Journalism in Context

Module HANDBOOK
Module Code: MLLSM32
15 credits

Session 2009-10
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MLLSM32 Journalism in Context - Summary of Content

This module enables students to place journalism practices, processes and products in their social context, thus encouraging them to become reflexive practitioners. The module is made up of three related sections: consideration of the socio-economic and cultural contexts within which the Western media operate and the effects economic factors have on journalistic production; related ethical considerations of media practice; and discourse and textual analysis of the messages communicated by journalistic texts and media.

The first section situates journalistic practice within varying Western socio-economic, cultural and regulatory backgrounds; the second section introduces current ethical dilemmas within modern media practice and considers their application in an international context; and the third encourages students to make links between the structure and language of news stories and wider ideologies and power relations, thus deepening their understanding of the relationship between journalism and society, between concrete textual detail and abstract theory, thus also providing underpinning for any later programme assessments involving critical analysis of texts and reflective analysis of the student's own journalism (e.g. in options case studies and Multimedia Journalism Portfolio). Overall, the module enables students to adopt an analysis of the constraints within which journalists operate in Western society.

Learning Outcomes
- Demonstrate a critical understanding of the socio-economic and cultural contexts within which the western media operate and the effects of economic, managerial and financial conditions on journalism practice
- Demonstrate a critical understanding of the principal theories, principles and concepts behind ethical analysis
- Deal with a range of complex ethical issues within journalistic and promotional communication practice, and make informed judgements on best outcomes
- Use a significant range of the principal skills, techniques and practices associated with close discourse and textual analysis of journalistic texts.

Teaching / Learning Strategy
This module utilizes a combination of virtual / audio and print advance lectures / briefings (up to 36 hrs of Directed Learning across up to 12 topics), extensive readings, seminars, screenings and tutorials. Class contact consists of two x one-hour sessions each week, which incorporate both lecture and seminar type activities delivered to the entire class of 20 simultaneously and seminars to two smaller groups. Each student will receive 1 lecture and be in 1 seminar group. 80% attendance is a prerequisite of entry to first diet examination. All coursework is required: failure to complete it may lead to disbarment from the first diet examination. Assessment is via three pieces of coursework: a seminar presentation; input to an ongoing blog discussing the issues raised on the module; and an essay analysing in detail a specific example of the relationship between journalism and social context, from an industry, ethical or textual perspective, or a mixture of two or more of these. Module pass mark: 50%.
Syllabus / Structure of Curriculum
- The socio-economic context of the media: the structure of the newspaper and broadcasting industries; audience size and audience taste; the impact of culture; intervention in the market by government and government agencies
- The economic and financial conditions governing and shaping newspaper, magazine, broadcast and web journalism production practices
- What are ethics? What are media ethics?
- Moral decision making; reactions, resistance, evasions, egotism, relativism, cynicism
- Theories of the press: libertarian & social responsibility; their origins & philosophical bases
- The philosophical basis of codes of practice and regulatory / self-regulatory agencies; contrasting approaches/cases in the UK, Europe and North America
- Ethical theories and philosophical approaches: Consequential theories - Kant; Non-consequential theories - Utilitarianism; Virtue Ethics - Aristotle's Ethics
- Ethical dilemmas in practice: the tension between ethical and professional imperatives, drawn from contemporary examples in the press, broadcasting & internet; reconciling conflicting demands; self protection and self respect
- Personal occupational and philosophical reflection on instances of moral decision making
- What are discourse and ideology?
- News values, news story structures and functions of narrative
- Research Methods for the analysis of media texts: Semiotic analysis of media images; Comparative discourse analysis of news stories

Transferable skills
- logical thinking; critical analysis; problem-solving; written and spoken communication; self-discipline; self-reliance; independence

Assessment

Coursework 1  50% made up of Presentation (25%) and on-going contribution to Blog, (25%) regular input required

Coursework 2  50% - Essay: 2500 word detailed analysis of one aspect of the relationship between Journalism and Society

Module Tutors
Dr. Douglas Chalmers (module leader), lecturer, Cultural Business Division
Dr Anthea Irwin  lecturer in media and journalism, Cultural Business Division
On-line resources:

The Blackboard site

which can be found at: http://blackboard.gcal.ac.uk/

In addition to this we have important additional on line resources which include:

The Course Blog

This can be reached via Blackboard or directly at: http://caledonianblogs.net/jic09/

Contributions to the blog are obligatory and count towards your class work mark (see previous page)

We also use Delicious tagging:

http://www.delicious.com (see handout),

and Refworks as our bibliographical software (see handout):

via the library Database page (under ‘R’ - or if you want to copy this into your own delicious tags or other bookmarks) :

http://www.gcal.ac.uk/library/resources/database.html#R

Training Workshop Week 2

There will be a training workshop to make sure everyone is registered on the blog and can post to this on Wednesday 30th September at 1 – 2pm (Week 2). This is in addition to the lecture on Wednesday 30th September, and will take place in lab W603

We will also use this session to ensure everyone can use Delicious Tagging and Refworks

Please make sure you don’t miss this.
Getting Started Thinking About Journalism in Context

This module demands a lot of reading, and a lot of philosophical, ethical and theoretical reading at that. Some of this stuff can seem hard going at times. While Aristotle is a joy to read in Thomson’s 1959 translation (the Penguin edition of the *Ethics*), even fans of his ideas admit that Kant, by contrast, is almost unreadable. There are, however, easier and more pleasureable ways to get your mind in the state where it might be more readily amenable to such reading and ideas. Three such books are the following, all in print and available in most good bookshops, and on order for the library. You can read them in handy 10 or 15-minute sections or chapters, on the bus or in bed, for pleasure as well as profit. They are all quite rightly critically-acclaimed and much-loved by readers in English the world over.


World-wide bestseller and award-winning Norwegian novel: a little girl starts getting strange messages and notes left for her, that lead her into a discovery of philosophy and how difficult it is to make decisions. Sounds creepy, but it isn’t


World-wide paperback smash hit by French philosophy professor (not often you can write a sentence like that). A beautiful collection of 19 short essays on the newly-fashionable (and highly appropriate for this module) area of ‘virtue’ or ‘practical’ ethics (see seminar programme below) – ‘Fidelity’ ‘Prudence’ ‘Justice’, and so on.


A snappy, bite-size chunks intro to all major ethical philosophers, philosophies and ideas. It’s in the library already and much-specified on reading lists for our university’s nursing and medical programmes, because it is accessible and assumes no prior familiarity with the area at all. But not just a dictionary or reference guide – you can read it too
Seminar Programme (details)

Week 1:

#1: The economics of the media (1) - Why economics matters

The structure of the paper and broadcasting industries in the age of globalisation. Regulation or control - the real Big Brother? Audience size and audience taste. Catering for minority interests.

This lecture will look at the conflicts that may arise from the business format of media organizations (corporations) and their actions. We will examine particular issues that media throw up for economic analysis, and the tensions that arise between any 'public purpose' of the global print media in general and the economic imperatives of those who own or control the sector.

REQUIRED LISTENING (CD lecture)
REQUIRED READING (Handouts supplied or linked on Blackboard):
Bakan Joel 2002 The Corporation, London Constable, pp 28 – 59 There is a link to a scanned version of this on Blackboard.
Pilger, John 1998 Hidden Agendas London Vintage, extracts

Week 2:

#2: The economics of the media (2) Public service and the public purpose

Value for money versus Value. Commercialisation and the economics of future broadcasting.

This lecture will examine some of the issues behind current changes being suggested in the public service remit of the broadcast media, and attempts to reconcile economic viability and 'public purpose'.
REQUIRED LISTENING (CD Lecture)
REQUIRED READINGS (Handouts supplied or linked on Blackboard)
Curran James, and Seaton, Jean 1997 *Power without Responsibility* London Routledge extracts pp 209 – 236) *There is a link to a scanned version of this on Blackboard.*

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**Week 3:**

**#3a: What IS Ethics?**

Moral decision-making; communication & ethics; the media are not us; Obligations; excuses, evasions, resistance: relativism, subjectivism, metaphysics, egoism, linguistics & metaphysics, nihilism

REQUIRED LISTENING (CD lecture)
REQUIRED READING (Handout supplied or linked on Blackboard):
Bevins 2004. *Mixed Media: Moral distinctions in advertising, public relations and journalism.* Mahwah, NJ: Lawrence Erlbaum Associates; Extracts from Chapter 1, pp. 1-22; *There is a link to a scanned version of this extract on Blackboard.* & 75-77; 92-93

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**#3b: Theories of the Media (1)**
- The Libertarian Theory

REQUIRED READING (Handout supplied or linked on Blackboard):
Siebert, Fred S. ‘The Libertarian Theory’, from Schramm, W et al. 1956.* Four Theories of the Press.* Urbana: Uni of Illinois Press, pp. 39-71 *There is a link to a scanned version of this on Blackboard.*

FURTHER READING


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#3c: Theories of the Media (2)
- The Social Responsibility Theory

REQUIRED READING (Handout supplied):

FURTHER READING


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Week 4:
#4: Key Ideas from Ethics (1) ‘How should we Act?’
- Deontological or ‘non-consequential’ Theories

REQUIRED LISTENING (CD lecture)
REQUIRED READING (Handouts supplied):


Martin-Clark, Nick. 2003. ‘When a journalist must tell’ *British Journalism Review*, 14:2; pp. 35-39 Available at: http://bjr.sagepub.com/cgi/reprint/14/2/35 (Needs Athens log-in)


**FURTHER READING**


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**Week 5:**

#5: Key Ideas from Ethics (2) ‘…but actions have consequences…’ - Consequential theories

**REQUIRED LISTENING (CD lecture)**

**REQUIRED READING (Handouts supplied):**


**FURTHER READING**


Week 6:

#6: Key Ideas from Ethics (3) ‘…and it’s me who has to make the decision’ – Virtue ethics

REQUIRED LISTENING (CD lecture)
REQUIRED READING (Handouts supplied):

(You will need your Athens log-in)

FURTHER READING

Week 7:

CASE STUDY #1: Andrew Gilligan, the BBC, The Kelly Affair, & Hutton Report

The terrible consequence of events that led from one single live “two-way” on BBC Radio 4’s *Today* programme to an eventual report that ultimately led to the suicide of a senior MoD civil servant, an investigation and report, and the later resignation of both the chairman of the BBC Governors and its director-general, is an extraordinary object-lesson in many complex issues of journalistic ethics, public service broadcasting, and government media policy and political communication. This case study seminar will seek to tease out some of the central ethical issues arising from this.

REQUIRED READING:
Crook, Tim. 2003. ‘Is your source ever really safe?’ *British Journalism Review*. 14:4, pp. 7-12 Available at: http://bjr.sagepub.com/cgi/reprint/14/4/7 (You will need
Week 8:
CASE STUDY #2: The War Game – The Corporation & the FilmMaker

This seminar will explore issues of corporate and public service documentary and public information ethics, objectivity and subjectivity in TV feature making, arising out of the celebrated case of the “banning” by the BBC of its own 1960s commissioned film on what might happen in the event of a nuclear attack on Britain, directed by Peter Watkins.

VIEWING: (For screening details please see module leader)
Peter Watkins' The War Game, BFIVD543 (British Film Institute, 2003), includes commentary and extra 'The War Game - The Controversy'.

REQUIRED READING:
Patrick Murphy, 'The War Game - The Controversy', Film International 3 May 2003, pp. 25-28 (photocopy to be supplied).

FURTHER READING / RESEARCH (all non-website items in GCU Library)
James Chapman, 'The BBC and the Censorship of The War Game (1965)', Journal of Contemporary History, vol. 41, no.1, January 2006, pp.75-94. {Pro-BBC article}
On-line version of this article accessible through University computers with Athens password: http://jch.sagepub.com/cgi/reprint/41/1/75.pdf
Alex Cox, 'Not in our Name', The Guardian, 9 July 2005, http://books.guardian.co.uk/review/story/0,12084,1524200,00.html
Week 9.

#9: Discourse and Ideology (1)

REQUIRED LISTENING (CD lecture)

In this session we begin to think about the implications of concepts like ‘discourse’ and ‘ideology’ for journalists’ practice and reader / viewers’ consumption. We shall explore questions like:

- To what extent is it possible to present ‘the plain facts’ through words and images?
- What connotations, stereotypes etc arise from different choices of words and/or images, and how can semiotics be used as a lens through which to view this?
- Does it really matter? How close a relationship is there between what people read or watch and what they think?

REQUIRED READING:

Chandler, Daniel. *Semiotics for Beginners*. Introduction. (can be accessed online at [http://www.aber.ac.uk/media/Documents/S4B/semiotic.html](http://www.aber.ac.uk/media/Documents/S4B/semiotic.html))


Week 10

#9: Discourse and Ideology (2)

REQUIRED LISTENING (CD lecture)

In this session we will think further about the relationship between news production choices and discourse and ideology, this time looking beyond the word to the construction of headlines, sentences and stories as a whole. We shall explore questions like:

- What implications does variation in the syntax (word order) of a sentence have for how news actors are viewed or for where responsibility is seen to lie?
- What implications does news story structure have readers’ understanding of cause and effect?
- Are there patterns to the narrative roles that tend to be filled by different news actors and, and do these have an ideological aspect?

REQUIRED READING:

Bell, Allan. (1998). ‘The Discourse Structure of News Stories’. In Bell, Allan abd Garrett, Peter (eds.) Approaches to Media Discourse. Blackwell. pp. 64-104. There is a link to a scanned version of this on Blackboard.


Weeks 11 and 12:

ASSESSED STUDENT PRESENTATIONS
You are asked to research and prepare for assessment a 10-minute seminar presentation, during the normal class slots in Weeks 11 and 12 (which however may be extended by an hour and re-located, to ensure sufficient time), on any incident / decision / issue experienced by you during any work experience / placement / freelance/ part-time employed / full-time employed journalism or media work that you have carried out and which in your judgement now, in the light of any material in the module syllabus, might merit ethical analysis or reflection

It could be as simple as your decision to use or not use a particular source; or an instance when the commercial context of the publication or broadcasting organisation meant the treatment of the story was conditioned in a way that differed from your original individual ethical preference, and so on. It might be your experience previously working in PR or another media field. Or, it could be a more complex issue of ethical conflict involving / centring partly on others in the organisation, and not necessarily involving yourself as the prime reporter or writer or editor, but in this case must be an event which you observed some part or consequences of first hand, and can therefore reasonably be expected to be able to obtain primary interviews and response / reflections on from some of the participants

Your presentation, while briefly recounting the incident, should strive to place it in ethical context by reference to and reflection on any relevant codes, practices, values, ideals and philosophical and theoretical approaches in operation in journalism and touched on by this module

If you have no personal or direct work experience in this field, please see module leader Dr Douglas Chalmers as soon as possible, in order to mutually agree on a similar presentation which will raise the same issues in a relevant context.

You are also required to prepare and submit a short, 1200-1500 written report / version of this presentation, to include bibliography, handouts, powerpoint slides, etc, as appropriate, no later than than Friday 12\textsuperscript{th} December, but preferably within 2 working days of the date of your Presentation

The presentation plus report are together worth 50 percent of your mark for Classwork 1, with 50 percent being awarded for work on the blog.

**Classwork 2 - Essay: 2500 words**

This will involve detailed analysis of one aspect of the relationship between Journalism and Society. Further details of this will be supplied by your tutors during the early part of the course.
Main Reading List

All of these texts should be in the Library

An electronic copy of this (for downloading into your RefWorks Account) can be found at:

Bakan Joel 2002 *The Corporation*, London Constable
Lennon, Peter 'Hate and War', *The Guardian*, 25 February 2000, [http://www.guardian.co.uk/friday_review/story/0,3605,230196,00.html](http://www.guardian.co.uk/friday_review/story/0,3605,230196,00.html)
Lennon, Peter 'War and Attrition', *The Guardian*, 15 January 2003, [http://film.guardian.co.uk/features/featurepages/0,4120,875094,00.html](http://film.guardian.co.uk/features/featurepages/0,4120,875094,00.html)
Lloyd, John 2004 *What the Media are doing to our Politics* London: Constable and Robinson
Martin-Clarke, Nick 2003 ‘When a journalist must tell’ *British Journalism Review* 14:2
Oborne, Peter 2004 *Alistair Campbell* London Aurum Press
Pilger, John 1998 *Hidden Agendas* London Vintage


Tehranian, Majid. 2002 ‘Peace Journalism: Negotiating global media ethics’ *Press/Politics* 7:2


Tumber, Howard and Palmer, Jerry 2004 *The Media at War: The Iraq Crisis* London *Sage*


**Journals:**

British Journalism Review (Sage)

Discourse and Society (Sage)

Ethical Space: The International Journal of Communication Ethics (Troubador)

Language in Society (Cambridge)

Media, Culture and Society (Sage)

Journal of Mass Media Ethics (LEA)

Journalism: Theory, Practice, Criticism (Sage)

Journalism Studies (Routledge)
Useful websites
These sites all link into others: there is a vast amount of global material and briefing papers on journalism as an ethical and social practice, not just lists of various organisation’s codes of conduct. But these are some of the most useful places to start:

UK based:

www.mediawise.org.uk
www.bbc.co.uk/guidelines/editorialguidelines/
www.ofcom.org.uk/tv/ifi/codes/
www.communication-ethics.org.uk/
www.cfoi.org.uk/
www.allmediascotland.com
www.pcc.org.uk/
www.nuj.org.uk

International:

www.medialens.org/index.php
www.presscouncils.org
www.uta.fi/ethicnet/
www.article19.org/
www.poynter.org/
www.cjes.ru
www.journalism.org/
www.freemedia.at/
casey.umd.edu/index.cfm
www.jmme.org/

Miscellaneous Websites:
http://www.johnpilger.com
http://www.mediastudies.com
**Journal of Mass Media Ethics**

We have an electronic subscription to this journal, which is well worth perusing. Below are the titles and abstracts of some of its back articles that seem potentially most relevant to themes of this module (the journal covers all aspects of media ethics, including public relations, advertising, web media, and so on). See the journal's website: [http://www.jmme.org/](http://www.jmme.org/)

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**Journal Year**: 1985-86 (volume 1) : 1.1

**Ethics in Sports Journalism: Tightening Up the Code**
by K. Tim Wulfemeyer, San Diego State University

Many Americans don’t hold journalists in very high regard these days, and sports journalists are often viewed in the least favorable light. The general public does not perceive any visible, unified, and concerted effort among sportswriters to practice their craft in a consistently ethical manner. Efforts to upgrade the craft include the Associated Press Sports Editors ethical guidelines, which cover freebies, moonlighting, community involvement by sports journalists, and commercial sponsors of sporting events. This study examines the APSE code and suggests additional, more specific, and enforceable guidelines in ten areas: freebies, moonlighting, newsgathering methods, news sources, direct quotes, privacy, gambling, special interests, self-interests, and involvements. Sports journalists should be as ethically accountable as any other journalists, the author concludes.

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**Journal Year**: 1988 (volume 3) : 3.1 Special issue on Journalism Moral Philosophy

**What Should We Teach About Formal Codes of Communication Ethics?**
by Richard L. Johannesen, Northern Illinois University

First, this article summarizes major arguments levied against codes. Second, standards for a sound ethical code are presented. Third, a trend is described toward more concrete codes developed by specific communication organizations. Finally, positive functions of codes are examined, with special emphasis on two: the argumentative function and the character-depiction function.

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**Journal Year**: 1988 (volume 3) : 3.1 Special issue on Journalism Moral Philosophy

**The 'Golden Mean' in Journalism**
by Sandra H. Dickson, University of West Florida

The pattern of criticisms of the press over the decades underscores the problems caused by the absence of universal ethical standards. Situation ethics, or "adhocracies," are an insufficient moral compass to guide a fast-paced, technologically-driven, bottom-line oriented industry. It is suggested that journalists take a lesson from Aristotle, who argued for practical experience and theoretical substance. Aristotle's "moral mean" is recommended as a moral compass that will serve journalists who seek to be virtuous and avoid both defective and excessive practices. Several instances in which the "moral mean" should prove especially useful are outlined.

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**Journal Year**: 1988 (volume 3) : 3.1 Special issue on Journalism Moral Philosophy

**Power--The Key to Press Freedom: A Four-Tiered Social Model**
by John C. Merrill, University of Missouri; David Gordon, Emerson College

Raw (pragmatic) and potential (theoretical) power is seen as the key to press freedom in various global settings. Because the locus of power determines the locus of freedom, the authors suggest a model to understand where the raw and potential power resides within a
matrix consisting of the State, the Media Elite, the Journalists, or the People. Numerous questions concerning accountability and ethics are raised concerning the practical application of a model that purports to overcome cultural biases inherent in traditional theories of press and society.

Journal Year: 2004 (volume 19): 19.3 / 19.4 Special Issue: Ethics Across the Professions

Power, Ethics, and Journalism: Toward an Integrative Approach
by Peggy Bowers, Clemson University; Christopher Meyers, University of California--Bakersfield; Anantha Babbili, Middle Tennessee State University
While we think one of the basic purposes of journalism is to provide information vital to enhancing citizen autonomy, we also see this goal as being in direct tension with the power that news media hold and wield, power that often serves to undercut, rather than enhance, citizen autonomy. We argue that the news media are ethically constrained by proceduralism, resulting in journalists asserting power inappropriately at the individual level while unwittingly surrendering moral authority institutionally and globally. Anonymity, institutionalization, and routinization cloak power relationships among citizens, journalists and the institutions of which they are a part, ultimately inculcating these distinctly Western values in the global community.

Journal Year: 2004 (volume 19): 19.3 / 19.4 Special Issue: Ethics Across the Professions

Three Essays on Journalism and Virtue
by Stuart Adam, Carleton University--Poynter Institute; Stephanie Craft, University of Missouri; Elliot Cohen, Indian River Community College
The authors are concerned in these essays with virtue in journalism and the media, but are mindful of the tension between the commercial foundations of publishing and broadcasting, on the one hand, and journalism’s democratic obligations on the other. Adam outlines, first, a moral vision of journalism focusing on individualistic concepts of authorship and craft. The next essay by Craft attempts to bridge individual and organizational concerns by examining the obligations of organizations to the individuals working within them. Finally, Cohen discusses the importance of resisting the powerful corporate logic that pervades the news media in the U.S. and calls on journalists to be courageous.

Journal Year: 2003 (volume 18): 18.2

Normative Conflict in the Newsroom: The Case of Digital Photo Manipulation
by Wilson Lowrey, Mississippi State University
Digital photo manipulation is often treated in the literature as a problem that occurs when individuals stray from a single set of ethical standards. It is proposed in this study that the newsroom comprises various subgroups, each with unique norms and values, and each seeking to shape newsroom decision-making. It is expected that photo manipulation should result from subgroups' perceptions of, and reactions to, this plurality of newsroom norms. This expectation is assessed through both in-depth interviews and a national phone survey of visual journalism managers. In-depth interviews reveal the existence of various sets of norms; these include integrative norms, which reflect the needs of the organization, art norms, and journalistic norms. Journalistic norms are perceived as dominant, but where art norms are stronger, photo manipulation is slightly more likely. Findings also suggest photos are more likely to be manipulated when newsrooms are large and complex and when visual journalists strain to fit visuals with story theme.
Privacy Invasion by the News Media; Three Ethical Models
by Candace Cummins Gauthier, University of North Carolina at Wilmington
In this article I provide an overview of philosophical conceptions of privacy and suggest 3 models to assist with the ethical analysis of privacy invasion by the news media. The models are framed by respect for persons (Kantian), the comparison of harms and benefits (Utilitarian), and the transfer of power. After describing the models I demonstrate how they can be applied to news reporting that invades the privacy of public officials.

Universal Ethical Standards?
by Herb Strentz, Drake University
If a quest for universal ethical standards in journalism is to be productive, we should first be able to articulate an over-arching set of universal ethical standards that can apply across cultures, across ethical schools of thought, across professions. This paper offers four likely universal standards that have relevance to journalism, suggesting universal journalism standards can also be identified. While these and other standards will not be panaceas for the ethical dilemmas journalists often face, they provide needed anchors for decision making.

A Universal Code of Journalism Ethics: Problems, Limitations, and Proposals
by Roberto Herrscher, Les Heures--University of Barcelona, Spain
As the worlds of economics, politics, culture, and communications face a growing wave of globalization that will likely continue, ethical challenges for journalists have also gone global. The author proposes a clear division between ethics codes for media owners, the public, and professional journalists, and presents a set of considerations and specific rules applicable only to the last group. This paper advocates a universal code of journalistic ethics, but points out problems and warns against dangers that have made the application of such codes difficult in the past. A universal code should consider the voluntary nature of such an endeavor, the cultural and economic differences in various journalistic traditions, and the problem of producing solutions acceptable to all involved.

A Model for Evaluating Journalist Resistance to Business Constraints
by Sandra L. Borden, Western Michigan University
Should journalists resist business constraints they perceive as a threat to their professional integrity? This article suggests that the answer, at least sometimes, is yes. But in choosing a resistance strategy, journalists should not consider the "take this job and shove it" stance as the only option with moral integrity--or even as the best ethical option. This article develops a model of resistance strategies using the experiences of journalists at one newspaper to illustrate the range of options available for resisting business constraints within a news organization. The types of strategies identified vary along the ethical dimensions of (a) consideration of organizational, as well as professional, goals; and (b) openness with regard to journalists’ preference for professional goals.