



## University of Wisconsin-Stevens Point

College of Fine Arts and Communication  
Division of Communication

Stevens Point WI 54481-3897  
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www.uwsp.edu/comm/

### Communication 392: Communication Ethics Wednesday 2 p.m. – 3:50 p.m.

Thomas Salek, PhD	: Instructor
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715-346-3401	: Phone
W: 4 p.m. – 5 p.m.	: Office Hours
Th: 2 p.m. – 3 p.m.	
By appointment	

#### Required Texts:

- George Cheney, Steve May, and Debashish Munshi, *The Handbook of Communication Ethics* (New York, Routledge, 2011).
- Additional readings posted to our class D2L site.

#### Course Description

Human communication is predicated on developing relationships with others, building community, and fostering a sense of individual and public identity. In order to pursue these endeavors personally and publicly, humans must use interpersonal and public forms of communication to situate their identity in accordance or in opposition to others. Although humans are often guided by governmental laws or institutional guidelines, ethics are another realm that helps guide human action. This course interrogates the role of ethics in human communication and how ethics influence interpersonal and public communication practices. Although communities may have a collective sense of ethics or “what it means to be a good person,” this course asks students to develop a keen understanding of their personal sense of ethics. As part of developing this sense of self-awareness, this course draws from Aristotle, Thomas Aquinas, Michel Foucault, Kenneth Burke, and other communication theorists to help students understand, analyze, and demonstrate how to communicate ethically in a variety of personal and public contexts.

#### Course Objectives

1. Demonstrate an understanding of ethics and ethical forms of human communication.
2. Create an awareness of your personal sense of ethics, as well as how to engage in ethical public and interpersonal communication.
3. Apply and analyze ethical communication principles surrounding historical and contemporary case studies.
4. Synthesize theory and practice of communication ethics through online and face-to-face discussions, as well as individual written assignments.
5. Respond and evaluate the ethical communication practices of rhetors in contemporary current event case studies.

## Division of Communication Learning Objectives for Communication Majors

This course will help you achieve the Division's objectives for all majors.

2. Plan, evaluate and conduct basic communication research. (e.g., Weekly Discussion Board, Final Paper, Film Analysis Paper, Personal Ethics Paper).
3. Use communication theories to understand and solve communication problems. (e.g., Final paper)
4. Apply historical communication perspectives to contemporary issues and practices. (e.g., Some of our course readings; Some online discussions).
5. Apply principles of ethical decision making in communication contexts. (e.g., Each class session)

### Course Requirements

Assignments	Points
Course Policies Agreement	20
Weekly Online Participation (12 @ 25 points each)	300
Classroom Professionalism	80
Short Personal Ethical Reflection	125
Buzzword Summary and Current Event	75
Film Analysis	200
Final Paper	200
<b>TOTAL</b>	<b>1,000</b>

Extra Credit: Extra credit may be announced in class only. These opportunities are optional. Specific directions will be provided when the opportunity arises.

#### Course Policies Agreement

At the start of the semester students will electronically sign a course policies agreement and upload it to the D2L dropbox. The course policy agreement lists documents that must be reviewed before the course begins. To receive credit, students must read the appropriate documents, indicate that the materials have been read, and then upload the agreement to the D2L dropbox.

#### Weekly Online Participation

Class discussions and activities are vital to your understanding of key course concepts. Just like in the business world, many of the activities and presentations in this course are collaborative. That being said, it is vital to collaborate with your colleagues in class and online. Participating will help you better understand the course concepts. Because this is a hybrid class it is vital to participate in our online discussion boards each week. To be eligible for the full 300 points allocated toward online participation, you must write a minimum of **twelve (12) substantive response posts** to my discussion board questions or your colleagues' posts. A substantive response post: 1) directly engages the readings, 2) is at least three full paragraphs in length (i.e., at least 12 sentences), and 3) connects the theory/case study to the topic(s) for that week. Substantive posts are meant to provoke a lively class discussion by answering, elaborating, and asking the class additional questions. Although discussion board posts should primarily engage the class readings and lecture, students are encouraged to make connections outside of the class from their personal life, current events, or media examples. Students may tactfully inject their opinion into posts, but personal opinions must be substantiated with evidence and reasoning.

- **Please note** that there are 15 weeks in the semester. To meet the minimum number of required posts it is paramount to be engaged in the online discussion *each week*. Posting the minimum number of times does not guarantee a full 300 points for participation. Superficial response posts that do not engage key ideas will not constitute as participation. Students are not required to post more than one time per week, but are encouraged to do so.

- Participation will be evaluated based on: 1) engagement of the reading and course material, 2) connections to class concepts/examples, 3) contains a title or headline, and 4) proper grammar and spelling.
- Online participation is also evaluated based on each student's progress opening course materials, as well as reading items on the discussion board.

### **Classroom Professionalism**

Anyone who misses a class should make arrangements with another student to copy notes, review announcements, and so forth. The instructor will present course materials only during designated class periods and will not reiterate materials from an entire class session during office hours. If students have specific questions that seek clarification about course content from a previous class period, they should not hesitate to ask, and the instructor will gladly work to clarify the course materials. However, students should not arrive at an instructor's office hours with the assumption that the instructor will "go over whatever I missed." Continually arriving late and/or leaving early is strongly discouraged. If it becomes a distraction, the instructor will reach out directly to the student via email or face-to-face. The Daily Reading Touchpoint and Professionalism grade will be evaluated throughout the semester and posted before the final exam.

**Eighty (80) points** are earned through classroom professionalism. **Please note that simply attending class does not constitute as professionalism.** Students are expected to be active in class (i.e., engaged in discussion/activities and making substantive connections to the course material/textbook). Below are four Professionalism principles. Students who follow all four of these principles will receive full points for professionalism.

- **Participation:** Participation includes making helpful comments, grounded in key course concepts. These comments should help others in the class better understand the material. Remember that active listening is another key communication component.
- **Preparation:** Everyone is expected to have their book and read the assigned chapter(s) before attending class.
- **Punctuality:** There are unavoidable circumstances to be late, but make every effort to always arrive on time. If, for some reason, you run late on presentation days, **do not walk into the classroom or knock on the door while one of your classmates is presenting.** Please wait until the presentation has finished to enter.
- **Politeness:** The classroom is an inclusive and professional environment. Everyone is to be treated with respect. Do not engage in side conversations, or be disruptive, when someone is speaking in front of the room. All types of communication in this course should be formal and professional. For example, when emailing the instructor or your colleagues, remember to include a proper subject line, greeting, and proper grammar.

### **Short Personal Ethical Reflection**

For this paper, you will rely on the course readings, your own research, as well as your opinion. This is a 2-4 page paper where you reflect on where you situate your ethical communication compass. In other words, this paper asks you to answer the following questions: 1) Where do you draw your own set of ethics from (i.e., law, family, religion, situational, etc.); 2) What ethical principles do you find essential in daily human communication practices; 3) Name one place where you had to use your ethical principles to make a difficult choice. To complete this assignment you should:

1. Reflect and take note of where your personal ethics reside.
2. Write down what you think are the most important ethical communication principles.
3. Synthesize how your personal ethics tie to some of the course material.
4. Research and apply your personal ethical principles to additional text(s).
5. Demonstrate your awareness and use of your own ethical principles within a specific anecdote.
6. To ground your paper in our course concepts, cite the readings directly. Provide a bibliography and in-text citations when referring to the book or an outside source.
7. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

### **Buzzword Definition and Current Event**

For this assignment, students are required to define a randomly selected buzzword that relates to communication ethics and apply it to a current event. This is a 3 – 5 page paper that involves academic research, as well as an awareness of current events. To complete this assignment students will:

1. Randomly select a buzzword on the first day of class. At this time, students will receive the due date for their buzzword paper.
2. Research their buzzword through scholarly sources (i.e., go to the library or search the library's databases).<sup>1</sup>
3. Write a 1 – 2 page summary of this buzzword in terms that the class can easily understand (i.e., write as if you were teaching it to the class).
4. Select a current event that relates to the buzzword. Write a 1 – 2 page description of the current event and synthesize how it connects to the buzzword and additional course concepts where applicable.
5. To ground your paper in our course concepts, cite the readings directly. Provide a bibliography and in text citations when referring to the book or an outside source.
6. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

### **Film Analysis Paper**

For this paper, you will rely on our course readings and your own research. This is a 4 – 6-page paper that involves writing an analysis of a film's underlying ethical problems. This assignment allows you to critically analyze how ethical communication is or is not used by the characters. Your paper should analyze how the film's person(s)/organization used consistent or inconsistent ethical communication. The assignment will require you to cite our textbook, as well as additional readings. You should also directly refer to the film to be as clear as possible.

1. Pick one of the recommended films below that you want to watch and analyze.
2. Focus on one individual or institution in the film and analyze their communication practices throughout the entire film.
3. Write a 4 – 6-page analysis paper that cites key quotations and insights from our class readings.
4. Your paper should analyze the various kinds of ethical or unethical forms of communication.
5. To ground your paper in our course concepts, cite the readings directly. Provide a bibliography and in text citations when referring to the book or an outside source.
6. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

#### Recommended Texts:

- Intercultural Ethics: "Boys Don't Cry" (1998); "Do The Right Thing" (1989);
- Interpersonal Communication Ethics: "A Clockwork Orange" (1971); "Manhattan" (1979); "Rosemary's Baby" (1968); "Royal Tennenbaums" (2001); "Silver Lings Playbook" (2012); "A Woman Under the Influence" (1974)
- PR/Political/Organizational Ethics: "Miss Sloane"(2016); "Selma" (2014); "Thank You For Smoking," (2005); "The Wolf of Wall Street" (2013);
- Small Group Communication Ethics: "12 Angry Men" (1957)
- Media Communication Ethics: "All the President's Men" (1976); "Good Night And Good Luck" (2005); "Network" (1976)
- Religious Communication Ethics: "Silence" (2016)

### **Final Research Paper**

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<sup>1</sup> Academic sources should be found using the Communication & Mass Media Complete (in the list of library databases). Internet sources like blogs, news articles, etc. can be included in the paper, but will not count toward this minimum number of academic sources.

For the final project, each student is required to write a 2,500 – 4,000 word conference style paper that addresses a specific ethical issue and case study. This is an argumentative paper where students are expected to create a literature review of relevant ethical principles, as well as connect them to a specific case study. To complete this assignment, students must first find a case study and think about what kinds of ethical principles may apply. Once a case study is chosen, students should embark on a scholarly research project. To make an argument, it is vital to have textual support. A minimum of **SIX (6) ACADEMIC sources** are required. Remember, this is a minimum—to write the best paper it is vital to have a healthy amount of support to help argue the paper’s thesis statement. Please see the reading Jordan, Olson and Goldziwg, “What Counts as Publishable Rhetorical Criticism” for information on how to write a scholarly essay.

To complete this assignment, you should think about the following:

1. What current event or ethical principle interests you? Pick a case study and then connect it to some of the ethical principles discussed in class.
2. Analyze the case study from beginning to end, examining how various ethical dilemmas were handled well or poorly.
3. Tie your analysis of the case study to key course readings and ideas. Papers must include citations to the course readings and at least six original academic sources.
4. Create a thesis statement for the paper where you present *your* argument about the case study and ethical principles involved (i.e., what does your case study teach us about communication ethics)
5. Please note that papers will be graded on the quality of their analysis, argument, the ability to follow the paper guidelines, and spelling/grammar.

## GENERAL GRADING POLICIES

### Submission of Assignments

All assignments should be submitted **on D2L** by the specified date. You do not need to print off hard copies (unless otherwise specified).

### Grading Policy

All course work is due by the date and time listed in the schedule unless otherwise noted. Requests to extend a due date for an assignment will be handled on a case-by-case basis, and the instructor has final say about any such arrangement. Requests should be made before an assignment is due—except in extenuating circumstances with documentation. Late work automatically will be docked 10% for each 24 hours after an assignment is due. *Please note: Even if an assignment is turned in 1-minute past the deadline it will be considered late and subject to the 10% penalty.*

Discussion of grades on assignments must take place before two weeks have elapsed from the receipt of the grade. After this, students are free to contact the instructor for clarification about a grade, but all numeric scores for assignments are final and will not be modified, regardless of the result of the discussion. In other words, don’t wait until the last week of the class to ask about a possible grading error on an assignment that was completed more than two weeks prior. Grade disputes must be submitted in a written format (printed document or via email). In the document, provide concrete and defensible reasons for disputing a grade. Following receipt of the document, the instructor will review it and either reply with an explanation and/or may request a meeting with the student.

### Grading Criteria for All Written Assignments

Written assignments for this class should follow the assignment guidelines. In any written work, please remember to provide arguments with ample evidence. This course is graded with the idea that an “A” is reserved for outstanding work. This means that the assignment demonstrates strong critical-thinking skills, makes an argument, supports it with ample evidence and is virtually error free. In contrast, a “C” is reserved for average work. This

means that the assignment follows the minimum requirements, but may be unclear or not contain enough support.

Here are a few guidelines to follow before submitting written documents:

- Assignments should follow ALL the guidelines posted to D2L.
- Ideas are clearly expressed and supported with ample evidence from the course readings and/or outside sources.
- Assignments contain proper grammar and spelling (i.e., the paper has been thoroughly proofread). One way to ensure a paper is error free and easy to read is to read the paper out loud prior to submitting.
- Any assignment should follow APA style guidelines when citing research.
- Specific grading rubrics for each assignment will be available prior to its submission.

### Revision Policy

One of the key aspects to this course is to hone in your writing skills. As part of that focus, editing is always the most important part of the writing process. **Those who earn less than an 80 percent on a written assignment** will be permitted to revise the assignment in order to improve the grade, according to the following policy:

1. **No revisions will be allowed for assignments earning an 80 percent or higher.**
2. A revision does NOT guarantee a higher grade. You must show significant improvement to earn a higher grade.
3. A revision can improve the grade by up to 10 percentage points.
4. No revisions will be permitted for group projects or the final project.
5. Revisions will be due one week after you receive feedback.
6. Late work cannot be revised.
7. Discussion posts cannot be revised—you can always post more than the minimum.

### Final Grade Scale

Grading Scale	Letter Grade
1000-925	A
924-895	A-
894-875	B+
874-825	B
824-795	B-
794-775	C+
774-725	C
724-695	C-
694-675	D+
674-625	D
624-595	D-
594-0	F

## GENERAL COURSE POLICIES

Read the following policies carefully. Enrollment in the class constitutes agreement with and understanding of these policies. Ignorance of these policies does not excuse their violation.

### Technology in the Classroom

Laptops or tablets may be used to take notes and for collaborative in-class assignments. Cell phones should be

silenced and not used in the classroom. If you are expecting a phone call or text message that is absolutely urgent, please let the instructor know ahead of time, and then quietly excuse yourself from the room to take care of the matter. Adherence of this technology policy is part of the Participation and Professionalism course grade.

### **Excuses for Missed Work**

Your instructor, on a case-by-case basis, will evaluate excuses for missed work. Permission to make up missed work will be granted only in the most unusual of circumstances, and only for excused absences. Any work missed due to an unexcused absence cannot be made up. These requirements are necessarily strict and enforced in order to provide fairness to all class participants.

To be eligible for permission to make up an assignment due to a verified absence, you must provide:

- Written evidence of the absolute need for you to be absent (emails are not acceptable)
- This evidence must be from an appropriate, verifiable source

Evidence must be presented to your instructor no later than one week after the missed assignment. Except in the cases of extreme emergency, however, students who need to be absent should contact their Instructor at least one week *prior* to the date they will be absent. The primary requirement of the evidence for the absence is that it must demonstrate that a circumstance beyond your control required you to miss class on that day. Not being able to find a parking space is not a circumstance beyond your control, nor is oversleeping. On the other hand, if you have a note from a doctor verifying that you had an illness that prevented you from attending class, that would count as a circumstance beyond your control, as would being called up for military service or jury duty, as long as you provide the appropriate documentation. When it comes to being present and prepared on the days a quiz or class assignment is being given, it is presumed that most things are under your control. You will only be permitted to make up a quiz or assignment due to extraordinary crises. Carelessness and unpreparedness, and all the things that result from them, will not be considered valid reasons for making up a speech or exam.

### **Technology Requirements**

Written work must be posted to the D2L dropbox in Microsoft Word (.doc or .docx) or PDF formats only. No other formats will be accepted. If the instructor cannot open your document, it will not count as being turned in, and you must reformat and repost. Late penalties will apply. Be sure to keep copies of your work and the feedback for the entire duration of the class.

When necessary, the instructor will communicate with the class and/or individual students via the email address listed in your D2L account. It is your responsibility to check that email account regularly.

### **Plagiarism and Academic Integrity**

From the UWSP 14.01 STATEMENT OF PRINCIPLES – Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. For more info: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>  
Note: Submissions via D2L will be automatically screened for plagiarism.

### **Students with Special Needs/Disabilities**

If you have a disability and require accommodation, please register with the Disability and Assistive Technology Center (6th floor of the Learning Resource Center – that is, the Library) and contact me at the beginning of the course. More information is available here: <http://www4.uwsp.edu/special/disability/>.

### **Emergency Procedures**

In the event of an emergency, this course complies with UWSP's outline for various situations. A full list of these emergency plans is available here: <http://www.uwsp.edu/rmgt/Pages/em/procedures/default.aspx>

### **A Note on Achieving Academic Success in this Course**

I cannot wait to work with each and every one of you throughout the semester. I want everyone in this course to achieve their academic goals. To reach this end, I am happy to be here for you as much as you'd like. Please do not hesitate to reach out to me via email or stop by my office at any time. Throughout the semester there will be at least one required one-on-one individual appointment to discuss class participation and course goals. However, if you'd like to discuss individual assignments or anything, do not hesitate to reach out.

## Course Schedule

*This schedule reflects major readings and writing assignments. Additional assignments may be required throughout the semester. I may make changes to this schedule as I see fit to meet the needs of the class and take advantage of opportunities on your behalf.*

Class Date	Topic	Readings / Class Activities	Graded Assignment Due
Sept. 6	What is communication ethics?  Where do humans look to develop an ethical framework?	Declaration of Independence (D2)  Universal Declaration of Human Rights (D2L)	
Sept. 13	Defining Ethics and its Place in Role in Human Communication  **As you read, begin to think about what informs your personal ethical framework**	DeYoung, McCluskey and Van Dyke, <i>Aquinas's Ethics</i> , "Introduction" (D2L)  Kraut, <i>The Blackwell Guide to Aristotle's Nicomachean Ethics</i> , "Introduction" (D2L)  Kraut, <i>The Blackwell Guide to Aristotle's Nicomachean Ethics</i> , "How to Justify Ethical Propositions: Aristotle's Method" (D2L)  DeYoung, McCluskey and Van Dyke, <i>Aquinas's Ethics</i> , "Chapter 7: The Virtues" (D2L)	Course Policies Agreement
Sept. 20	Ethics and Human Communication	Johannesen, Ethics in Human Communication (D2L)  Jasinski, Fallacies (D2L)  Classroom Activity: Avoiding Logical Fallacies	Short Paper 1 (Personal Ethics Assessment Due)
Sept. 27	Ethics and Rhetoric	Campbell, "Rhetoric, Language and Criticism" (D2L)	



		<p>Hyde, Ethics, Rhetoric and Discourse (HoCE, pp. 31-44)</p> <p>Johnstone, On Ethics of Rhetoric (D2L)</p> <p>Burke, Reading While You Run (D2L)</p> <p>Case Study: The Importance of Being Engaged</p> <ul style="list-style-type: none"> <li>• Ellie Wisel, "The Perils of Indifference"</li> </ul>	
Oct. 4	Power and Ethics	<p>Mumby, Power and Ethics (HoCE, pp. 84-98)</p> <p>Foucault, Method: On Power (D2L)</p> <p>Johannesen, A Role for Shame in Communication Ethics (D2L)</p> <p>Lozano-Reich and Cloud, The Uncivil Tongue (D2L)</p> <p>Case Study: What Should America do with Confederate Monuments?</p> <ul style="list-style-type: none"> <li>• Nesome, Go ahead topple the monuments (D2L)</li> <li>• Glaser, What to do with confederate statues (D2L)</li> <li>• Graham, Confederate Monuments (D2L)</li> <li>• Gusterson, Reconsidering how we honor those lost to war (D2L)</li> </ul>	
Oct. 11	Gender and Communication Ethics	<p>Buzzanell, Feminist Discursive Ethics (HoCE, pp. 64-83)</p> <p>Arduser and Koerber, Splitting Women, Producing Biocitizens, and Vilifying Obamacare in the 2012 Presidential Campaign (D2L)</p> <p>Case Study:</p> <ul style="list-style-type: none"> <li>• Gender in the 21<sup>st</sup> Century American Public Sphere (Examples from the 2012 article and items posted to the discussion board)</li> </ul>	

Oct. 18	Intercultural Communication Ethics	<p>Ting-Toomy, Intercultural Communication Ethics (HoCE, pp. 335-352)</p> <p>Meer and Tariq Modood, Diversity Identity, and Multiculturalism in the Media (HoCE, pp. 355-373)</p> <p>Johnson, Cisgender Privilege, Intersectionality, and the Criminalization of CeCe McDonald: Why Intercultural Communication Needs Transgender Studies (D2L)</p> <p>Case Study: Brandon Teena and Transgender Communication Practices in American Discourse</p> <ul style="list-style-type: none"> <li>• Sloop, Disciplining the Gender (D2L)</li> </ul>	
Oct. 25	Political Communication Ethics	<p>Goldziwg and Sullivan, Political Communication Ethics (HoCE, pp. 273-292)</p> <p>Johannesen, Political Perspectives (D2L)</p> <p>Case Study: Participating in Political Communication at the Local Level</p> <ul style="list-style-type: none"> <li>• Obama, Farewell Address (D2L)</li> </ul>	
Nov. 1	Interpersonal and Small Group Communication Ethics	<p>Gastil and Sprain, Ethical Challenges in Small Group Communication (HoCE, pp. 148-165)</p> <p>Johannesen, Interpersonal and Small Group Discussion (D2L)</p> <p>Brockreide, Arguers as Lovers (D2L)</p> <p>Case Study: "The Gang Gets Analyzed" (Season 8, Episode 5), <i>It's Always Sunny in Philadelphia</i></p>	
Nov. 8	Organizational Communication Ethics	<p>Seeger and Kuhn, Communication Ethics and Organizational Contexts (HoCE, pp. 166-189)</p> <p>Johannsen, Communication in Organizations (D2L)</p>	

		Case Study: Mundy, Resistance and Belonging: The Chicago Blackhawks and the 2010 Chicago Annual Pride Parade (D2L)	
Nov. 15	Mediated Communication Ethics	Ess, Ethical Dimmensions of New Technology/Media (HoCE, pp. pp. 204-219)  Bagdasarov, et al, "Aristotle Kant and Facebook A Look at the Implications of Social Media on Ethics" (D2L)  Case Study: Gossett, "Fired Over Facebook" (D2L)	
Nov. 22	Class Held Online	Turn in Film Analysis Paper	Film Analysis Paper Due
Nov. 29	Public Relations Communication Ethics	L'Etang, Public Relations and Marketing (HoCE, pp. 221-240)  Christensen, Morsing, and Thyssen, The Polyphony of Corporate Social Responsibility (HoCE, pp. 457-474)  Case Study: Amazeen, "Just the Window Dressing" (D2L)	
Dec. 6	Communication Ethics in a Rowdy 21 <sup>st</sup> Century Global Culture	Ivie, Hierarchies of Equality (HoCE, pp. 374-386)  Splichal, Democracy, Publicness, and Global Governance (HoCE, pp. 387-400)  DeLuca, Truths, Evils, and the Event of Wild(er)ness (HoCE, pp. 414-435).  Case Study: TBD (Class Votes)	
Dec. 13	Communicating Ethically Through the Comic Lens	Burke, "Comic Correctives," Attitudes Toward History (D2L)  Burke, "The Rhetoric of Hitler's Battle" (D2L)  Clark, "Setting Up," <i>Civic Jazz</i> (D2L)	
Dec. 20 10:15 a.m. –		Final Paper Due	

12:15 p.m.			
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### Additional Readings

Michelle Amazeen, "Just Window Dressing? The Gap (RED) Campaign," (pp. 73-84) in *Case Studies in Organizational Communication: Ethical Perspectives and Practices* (Los Angeles: Sage, 2013).

Kenneth Burke, *Attitudes Toward History*, 3<sup>rd</sup> ed. (Berkeley: University of California Press, 1984).

Kenneth Burke, "Reading While You Run," in *The Philosophy of Literary Form* (Berkeley: University of California Press, 1973).

Kenneth Burke, "Rhetoric of Hitler's Battle," in *The Philosophy of Literary Form* (Berkeley: University of California Press, 1973).

Karlyn Kohrs Campbell, *Critiques of Contemporary Rhetoric* (Belmont, CA: Wadsworth Press, 1972).

Christiana van Dyke, Coleen McCluskey and Rebecca Konyndyk DeYoung, *Aquinas's Ethics* (University of Notre Dame Press, 2009)

Richard Kraut, "How to Justify Ethical Propositions: Aristotle's Method," in *The Blackwell Guide to Aristotle's Nicomachean Ethics* (Wiley-Blackwell, 2006).

Michele Foucault, *The History of Sexuality: Part 1* (New York: Vintage, 1990).

Loril M. Gossett, "Fired Over Facebook: Issues of Employee Monitoring and Personal Privacy on Social Media Websites," (pp. 207-218) in *Case Studies in Organizational Communication: Ethical Perspectives and Practices* (Los Angeles: Sage, 2013).

Gregory Clark, *Civic Jazz* (Chicago: University of Chicago Press, 2015).

Richard L. Johannesen, Kathleen S. Valde and Karen E. Whedbee, *Ethics in Human Communication*, 6<sup>th</sup> ed. (Long Grove, IL: Waveland Press, 2008).

Julia R. Johnson, "Cisgender Privilege, Intersectionality, and the Criminalization of CeCe McDonald: Why Intercultural Communication Needs Transgender Studies," *Journal of International and Intercultural Communication* 6, no. 2 (2013).

Nina M. Lozano-Reich and Dana Cloud, "The Uncivil Tongue: Invitational Rhetoric and the Problem of Inequality," *Western Journal of Communication* 73, no. 2 (2009).

Dean E. Mundy, "Resistance and Belonging: The Chicago Blackhawks and the 2010 Chicago Annual Pride Parade," (pp.131 – 142) in *Case Studies in Organizational Communication: Ethical Perspectives and Practices* (Los Angeles: Sage, 2013).

John Sloop, "Disciplining the Transgendered: Brandon Teena, Public Representation, and Normativity," *Western Journal of Communication* 64, no. 2 (2000).