

# Introduction to Media Business and Ethics

COMM 1500-002 • Fall 2018 • Hybrid online + Wednesday 1:25-2:45 p.m., LNCO 1110

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## Overview

### Materials

All reading and other materials will be accessible via Canvas or online.  
 There is no textbook.

### General Education attribute

This course fulfills the Intellectual Explorations-Humanities (HF) requirement designation.

### Objectives

- **Analyze** how you really pay for “free” media you use.
- **Define** your version of media ethics and apply it to a media case study.
- **Understand** basic business concepts in various media—and how they sometimes lead to ethically problematic practices.
- **Learn** technological, economic, historical, legal, and ethical foundations of media.
- **Consider:** “How do we *know* that?”

### This is a hybrid class:

- » **Work on Canvas:** *Anytime before 1:25 p.m. on Mondays*, use Canvas to do readings and submit your Comments and Contribution for the week.
  - Read “**How to Comment and Contribute**” in Canvas / Modules.
  - **Work ahead!** Canvas locks at 1:26 p.m. each Monday. **You may not be late.**
- » **Meet in class:** *At 1:25 p.m. Wednesdays* for discussions and activities.

**Professionalism Expectations:**

- ▶ **Be on time** for class and all assignments.
- ▶ **No eating and drinking** in the auditorium. Finish lunch in the lobby.
- ▶ **This is a safe zone for discussions.** Our No. 1 rule is civility.

**Accommodation:**

- ▶ **ADA:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need such accommodation in this class, please provide reasonable prior notice to the Center for Disability and Access, Union Building Room 162, 801-581-5020 (V/TDD), <http://disability.utah.edu/>.
- ▶ **Content:** This course might expose you to things you find discomforting. I will not make accommodations in course content, requirements, or expectations. <http://regulations.utah.edu/academics/6-100.php> (See Section Q)

**Policies and Deadlines:**

- ▶ **Attendance:** <http://regulations.utah.edu/academics/6-100.php> (See Section O)
- ▶ You must attend all Wednesday classes. You get **zero (0)** free days. *You earn points for attending and participating. You don't if you don't.*
  - *If you have a genuine emergency, contact me within 24 hours.*
- ▶ **Academic integrity:** <http://www.regulations.utah.edu/academics/6-400.html> (See Section I, part B2, and Section V, part A)
  - **Note:** *Signing another person's name on an attendance sheet is plagiarism.*
  - *Signing and leaving early is academic dishonesty.*
- ▶ **Grading, Registration, and Incompletes:** <https://catalog.utah.edu/#/policy/B12v3LX0G?bc=true&bcCurrent=Grading%20Policies&bcGroup=Grade%20Information&bcItemType=policies>
- ▶ **Semester calendar:** <https://registrar.utah.edu/academic-calendars/fall2018.php>

**Grades**

**Where your course grade comes from:**

Day 1 Information Sheet . . . . .	9 points
Media Use Diary . . . . .	30 points
Media Fast Paper . . . . .	75 points
Ethical Process Paper . . . . .	75 points
Case Study Paper . . . . .	115 points
Online Participation (12 pts. x 13 weeks) . . . . .	156 points
In-Class Participation/Group Work (10 pts. x 14 weeks) . . . . .	140 points
<b>Total: . . . . .</b>	<b>600 possible points</b>

**Paper assignments:**

- ▶ Papers *must be submitted on paper, **not Canvas or e-mail***. All papers must be your original work for this class, not repurposed papers from other classes.
- ▶ Bring papers on the due dates *at the beginning of class—1:25 p.m.*
- ▶ *Because this is a large class, I cannot accept late papers.*
- ▶ Each paper assignment will explain how I’ll grade it. This includes proper spelling, grammar, and punctuation. *Everything you submit must be of professional quality.*

**Grading scale:**

When I calculate your course grade at the end of the semester, I will use these percentages:

100-94 A	89-87 B+	79-77 C+	69-67 D+	59-0 E
93-90 A-	86-84 B	76-74 C	66-64 D	
	83-80 B-	73-70 C-	63-60 D-	

**WEEKLY SCHEDULE**

*All readings are posted in weekly Modules on Canvas.*

<b>WEEK 1: GETTING STARTED — EXPECTATIONS AND OVERVIEW</b>	
<b>Day: Wednesday, Aug. 22</b> <b>Time: Before class</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> This syllabus; “How to Comment and Contribute.”</li> <li>• <b>Optional:</b> Update your Canvas profile with a recent photo (for my reference only).</li> </ul>
<b>Day: Wednesday, Aug. 22</b> <b>Time: In class</b>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> What we know and how; Information Sheet.</li> <li>• <b>Assignment given:</b> Media Use Diary (due <i>next week</i>, Aug. 29)</li> </ul>
<b>WEEK 2: WORDS, MEDIA, AND ETHICS</b>	
<b>Day: Monday, Aug. 27</b> <b>Time: Anytime before 1:25 p.m.</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Rose, “Writing on the Wall”; Evensen, “Our Digital Future”; and Johnson, Ch. 1, “Ethical Perspectives.”</li> <li>• <b>Comment:</b> On all three readings.</li> <li>• <b>Contribute:</b> A <i>specific</i> example of an ethical problem in the media. Why is it a problem?</li> </ul>
<b>Day: Wednesday, Aug. 29</b> <b>Time: In class</b>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> To lie or not to lie? And, name that book.</li> <li>• <b>Assignment DUE! Media Use Diary</b> » <b>at 1:25 p.m. (in class, on paper)</b></li> </ul>

<b>WEEK 3: THE BIG 4 — OR BIG 5?</b>	
<p><b>Day: Monday, Sept. 3</b>  <b>Time: Anytime before 1:25 p.m.</b>  <i>Yes, it's Labor Day.</i>  <i>You can do this anytime before.</i></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Manjoo, “The Great Tech War of 2012”; Meyer, “How to Fight Amazon.”</li> <li>• <b>Comment:</b> The Manjoo reading is old! That’s for a reason. Name 1 specific thing that has changed. For the Meyer reading, do you think it should be legal for Amazon to be this big? Why or why not?</li> <li>• <b>Contribute:</b> What was the last thing you bought from Amazon?</li> <li>• <b>Assignment given:</b> Media Fast Paper (due Sept. 19).</li> </ul>
<p><b>Day: Wednesday, Sept. 5</b>  <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> What it’s like to work for Amazon; life before media hyper-concentration.</li> </ul>
<b>WEEK 4: BIG TECH AND NERD DAY</b>	
<p><b>Day: Monday, Sept. 10</b>  <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Manjoo, “Tech’s Frightful Five”; “How the Internet Was Born.”</li> <li>• <b>Comment:</b> What do you think of Manjoo’s update to his previous article? And, what was Utah’s role in the birth of the Internet?</li> <li>• <b>Contribute:</b> The name of a tech innovator you admire. Why do admire this person?</li> </ul>
<p><b>Day: Wednesday, Sept. 12</b>  <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> What happened in 1861, 1869, 1969, 1982, and 2014; young tech innovators.</li> </ul>
<b>WEEK 5: ARE YOU AN ADDICT?</b>	
<p><b>Day: Monday, Sept. 17</b>  <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Twenge, “Smartphone Natives”; Alter, Prologue to <i>Irresistible</i>.</li> <li>• <b>Comment:</b> Which of Twenge’s concerns do you find most worrisome? And, name one thing from Alter that most applies to <i>you</i>.</li> <li>• <b>Contribute:</b> Which media app do you use the most? Why?</li> </ul>
<p><b>Day: Wednesday, Sept. 19</b>  <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Which media company could you live without? Why?</li> <li>• <b>Assignment DUE! Media Fast Paper</b>  <b>» at 1:25 p.m. (in class, on paper)</b></li> </ul>

<b>WEEK 6: SURVEILLANCE AND PRIVACY, PART 1</b>	
<p><b>Day: Monday, Sept. 24</b> <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Wood, “Cambridge Analytica, Facebook, and the New Data War”; “Apple Denies Conspiracy Theory.”</li> <li>• <b>Comment:</b> Do you agree or disagree with Wood’s claim that data has been “weaponized”? And, do you really trust your smartphone? Why or why not?</li> <li>• <b>Contribute:</b> An example of a media surveillance system in your life. (Yes, you have one.) How does it track you? Do you care?</li> </ul>
<p><b>Day: Wednesday, Sept. 26</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Apply the ethical philosophies of Kant, Mill, and Rawls to media surveillance; what’s your social score? And, “I’m not a _____, so I don’t mind ...”</li> <li>• <b>Assignment given:</b> Ethical Process Paper (due Oct. 24)</li> </ul>
<b>WEEK 7: SURVEILLANCE AND PRIVACY, PART 2</b>	
<p><b>Day: Monday, Oct. 1</b> <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> Reason TV, “The NSA Wouldn’t Let Us in This Building” (5:04), <a href="https://www.youtube.com/watch?v=EIR58ziaZPY">https://www.youtube.com/watch?v=EIR58ziaZPY</a></li> <li>• <b>Read:</b> Slefo, “Sell Your Data.”</li> <li>• <b>Comment:</b> Do you think citizens can adequately monitor government data collection? And, would you sell your data to a service like Freckle?</li> <li>• <b>Contribute:</b> One thing you’ve done to protect your digital privacy.</li> </ul>
<p><b>Day: Wednesday, Oct. 3</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Copyright your life? And, write a PSA to help people protect their privacy.</li> </ul>
<b>WEEK 8: FALL BREAK</b>	
<b>WEEK 9: NEWS</b>	
<p><b>Day: Monday, Oct. 15</b> <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Sullivan, “Who’s a Journalist?” and Richardson, “The Value of Dissent.”</li> <li>• <b>Watch:</b> Gray TV, “Our Story—You’re a Broadcaster” (2:27): <a href="https://gray.tv/index.php?page=about-us">https://gray.tv/index.php?page=about-us</a>; and <i>Grist</i> magazine, “About Grist” (1:29):</li> </ul>

	<p><a href="https://grist.org/about/">https://grist.org/about/</a></p> <ul style="list-style-type: none"> <li>• <b>Comment:</b> Which definition of, or approach to, journalism you most closely agree with? Explain why, with specific references to details from the article or video.</li> <li>• <b>Contribute:</b> The name of the news source you trust the most. Why do you trust it?</li> </ul>
<p><b>Day: Wednesday, Oct. 17</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> News business models and who owns news organizations. <i>(Hand back Media Fast papers.)</i></li> </ul>
<p><b>WEEK 10: FAKE NEWS AND MEDIA MYTHS</b></p>	
<p><b>Day: Monday, Oct. 22</b> <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Politico, “The Long and Brutal History of Fake News”; BBC, “The (Almost) Complete History of Fake News.”</li> <li>• <b>Comment:</b> Name one thing from each article that surprises you. Why is it surprising?</li> <li>• <b>Contribute:</b> An example of something you think is fake news.</li> </ul>
<p><b>Day: Wednesday, Oct. 24</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Find the media myth that <i>wasn't</i>; write an online code of ethics.</li> <li>• <b>Assignment DUE! Ethical Process Paper</b> <b>» at 1:25 p.m. (in class, on paper)</b></li> </ul>
<p><b>WEEK 11: FAKERY, HONESTY, AND ETHICS</b></p>	
<p><b>Day: Monday, Oct. 29</b> <b>Time: Anytime before 1:25 p.m.</b></p>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> BBC Trending, “How to Fake a Trend on Twitter” (2:56) at <a href="https://www.youtube.com/watch?v=wb0DISwHMWc">https://www.youtube.com/watch?v=wb0DISwHMWc</a></li> <li>• <b>Read:</b> Stocking, “Buddhist Ethics.”</li> <li>• <b>Comment:</b> Would you ever try to fake a trend on social media? Why or why not? And, describe one thing from Buddhist ethics that you find useful.</li> <li>• <b>Contribute:</b> What was the last social media trend you found interesting?</li> </ul>
<p><b>Day: Wednesday, Oct. 31</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Those aren't Martians. It's Halloween!</li> </ul>

<b>WEEK 12: INDIVIDUALS, COMMUNITIES, AND TROLLING</b>	
<b>Day: Monday, Nov. 5</b> <b>Time: Anytime before 1:25 p.m.</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Ingram, “YouTube Finally Decides It Should Care About Misinformation.”</li> <li>• <b>Comment:</b> Have you (or someone you know) ever reported something troubling on YouTube? Give as many details as you can.</li> <li>• <b>Contribute:</b> An example of online trolling.</li> </ul>
<b>Day: Wednesday, Nov. 7</b> <b>Time: In class</b>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> The importance of just speech.</li> </ul>
<b>WEEK 13: STRATEGIC COMMUNICATION</b>	
<b>Day: Monday, Nov. 12</b> <b>Time: Anytime before 1:25 p.m.</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Twitchell, “The Volkswagen Beetle” from <i>Twenty Ads That Shook the World</i>; Wu, “A Long Lucky Run” from <i>The Attention Merchants</i>.</li> <li>• <b>Comment:</b> Would the VW ad work today? And, what do you think of Edward Bernays’ ethics?</li> <li>• <b>Contribute:</b> An ad or commercial you love—or hate.</li> </ul>
<b>Day: Wednesday, Nov. 14</b> <b>Time: In class</b>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> The TARES test and advertising.</li> <li>• <b>Assignment given:</b> Case Study Paper. (due the last day of class, Dec. 5) (<i>Hand back Ethical Process papers.</i>)</li> </ul>
<b>WEEK 14: THANKSGIVING BREAK</b>	
<b>Day: Monday, Nov. 19</b> <b>Time: Anytime before 1:25 p.m.</b>	<ul style="list-style-type: none"> <li>• <b>Contribute:</b> Earn your weekly online participation points by writing a <i>detailed</i> paragraph proposing a topic for your Case Study (due December 5).</li> <li>• <i>I will give you individual feedback on Canvas.</i></li> </ul>
<b>NO CLASS Wednesday, Nov. 21</b>	Happy Thanksgiving!
<b>WEEK 15: WHAT CAN WE DO? MEDIA LAW</b>	
<b>Day: Monday, Nov. 26</b> <b>Time: Anytime before 1:25 p.m.</b>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Pember and Calvert, <i>Media Law</i> (excerpt from Ch. 14, “Copyright”).</li> <li>• Watch: “Wanna Work Together?” (3:00) at the bottom of this page: <a href="https://creativecommons.org/share-your-work/">https://creativecommons.org/share-your-work/</a></li> <li>• <b>Comment:</b> Do you think copyright law is too strict,</li> </ul>

	<p>or do we need it to protect intellectual property? And, would you consider Creative Commons as a way to share your work?</p> <ul style="list-style-type: none"> <li>• <b>Contribute:</b> An example of something you think is copyright infringement.</li> </ul>
<p><b>Day: Wednesday, Nov. 28</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> You think lawyers have no fun? Music, copyright, and infringement lawsuits.</li> </ul>
<p><b>WEEK 16: WHAT <u>SHOULD</u> WE DO? MEDIA ETHICS</b></p>	
<p><b>NO Monday online work</b></p>	<p>Finish your Case Study Paper.</p>
<p><b>Day: Wednesday, Dec. 5</b> <b>Time: In class</b></p>	<ul style="list-style-type: none"> <li>• <b>Discussion and Activity:</b> Snowboarding, ethics, and nondisclosure agreements.</li> <li>• <b>Assignment <u>DUE!</u> Case Study Paper</b> » at 1:25 p.m. (in class, on paper)</li> </ul>