

MED Newsletter

MEDIA ETHICS DIVISION • WINTER 2024 • VOLUME 27 • NO. 2

Letter from the Editor

by Sorin Nastasia

Welcome to the winter edition of the MED Newsletter! Ethical aspects addressed by MED officers in the following pages range from how gratitude can inform professional service to how teaching with empathy in our time of multiple global crises provides support for students to how social media practices are transforming the newsroom.

I have been busy with co-editing, together with Amiso George from Texas Christian University, a second special issue of *ESSACHESS – Journal of Communication Studies* focused on communication and ethical implications of the war between Russia and Ukraine. [An article](#) published by the Associated Press (AP) indicates the chilling reality that the war between Russia and Ukraine, which has been unfolding since February 2022, is not only “the deadliest conflict in Europe since World War II,” but also the first war “to see algorithms and TikTok videos deployed alongside fighter planes and tanks.”

Under such circumstances, there is a critical need for scholarship that can help explain the roles played in the Ukraine war by algorithms and the forms of digital communication they help propagate and strengthen. As outlined in the studies included in this special issue “[The Global Digital Information Warfare in the Context of the Ukraine War](#)” (vol. 16, no. 2, 2023), the Russian-Ukrainian war has provided opportunities to question the universality of any specific ideology and has unveiled alarming similarities between democratic and authoritarian political practices during conflict.

As outlined across the series of two special issues, building resilience against information warfare involves educating the public about media literacy, critical thinking, and the recognition of disinformation and misinformation. Various institutions, including educational ones, can play important roles in developing and executing programs to enhance public awareness.

What are some ethical aspects related to teaching, research, or professional service that preoccupy you? The division’s leadership team is looking forward to hearing from you about potential newsletter announcements and at the annual AEFMC conference.



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MED Newsletter

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Vice Head / Programming Chair: Joe Jones
Newsletter Editor: Sorin Nastasia

MED newsletter is published quarterly by the Media Ethics Division of the Association for Education in Journalism and Mass Communication. Direct questions to: snastas@siue.edu

Watch for the next MED Newsletter issue! Highlights will include:

- Conference panel
- Call for conference papers
- Updates on mentorship program

Looking Forward to a New Year of MED Activities!

by Yayu Feng – Division Head



Thanks for going into another year with the Media Ethics Division! While it's hard to believe, our team has already started planning for the 2024 conference in Philadelphia. Our vice head and programming chair, Joe Jones, has been working

hard on panels and securing co-sponsored programs. Thanks to everyone for submitting wonderful panel proposals! We will provide a preview of the panels in the next newsletter! Kelsey Whipple, our research chair, has prepared our call for papers for the upcoming conference that is available on AEJMC's website. We hope many of you and your students are considering submitting to our division for the 2024 conference!

Please consider volunteering to serve as a paper reviewer. In the past two years, we are seeing an increasing number of submissions to MED (hooray!) and that means we need more of your help to make the paper competition a success. We try not to assign more than three papers to each reviewer, and having a sufficient pool of volunteer reviewers will help us to achieve this goal. How to sign up to be a reviewer? Kelsey will send out a survey form to recruit reviewer soon, please stay tuned. If you are not already part of the Media Ethics Division google group, please contact either me (yayu.feng@stthomas.edu) or Joe (joseph.jones@mail.wvu.edu), and we will happily add you to the group! This is one of the best ways to get most updated news and stay closely connected with the division and its members.

I also wanted to express my sincere appreciation for the contributions of our division volunteers leading up to the 2024 conference and would like to take this opportunity to introduce and thank them. Our teaching chair this year is Alexis A. Walker. Alexis is now leading our mentoring program, and just organized a panel on media ethics and media literacy in collaboration with the Graduate Education Commission. Our PF&R chair, Lana

Medina, is eager to plan an event for the conference that will facilitate a conversation between MED members and professional journalists. Special thanks to our social media chair, Patrick Johnson, who keeps our social media presence fresh, and newsletter editor, Sorin Nastasia, who put together this issue and many other editions, and our long-time webmaster Tom Bivins.

Before the pandemic, the MED newsletter used to feature a section called "Five Questions With..." that introduces a member through simple questions. As a graduate student, I enjoyed having the chance to talk to a MED member and write about them. It will be great to see that section come back. If you are a graduate student with an interest in getting your name on the newsletter and connecting with MED members more, just send me an email!

Lastly, thanks so much for all your support for this new leadership team of the division. I hope you have had a great start of the semester and I am looking forward to connect with you at this year's conference!

Sincerely,
Yayu



Gratitude

by Joe Jones – Vice Head and Programming Chair



Hello there! I'm Joe Jones, last year's Research Chair and current Programming Chair for MED. While serving as the Research Chair, I was a Visiting Assistant Professor at West Virginia University. My dean decided I

didn't just have to "visit," and this year I'm part of the tenure-track furniture. This is something I'm incredibly grateful for, especially as WVU has made national headlines for its consultant-driven "academic transformation." The beginning of a new year has me thinking a lot about gratitude, an ethical concept that perhaps gets less play in our media ethics courses. We can debate whether it's an emotion, principle, virtue, value, or duty some other time.

While it's nice to be appreciated by my academic institution, it's even more important to have a place where one is welcomed as part of a community, where one belongs. My first experience with MED was in 2019 (Toronto) as a graduate student. Even then, I felt a warm reception from MED members, something that's not always easy for graduate students who are negotiating new worlds and the endless conferences, divisions, tracts, interest groups, and personalities that dot the landscape. In my mind, MED members are kind, kindred spirits. I'm incredibly appreciative of this organization, this space, all of you, and the life-sustaining relationships that make this all work. I am privileged to have such a community, and I am forever indebted to MED for welcoming me so warmly. This is also why I jumped at the opportunity to serve and am doing what I can to make others feel welcomed. I want to ensure others feel that sense of belonging that I cherish. I also want to help cultivate the vital conversations and actions that only ethics can bring. We all get out of MED what we collectively put in, so I strongly encourage you to show some mutually beneficial gratitude and serve the organization and its cause in whatever way you are able.

Such service takes many forms. As Program Chair, I'm grateful for everyone who submitted a panel or will participate in one. As Research Chair, I appreciated

everyone who chose us for submitting their work. I was doubly appreciative of those willing to serve as reviewers. And triple gratitude plus going out to reviewers willing to go above and beyond the standard load to ensure we had enough coverage (for Chad Painter, Rhema Zlaten, Lee Wilkins, Ryan Thomas, John Ferré, Lisa Lenoir, really there are too many of you to name). I would also have a tremendous amount of gratitude for those willing to serve in our MED mentoring program spearheaded by Alexis Romero Walker. And don't even get me started on how thankful I would be towards anyone willing to serve in an officer role for the organization (much respect to Yayu, Kelsey, Alexis, Sorin, Tom, and Lana for their work this year)!

Even if you don't have the time or energy to serve MED directly, I value all of you who attend the conference, share a scholarship opportunity, are nice to grad students, teach important classes, and have the crucial conversations that further our common endeavor. By extension, I am grateful to the quality journalist that is attentive and empathetic, treating people more than a mere means to a storytelling end. I appreciate the public relations professional that prioritizes the public good. I am thankful for the advertising, video game, and entertainment professional that considers issues of representation and social meaning making. In short, I have endless gratitude for ethical media makers and the educators and scholars that help pave the way. I humbly invite you all to contribute what you can – both to MED and the field – and thank you from the bottom of my heart. If more people valued ethical media making, the world would certainly be a better place. I appreciate you.

In solidarity,
Joe

Joseph Jones, Ph.D. (he/him)
Assistant Professor | Reed College of Media, West Virginia University
Faculty Sponsor | National Association of Black Journalists (NABJ)
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Teaching in Times of Distress

by Alexis Romero Walker – Teaching Chair



Students often look to their educators, be that in their primary education or in higher education, when current events become traumatic and overstimulating. As we take on the responsibility of educating students as they encounter difficult situations, we must help them take time to sit with information, especially as they continuously encounter disinformation and misinformation that relies on immediate emotional reactions.

We are facing extremely difficult events that are impacting ours, and our students, mental and emotional wellbeing every day. With the wars in Gaza and Ukraine, the increase in hate crimes in the United States, anti-trans bills being developed in many states, and the fear around shootings at primary schools and college campuses, there is plenty to worry about. In times of distress, such as these, I hope that we can engage in practices of empathy both with our students and with ourselves.

I know that I have found myself doom scrolling through Instagram infographics created by who knows who, and heartbreaking videos on Tik Tok of individuals expressing their experiences regarding these tragic events. Consumption of this information has taken a toll on me, for sure, and I know that it has taken a toll on our students as well. We know that studies show that doom scrolling does indeed impact mental health, as it can increase anxiety, cause mental fatigue, and make it more difficult to sleep. However, when tragic events occur and it is out of arms reach, many do not know how to support a cause outside of posting on social media and learning more about a particular issue through that venue. That's to say, we should be gentle with our students as they try to navigate their world during times such as these.

To help students during times of tragedy, it may be important to emphasize to them how to take a break from social media to recoup. We might consider working with them on establishing boundaries when they start to feel mentally spent. We might also consider discussing alternative ways to support important causes that don't involve doom-scrolling. It is essential we talk to them about misinformation, trusted sources, and citizen journalism. And above everything, we should think about how we are creating a culture of compassion in our classrooms. Consider, when working with students on deadlines and possibly alternative assignments and attendance policies, how your teaching may be trauma-informed through resisting punitive responses and really listening to students in hopes of building a positive environment.

This is a lot for us to take on. As we think about the additional hats we have had to wear as academics and educators, it can be overwhelming. However, it is important to recognize the reality of the time, and also consider what education is supposed to accomplish today. As we consider what our classroom environment should look like, and how our interactions with students should be, I hope we can think about how teaching in times of tragedy looks different than teaching in times of triumph. I encourage us all to create a culture of compassion in our classrooms.

How are you working with students to navigate these events? How are you creating a culture of compassion in your classroom? How are you taking care of yourself physically, mentally, and emotionally given this additional responsibility of helping students navigate time of distress? If you have teaching and advising strategies concerning these questions, I welcome you sharing this with our community.

Alexis Romero Walker
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Reflections on Ethics, the Newsroom, and Social Media

by Lana Medina – PF&R Chair



Hello there! My name is Lana Medina, and I am this year's PF&R Chair for the Media Ethics Division of AEJMC.

I am hoping to complete my Ph.D. from the Bellisario College at Penn State University in 2025, and I dearly hope that by writing this out, I have not jinxed myself in any way. Before embarking on an academic journey, I was a TV news producer at a CBS affiliate and a newspaper reporter – back in the days when social media was an afterthought and not the heavily debated and constantly changing force it is today. My research entails media ethics, social media data analysis and production, and journalism epistemologies, often through a critical cultural approach. Recently, I have been exploring the role of social media news production in traditional newsrooms, and how this role both influences and is influenced by shifting journalism norms.

Scholars have been exploring ethical issues in social media news for more than a decade now, but we are still navigating the challenges, much like news producers, reporters, and editors are to this day. Social media's relationship with news has been fraught for years, with countless research exploring the dangers of platform algorithms amplifying misinformation and fake news, not to mention concerns about the dissemination of clickbait and bias. If we (temporarily) set aside the concerns and dynamic nature of social media algorithms, we can understand that many media organizations rely on social media to reach news consumers.

In this context, recent announcements that major tech companies will not be amplifying news on their platforms become even more concerning. Adam Mosseri, head of Instagram, announced in October 2023 that the company did not plan to “amplify” news on the site. In a post on Threads, Meta's version of Twitter, Mosseri wrote: “We're not anti-news. News is clearly already on Threads.

People can share news; people can follow accounts that share news. We're not going to get in the way of any either. But, we're also not going to amplify news on the platform. To do so would be too risky given the maturity of the platform, the downsides of over-promising, and the stakes.”

Many may applaud this change, perceiving it as the liberation of news from their reliance on Silicon Valley's all-powerful tech giants. *The New York Times* cited Similarweb, a data and analytics company, that found web traffic from top news websites is down from 11.5 percent in September 2020 to 6.5 percent just three years later. Yet if the trend continues, we should question and explore what this means for news industries, and particularly for local news, which have continued to decline despite efforts to help.

I hope we can engage further in meaningful conversations about such issues at the 2024 AEJMC conference.

Best regards,
Lana



Announcements

Call for Papers

Global Media Ethics: A Feminist Intervention **Special Issue for Feminist Media Studies**

Special Issue Editors:

Lindsay Palmer, University of Wisconsin-Madison
Radhika Gajjala, Bowling Green State University

Some of the most prominent feminist media scholars have long championed a feminist media ethics: an approach to the production and dissemination of media texts, technologies, and communities that thinks critically about gender inequality (Scott 1993; Kitch 1999; Steiner 2009). From these scholars' perspective, feminism(s) should serve as a foundational lens through which to understand media ethics.

It might at first seem that this argument would resonate for scholars of "global" media ethics, who often build upon the theoretical approaches found in critical global studies (Wasserman 2011, Rao 2011, Al-Najjar 2012) to interrogate the Eurocentric ideals that so often masquerade as "universal" norms in communication scholarship more broadly (Chakravartty et. al., 2018; Kumar and Parameswaran 2018; Rao 2019). These global media ethics scholars have especially focused on cultural differences such as race, ethnicity, religion, and nationality.

Yet, global media ethicists rarely engage with feminist theory, and they only very occasionally discuss gender in their work. This fact alone suggests the need for a feminist intervention into the field.

At the same time, feminist media ethicists working in the Anglo context have not yet addressed the differences that emerge amongst women, trans, and nonbinary people - not only within the U.S. and Britain, but also across the world. In this sense, feminist media ethics could also benefit from more engagement with transnational feminist theory, which illuminates the fact that gender inequality is a central aspect of globalization (Grewal and Kaplan 1994; Mohanty 2003; Acker 2004). Transnational feminist theory also draws upon decolonial studies to gesture at the ways in which race, nationality, religion, and other cultural differences complicate feminist agendas (Gajjala 2004; Shome 2006; Valdivia 2020). While transnational feminist theorists have not explicitly teased out the ethical implications of the phenomena they study, their analyses complement the goals of global media ethicists, in that they offer guidance on better ways of making, consuming, and living with media in a global context.

This special issue brings these three strands of scholarship - global media ethics, feminist media ethics, and transnational feminist theory - into conversation with each other. By doing so, we hope to push global media ethicists to focus more intentionally on gender by drawing on intersectional feminist theories to do so. Additionally, we want to explore how feminist media ethicists would benefit from thinking outside the U.S. and Britain, particularly in a way that considers the intersectionality of identity(ies) that complicate feminist agendas in a globalized world.

Potential paper topics include (but are not limited to):

- Ethical representations of cis-women, trans* and/or nonbinary people in international journalism, transnational cinema, global entertainment media, or social media
- Ethical approaches to representing masculinities in transnational media





- Ethics, gender, and transnational media production
- Ethics, gender, and social movements
- Ethics, gender, and war
- Ethics, gender, and transnational media consumption
- Transnational feminist critiques of media ethics theory

Abstracts due:

March 1, 2024

Please send your abstracts to lindsay.palmer@wisc.edu

Completed first drafts due:

June 1, 2024

Reviewer comments returned:

September 31, 2024

Revised papers due:

October 31, 2024

Final Manuscripts and Editor Intro Submitted:

December 31, 2024

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Call for Papers

Toward Flourishing: A Theoretical Reset for Journalism Ethics

June 6-7, 2024, the [Pamplona campus of the Universidad de Navarra \(Spain\)](#).

[The Public Communication Department of the Universidad de Navarra](#) and [the Western Michigan University Center for the Study of Ethics in Society](#) invite abstracts for an interdisciplinary workshop on journalism ethics theory to be held June 6-7, 2024, in Pamplona, Spain.

Submission deadline: February 15, 2024

Applicants will be notified by March 15, 2024.

Registration fee: 70 euros

The workshop, “**Toward Flourishing: A Theoretical Reset for Journalism Ethics**,” will gather a community of scholars interested in philosophical approaches to theory at the nexus of journalism, ethics and politics. In particular, we are interested in proposals for repairing, restoring, redefining and even inventing basic concepts in journalism ethics going forward; for example, different meanings and uses of the term “public” in phrases such as the “public sphere” and the “public interest,” among other concepts. The aim is to make a space for seeing things differently so theory can better inform the practice of journalism -- particularly its political function -- in the context of systematic disinformation, news avoidance, and political polarization in contemporary democracies.

Partly motivated by growing interest in new approaches to virtue ethics, this project is grounded in a broadly Aristotelian philosophical framework understood in contemporary terms and authors. We seek to reframe and reinterpret journalism ethics theory as it relates to a politics of the common good. From this perspective, concepts in journalism ethics are “thick concepts” that are intelligible within specific social, political and historical contexts. This perspective entails a focus on concrete, existing roles, relationships and activities, rather than on ideal types. It also means that our concepts must change when social life changes. The standard for rethinking moral concepts, in neo-Aristotelian thought, is flourishing. So, in a way, we are proposing an exercise in backward design guided by these questions:

- Do we have the journalism we need to live well as individuals and members of political communities?
- Does journalism have the contexts it needs to flourish as a practice?
- What ethical concepts and theoretical approaches can journalism define to create an adequate ethos for practitioners, allowing them to accomplish their mission in the current historical context?

We seek proposals from scholars from diverse geographic, political, cultural and disciplinary orientations who are using a similar approach to study journalism and politics. From a neo-Aristotelian perspective, we understand journalism to be a practice whose moral excellence





consists of helping individuals and communities to know well in their roles as citizens and polities. Politics, in this framework, goes beyond political parties and procedural fairness. Rather, it is conceived as a kind of practical knowledge that we can act on ethically by jointly pursuing the common good so all can flourish. We are also interested in proposals addressing adjacent topics, such as: communication technologies, media systems, political cultures, sociology of knowledge, political philosophy, philosophy of language, and democratic processes. We welcome non-Aristotelian approaches that can inform and stimulate critique and discussion relevant to broader themes in neo-Aristotelian thought, including flourishing, virtue, traditions, exemplars, the common good, practical reasoning, public deliberation, and human or social development.

Scholars will present their works in progress for feedback to refine their ideas. The workshop will also include keynote speakers (to be announced) who will contextualize the project and set the tone for the workshop discussions.

Possible topics for proposals include, but are not limited, to:

- Specification of key journalism ethics concepts in relation to political cultures, media systems, professionalism, digitalization, economic arrangements, and other important “thickening” agents in specific democratic contexts.
- Comparative works that look at the variety of ways in which journalism can promote (or obstruct) flourishing in democracies in different historical eras, cultures and media systems.
- Proposals to systematically interrogate, clarify, and critique existing concepts in journalism ethics using flourishing as the standard.
- Proposals to systematically repair, expand, recover, appropriate or invent journalism ethics concepts using flourishing as the standard.

A goal of the workshop is to identify and gather authors who want to discuss philosophical approaches to journalism’s ethical mission in the current context and may want to submit completed papers for possible publication in a special journal issue and/or edited academic volume.

Abstracts of 200-350 words should clearly and concisely summarize a theoretical argument related to the nexus of journalism, ethics and politics. You can send your submissions through this [online form](#).

For more information, contact mcodina@unav.es

Mónica Codina, director of the Department of Public Communication, Universidad de Navarra.
mcodina@unav.es

Sandra L. Borden, director of the Center for the Study of Ethics in Society, Western Michigan University. sandra.borden@wmich.edu

Call for Papers

Media Ethics Symposium: ‘Challenges to Digital Media Flourishing’ 10-11 October 2022, Pennsylvania State University

The Don W. Davis Program in Ethical Leadership is seeking manuscripts for the ‘Challenges to Digital Media Flourishing’ symposium. The submission deadline is 15 April 2024.

Original manuscripts addressing any of a broad spectrum of issues in media ethics and communication technology are welcome. Relevant topics include, but are not limited to, decision-making, moral judgment, privacy, autonomous agency, trust, deception, credibility, identity, accountability, data use and management, and social responsibility. Focus may center on audience effects, or issues and motivations within a media sector, such as journalism, marketing, public relations, or social media. Manuscripts drawing from philosophy of technology, virtue theory, or moral psychology are particularly encouraged. Both quantitative and qualitative approaches are welcome, as are non-polemical philosophical explication approaches.

The purpose of the symposium is to foster advanced theorizing in the field of media ethics and to open opportunities for interaction with discussants and the symposium’s two keynote senior scholars. Up to 12 manuscript authors will be selected and provided with travel and lodging support. Top submissions will be considered for inclusion in a special issue of the *Journal of Media Ethics*.

Manuscript submissions must be no longer than 9,000 words (not including figures, tables and references). Send submissions as Word documents by 15 April, 2024, to Patrick Lee Plaisance at plp22@psu.edu.

Featured Keynote speakers

Shannon Vallor from the University of Edinburgh. She is the Baillie Gifford Chair in the Ethics of Data and Artificial Intelligence at the Edinburgh Futures Institute and she is a former AI ethicist at Google. She is author of *Technology and the Virtues: A Philosophical Guide to A Future Worth Wanting* (Oxford, 2016). She has a new book this year, *The AI Mirror: Reclaiming Our Humanity in an Age of Machine Thinking* (Oxford, 2024).

Nick Couldry from the London School of Economics. Nick is a social theorist whose work also has spanned media ethics and journalism studies. He is the co-editor of *Ethics of Media* (Palgrave, 2013) and has a new book forthcoming, *The Space of the World: Can Human Solidarity Survive Social Media and What if it Can’t?* (Polity, 2024).

Patrick Lee Plaisance
Don W. Davis Professor in Ethics
Pennsylvania State University
Editor, *Journal of Media Ethics*



Event Announcement



The [annual awards event](#) of the Arthur W. Page Center for Integrity in Public Communication at Pennsylvania State University will be held online on March 25 at 4 pm ET. This year we will be honoring Ursula Burn, former CEO of Xerox, and first Black woman to lead an S&P 500 company and Kelly McGinnis, Chief Communications Officer for Levi Strauss & Company, two amazing women leaders.

This year we are launching a Module on Integrity and Ethics that acts as a companion to the 2024 event. Students who complete the module will earn a Credly badge that they can share on LinkedIn and social media. If you're interested in offering this module to your students, please indicate your interest here: <https://forms.gle/BjzehwjdUXXGNabt7>. Signing up does not obligate you to use the module, so feel free to sign up for more information even if you can't use it this year.

I hope you'll join us for the event and assign the module to your students. In the meantime, you can register for the event [here](#).

Denise Sevick Bortree, Ph.D.
Professor and Associate Dean for Academic Affairs
Director of Arthur W. Page Center for Integrity in Public Communication
Pennsylvania State University

Book Announcement

[Leadership Development in Public Relations: Exploring Crucibles of Experience Among Industry Veterans](#)

Marlene S. Neill

Routledge, 2024
ISBN 9781032588407

Through interviews with members of the Public Relations Society of America College of Fellows, this book provides lessons on public relations leadership for the next generation.

Often, our focus on high profile leaders is centered on success stories, but so much can be learned from the trials, or "crucibles," they have faced and how leaders overcame and were shaped by these challenges.

The Fellows interviewed represent a diverse group of accomplished professionals with specializations ranging from military public affairs and government, corporate, education, agency, and nonprofit organizations. A focus on ethical values, virtues, and ethical leadership will inspire readers to themselves confidently lead.

This book will be of interest to advanced students in public relations programs or young professionals looking to forge their careers in public relations leadership.

St. André International Center for Ethics and Integrity

2024 Ethics Seminars Program

- Ethics of end-of-life care: Contributions from the arts and humanities (Feb 11-17; Rome, Italy)
- Ethics educators workshop (Sept 16-20; Provence, France)
- Bioethics colloquium (Sept 23-26 Provence, France)
- Health care ethics: Catholic perspectives (Oct 22-26, Provence)

Interactive Program

All seminars contain a mixture of presentations by invited speakers, contributions by participants, discussion sessions, time for individual meetings, shared meals, and organized excursions to relevant cultural sites. Registration is limited to 20 participants per seminar.

Holistic Approach

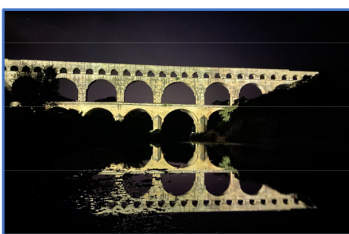
In addition to stimulating the intellect, we also wish to nurture well-being more holistically. The historic and natural beauty of the conference sites, cuisine and patrimony, as well as time for reflection, spiritual enrichment and developing new friendships are key ingredients.

Academic Rigor

All lectures will be presented by internationally renowned ethicists. The academic program for each seminar is vetted by the Center's Curriculum Committee, consisting of seasoned ethics educators from universities across the world. A detailed certificate of completion, specifying learning objectives, content, and contact hours, will be provided to each participant.

Location

The first seminar will be held in Rome, Italy. The other three will take place at the convening center Notre Dame de Grace in Rochefort-du-Gard near Avignon in the south of France.





St. André International Center for Ethics and Integrity

Ethics of End-of-Life Care: Contributions from the Arts and Humanities

11 - 17 February 2024 • Rome, Italy

An intensive ethics seminar organized in cooperation
with the Pontifical Academy for Life, Vatican City

Objective

Care for the dying and their loved ones is a most rewarding but also challenging endeavor. Such care can evoke complex moral questions that often defy standard methods of ethical analysis. In this seminar, we enter into dialogue with the arts and humanities to gain new insights about the human condition, find meaning in the final phase of life, and achieve a truly dignified death.

Approach

Whereas internationally renowned experts will introduce the themes, the core of this seminar will be a sustained discussion among all participants. Conversations will extend from the classroom to cultural excursions in the city of Rome and many shared meals. Participants are encouraged to prepare a short presentation to stimulate still more dialogue. Registration is limited to 20 persons.

Integration with the Annual Conference of the Pontifical Academy for Life

During the second and third day of the seminar, participants will attend the annual conference of the Pontifical Academy for Life on “Human Meanings and Challenges”. There will also be an opportunity to join in the Academy’s private audience with Pope Francis at the Vatican.

Teaching Staff

Jos Welie, MA, MMedS, JD, PhD, President of the St. André International Center for Ethics and Integrity (France) and Emeritus Professor of Medical Humanities (USA) (Seminar Director) • Carlos Centeno Gómez, MD, PhD, University of Navarra (Spain) • Nunziata Comoretto, MD, PhD, LRS, Pontifical Academy for Life (Vatican City) • Don Andrea Ciucci, Pontifical Academy for Life (Vatican City) • Andrea De Santis, PhD, Dean of the School of Philosophy, Ateneo Sant’Anselmo (Italy) • William Sullivan, MD, PhD, Joseph P. Kennedy Sr. Chair in Bioethics, Georgetown University (USA) • Bernadette Tobin, PhD, Director of the Plunkett Centre for Ethics (Australia) • Tristan Welie, BA, Historian, Château Saint André Center (France)





19th Annual AEJMC Best Practices in Teaching Competition

Submissions deadline is February 15, 2024

For the 19th year, the **AEJMC Elected Committee on Teaching** will honor innovative teaching ideas from our colleagues. Each year, the committee selects winners in a themed competition highlighting different areas across the journalism and mass communication curriculum. **The deadline is February 15, 2024, and winners will be announced by March 15 to enable submission to DIG GIFT competitions.**

The 2024 Best Practices competition will focus on creative ideas for teaching **the development of voice in a democratic context**, which ties into our conference theme: “Representation and Voice: The Future of Democracy.” We are seeking teaching ideas that engage students in the public sphere (including learning about communication surrounding social issues), help students find their voice, equip students with strategies for exercising their voice in a political context, build resilience to forces that could subdue their free speech, or analyze the voices of historical or contemporary leaders while including an element that links the analysis to the development of students’ voices.

We are particularly interested in examples of teaching that showcase **representation and voice** through one or more of the following ways:

- Innovative student assignments, including but not limited to activities focused on amplifying students’ voice
- Writing and media production activities for exercising students’ voice in the public sphere
- Interdisciplinary methods for teaching journalism, media, or communication and social issues
- Experiential or service learning as a form of democratic engagement

The AEJMC Elected Committee on Teaching will select winning entries for publication in our 19th annual Best Practices in Teaching competition, which will be published in an e-booklet. Winners also will receive certificates and a cash prize: First: \$300, Second: \$200, Third: \$100. Honorable mentions may also be awarded, but no cash will be provided for those entries.

The Teaching committee will also invite a large number of highly scored entries to participate in our **Great Ideas for Teaching Poster Session** at the AEJMC annual conference in August 2024. Through the GIFT poster session, we hope to showcase teaching approaches for this year’s conference theme.

Submission requirements are as follows:

- The entry must be in two Word files consisting of (1) the cover page and (2) the anonymized Best Practices in Teaching entry. PDFs will not be accepted because we need text files to facilitate the publication of the e-booklet, which contains the winning ideas.
- The first document is the cover page, which should include the entry title, followed by your name, affiliation, email address, and a 125-word bio (written in third person).
- The second document is the Best Practice for Teaching description. To avoid disqualification, the anonymized entry should exclude the author’s name and any other identifying information, including in the Properties section of the file (File > Properties > Summary tab (delete your name and institution). The GIFT entry should be a two-page executive summary that includes the following information:

- Title
- 100-word abstract
- Explanation of the teaching practice or activity
- Rationale
- Learning Outcomes

The learning outcomes section should include evidence such as qualitative feedback from students, pre-/post-assignment testing of learning objective(s), and/or c) improvement in assignment scores. Other forms of evidence are welcome. Qualitative or quantitative data presentation will be accepted. Tables/figures, if used, must follow APA (7th ed.) formatting.

- Under no circumstances should the description exceed two single-spaced pages in 12-point type with one-inch page margins.
- You may include up to two additional pages in the Word document with examples of anonymized student work or other supporting materials.

You will receive confirmation of your submission when you submit the form with your work attached. Please save a copy of the form as proof of submission.

Entries should be submitted electronically by February 15, 2024, at the following link:

<https://forms.gle/QfWdBCbAe2qHRcf89>

Please direct any questions to the competition coordinator, Tiffany Gallicano, at Tiffany.Gallicano@charlotte.edu. The committee looks forward to reviewing your entry.

