>

Required book: Kidder, Rushworth M., *How Good People Make Tough Choices*, 2009 edition. Take notes on the assigned readings – good notes – and bring them to class. No open books in class. I’ll give quizzes and call on people randomly, so be ready.

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.

Watch email. When I post an announcement on the Blackboard site, an email goes out.

Requirements

Group work

Students will be assigned to groups. Each group will produce case studies based on group discussion and analysis.

Problem members of groups 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 a price.

Attendance & participation

I take roll at every class meeting, and **attendance is mandatory**. Attendance is 7 percent of your grade. If you don't show up for a class, it's an unexcused absence. **(No “free” cuts. See next graph for policy on excused absences.)** Each unexcused absence costs 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 for non-participation. And if you're late on the day of a group-presentation, you'll lose a chunk of your grade.

If you need to miss class, act professionally and notify me **in advance**; I'll excuse you (exception: *no* excuses for absence from class meetings immediately before or after spring, fall or Thanksgiving breaks without a medical or other emergency). If you're sick, you must call or e-mail in sick, just as you would for a paying job. I won't necessarily accept after-the-fact notifications of absence, but I'll excuse absences for bona fide emergencies (my favorite: “The ambulance didn't have WiFi, so I couldn't e-mail you.”), and I might require documentation.

I keep track of participation, which is 3 percent of the final grade. Students who participate thoughtfully and regularly will get all three points; those who participate somewhat regularly will get two; those who seldom participate will get one; those who never jump into discussions will get zero.

The "Bookface" warning: Doing puzzles, messing around on notebook computers, texting on phones, working on other classes 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.

You are responsible for assignment deadlines and material covered in class even if you're absent, and it's up to you to make them up as quickly as possible.

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."

Exams

We will have multiple-choice Scantron tests covering primarily the readings and class discussion related to them. You need to know the distinctive elements of the philosophers, ethical principles and major discussion points from class. Bring a #2 pencil to class on test days.

This course has no final examination. We will not meet during finals week.

Academic Conduct

It's an ethics course, right? We shouldn't need to say more, but here it is anyway.

You are bound by the academic misconduct rules found at <https://documents.ku.edu/policies/governance/USRR.htm#art2sect6> and in the J-School policies stated below. **If you have any doubts as to what constitutes academic misconduct, ask the instructor before you do something you'll regret.**

School of Journalism 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.

Grade Standards

Check your running percentage at Grade Center on Blackboard.

Comparative Code of Ethics	5%
Group Case Study presentations (three cases)	25%
Group participation: case-study prep & presentations	10%
Exams	25%
Quick Hit presentation	5%
Personal Code of Ethics	20%
Class attendance & participation	10%

Throughout the course and as a final grade, an A is for exceptional work, B is for good work and C is for doing enough to get by. Then it gets ugly. Don't go there.

Grade Scale:

A = 93.5% - 100%
A- = 90.0% - 93.4%
B+ = 87.5% - 89.9%
B = 83.5% - 87.4%
B- = 80.0% - 83.4%

C+ = 77.5% - 79.9%
C = 73.5% - 77.4%
C- = 70.0% - 73.4%
D = 60.0% - 69.9%
F = 0% - 59.9%

Other Policies**Disabilities**

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact your lab instructor as soon as possible. Please be aware that the Student Access Services 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 this office, please do so as soon as possible. Please also contact your lab instructor privately in regard to this course. Additional information can be found at <http://access.ku.edu>.

Graduate students

The University requires extra assignments for graduate students enrolled for graduate credit in 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. Students sign up for editing time and equipment on a first-come, first-served basis; instructions are at <http://www.journalism.ku.edu/reservations>. Students may reserve camera equipment no more than three hours at a time and editing equipment no more than two hours at a time.

Assignment sheets are in the Assignments folder

Additions/revisions highlighted in yellow

T 8/23

Intro, class roll Discuss: ethical dilemmas, current dilemmas and the four dilemma models/patterns

Prep: case study groups

R 8/25

Due: Kidder ch. 1, Trolley problem links in Course Docs; Markoff "Should Your Driverless Car..." link in Course Docs

model fits each case?

Form: case study groups

Assign: Practice Case Study

Sun 8/28

Complete ethics assessment pre-test by 11:59 p.m., link in Assignments folder

T 8/30

Due: Kidder ch. 2; Aristotle, Judeo-Christian in "History's Great Philosophers"; Aristotle and Confucius in "More about the philosophers" PDF in Course Documents

"way to be wrong" applies in each case?

R 9/1

Due: Kant, Mill, Rawls in "History's Great Philosophers"; Hobbes, Kant, Mill, Rawls, Existentialists in "More about the philosophers"

Sign up for Quick Hits

T 9/6

Due: Bugeja, "Dealing with conflicts of interest" PDF; "University suspends student editor" link in Course Docs

Discuss: conflicts of interest

Prep for Exam #1

Assign: Group Case Study #1

R 9/8

Due: Practice Case Study papers and presentations -- all groups

Prep for Exam #1

T 9/13

EXAM #1 over Kidder ch. 1 & 2; philosophers & philosophies (as covered in History's Great

Philosophers, More About the Philosophers, and the Ethics Families review unit); four dilemma models; Bugeja, "University suspends," "Driverless Car" readings.

Discuss photos, visuals and deceit

R 9/15

Due: Kidder ch. 4; Minnick, "Ethics of Persuasion" PDF in Course

Documents; Sauser, "Standards of ethical behavior," PDF in Course Documents

Case to read: KC's Historic Union Station—would bulldozer video be fair or foul? (let's skip this one)

Discuss where our values come from

Debrief Exam #1

Assign: Comparative Codes

T 9/20

Check progress of group case studies

Quick Hits: Amanda Ciciora, Tirzah Chesky

R 9/22

Due: Group Case Study #1 papers – all groups

Presentations:

Grp 6 Should mailbox bombers (Potter)

Grp 4 Accuscore (Hodges)

Grp 3 Prisoner molests (Ginn)

T 9/27

Group Case Study #1

Presentations:

Grp 1 Pro-Life Pro-Choice (Elliott)

Grp 5 Peggy Phillip's Dilemma (not Peggy Breit) (Bok)

Grp 2 Great dog fight (Potter)

R 9/29

Due: Comparative Codes

Quick Hits: Emma McCalmont, Kara Kahn, Meg Talbott, Kate Lehnerr, Mac Moore

T 10/4

Due: Kidder ch. 3 & 5; Meyer video of TED Talk "How to spot a liar," link in Course

Documents; Richtel, "The Search for Our Inner Lie Detectors," Seelye,

"In Bulger's Underworld," links in Course Docs; Sauser, "The role of law," PDF in

Course Documents

Prep for Exam #2

R 10/6

EXAM #2 over Kidder ch. 3-4-5, philosophers and philosophies; readings

by Minnick, Sauser, Richtel and Seelye

Discuss: Plagiarism plague

T 10/11

FALL BREAK -- class doesn't meet

R 10/13

Due: Clark, "Why we should stop criminalizing," Gabriel, "Plagiarism Lines Blur," links in Course Documents

Debrief Exam #2

T 10/18

Due: Grant, "Raising a Moral Child"

Discussion: Kohlberg's levels of ethical reasoning

Quick Hits: Sydney Conley, Sydney Tilson, Kelly Davis

R 10/20

J-School Generations

T 10/25

Due: Group Case Study #2 papers – all groups

Presentations:

Grp 1 Louisville Courier-Journal (Ginn)

Grp 2 National Productivity Center (Hodges)

Grp 4 Dave Helling (Elliott)

R 10/27

Presentations:

Grp 6 Phil Witt Faces (Ginn)

Grp 5 High Risk (Potter)

Grp 3 Racist Joke (Bok)

T 11/1

Assign: Case Study #3

Quick Hits: Shelby Dufour, Mara Kubicki, Mallory Houser, Deanna Ambrose, Chris Palmquist

R 11/3

Quick Hits: Thomas Petrie, Evan Riggs, Kale Joyce, Katie Pudas, Travis Calvin, Danielle Gibson

T 11/8

Due: Kidder ch. 6 & 7; Jacoby, "Living the Secular Life"; Dimaggio, "Who but a Psychopath?"

Prep for Exam #3

Quick Hits: Landon Munsch, Ariel Kinnear, Shannon Richmeier

R 11/10

EXAM #3 over Kidder ch. 6 & 7; philosophers and philosophies; readings by Clark, Gabriel, Grant, Jacoby and Dimaggio

Assign: Personal Code

Discuss: sexual and racial identification

T 11/15

Debrief Exam #3

Quick Hits: Abbey Connolly, Haleigh McGavock, Brooklyn Winkel

W 11/16 noon

Email scenario for Group Case Study #3 to jbroholm@ku.edu

R 11/17

Due: Group Case Study #3 papers – all groups

Presentations:

Grp 6 TBD (Elliott)

Grp 3 TBD (Potter)

Grp 2 TBD (Ginn)

T 11/22

Presentations:

Grp 5 TBD (Hodges)

Grp 4 TBD (Ginn)

Grp 1 TBD (Bok)

R 11/24

THANKSGIVING -- class doesn't meet

T 11/29

Due: Personal Code

Due: Kidder ch. 8-9-10 – discussion

Assign: ethics assessment post-test

Prep for Exam #4

Quick Hits:

R 12/1

EXAM #4 over Kidder ch. 8-9-10; philosophers and philosophies

Discuss: Quotes and sources

T 12/6

Debrief Exam #4

Personal Code presentations

R 12/8

Personal Code presentations

Old School Football

The Big Wrap

F 12/9

STOP DAY

Complete ethics assessment post-test by 11:59 p.m., link in Assignments folder