

Subject to Revision

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Strategic Public Relations

Summer 2020

May 18 - July 20, 2020

Ethical Standards in PR

PSPR 6206.PR

3 Credits

Mondays 7:10-9:40PM (TBD)

NOW: ONLINE at

gwu.webex.com/join/cprewett or click box:

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BASIC INFORMATION AND RESOURCES

Instructor: Cecelia Prewett

SKDK, President of DC Public Affairs & Managing Director

Cecelia Prewett focuses on strategic communications involving crisis, litigation, brand reputation and issues management. She spearheaded the formation of the Litigation, Regulation, Investigation practice at SKDK.

She has a proven record of giving strategic counsel to C-suite decision makers and senior government officials. Cecelia is an expert at marrying public policy issues with strategic communications, drawing on her experience at every level of public affairs: executive, federal, state, local and advocacy organizations.

In addition to working for the Obama administration, she's served as a top policy adviser and spokesperson for three members of Congress, a governor and her home state legislature. Cecelia was the director of public affairs and senior policy adviser to the chairman at the Federal Trade Commission. During her time with the American Association for Justice and AARP, Cecelia created media campaigns with a focus on crisis work. On Capitol Hill, she was communications director for former Representatives Rahm Emanuel, Carolyn McCarthy and Bob Filner.

Cecelia holds an undergraduate degree from the University of Tennessee, and a master's degree in political management from The George Washington University, where she is an adjunct professor.

Contact Information

Text or call my cell: 703-587-7311
Email Address: cprewett@gwu.edu
Twitter: @ceceliajp

Communication

You can email, text or call me. Students can expect a response within 24 hours. Please try texting before emailing (cell is 703-587-7311). I am available for meetings outside of class times. If restrictions are lifted, other meetings would be best near my work at 18th & L Streets NW.

Blackboard Site

A Blackboard course site has been set up for this course and it will be the primary venue for classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

University Policy on Observance of Religious Holidays

- Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
- Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
- Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

Support for Students with Disabilities

- GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for

students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

Title IX: Confidentiality and Responsible Employee Statement

The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit <https://haven.gwu.edu/>.

Attendance Policy

Attendance during class is essential part of the course. If you need to miss a class for travel, illness or other reason, **please notify the instructor via email PRIOR TO class.** If you notify the professor after the class, it will count as an unexcused absence. Arrangements to turn in assignments late must be made in advance.

Out-of-Class/Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (120 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 4 hours (240 minutes) per week. Over the course of the semester, students will spend 20 hours in instructional time and 40 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Professor Lawrence Parnell
Director, Strategic Public Relations Program
lparnell@gwu.edu | 703-299-4150

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Strategic Public Relations Program Objectives

Upon the completion of the Masters in SPR, students will have obtained an enhanced understanding and skills in:

1. Fundamentals of effective, strategic communications;
2. Best practices for writing, media relations and strategic communications planning and implementation;
3. Leadership in communications on a sound ethical and financial basis;
4. Working with management and staff/vendors to develop and manage the implementation of effective communications strategies.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

Course Description and Overview

This course explores the growing role and importance of ethics in public relations and public affairs. Students analyze personal and professional ethical assumptions and norms in American society, and consider standards, laws, guidelines and codes of conduct that should guide relations with clients, the media, public officials, legislators, voters, employees, and others. Students learn how to identify and respond to ethical challenges, and they prepare thought pieces as well as a final paper that addresses ethical conduct in a public relations or public affairs setting.

Course Learning Objectives

The goals of this course will help students get in touch with their personal ethics, develop and put into practice ethical standards appropriate for communications professionals working in advocacy, political or corporate environment.

By the end of this course, students will be able to:

1. Articulate the values that you bring to professional work and clarify ethical stances.
2. Illustrate through writing and class participation, ethical responses to professional challenges; in other words, put your ethics into practice.
3. Can identify players in the issue, analyze the strengths and weaknesses of their positions, and recommend an ethical response that has a clear rationale.

After completing this course, you should be able to:

1. Evaluate the ethical practices of journalists and communications professionals
2. Articulate how to apply your own ethics to challenges

- Understand the legal framework that you may encounter in the professional field

Course Requirements

- Students are **expected to attend all classes** unless excused by the professor, in advance, for a valid reason. Missing one class or more of the semester will lower the final grade.
- Healthy debate is encouraged but students will **respect** the opinions of their classmates.
- Class participation is a mandatory part** of the classroom experience. Participation is an opportunity for each student to discuss the reading assignments and indicate their preparation and knowledge of the assigned material throughout the semester. Class participation is also an opportunity to gain confidence in verbal communication skills.
- When assigned a team project, students must fully **collaborate** and participate with team members on all outside assignments. Contact the professor if there are discrepancies.
- Readings, assignments, and due dates **may change** due to unforeseen circumstances. Students are responsible for keeping up with all adjustments to the schedule.
- Extra credit is **not** available in the summer semester.
- Late assignments will drop one grade level.** As reflected in the syllabus, assignments are due before class, except if noted in the detailed schedule below.

Participation

Class participation is mandatory and evaluated based on substance (relation to weekly assignments), frequency, and the ability to concisely articulate ideas and relate them to assignments and professional experiences. Class preparation and knowledge of the weekly reading assignments and ethics-related current affairs are vital to class discussions and debate. Points Possible: 50 total - 5 per week (Attendance and Class Participation points - 4 total - free for Memorial Day)

- Attendance (in-class or notified before class)
- Class Participation (at least once)
- Winner/Loser Post
- Winner/Loser 2 Comments
- Weekly Assignment 2 Comments

Writing Exercises and Reaction

Writing exercises must follow guidelines provided by the instructor. Students are required to fully engage with their classmates in assigned interactive exercises. Please note that you may be penalized for late submission of assignments. Assignments must be submitted in 12-point font. AP style for attribution (no in-text citations or footnotes to document sources). Please remember to spell check documents and proofread for grammar and punctuation.

Evaluation and Grading

Weekly Writing Assignments	40%
Attendance, Class Participation, Blackboard	25%
Class Group Activity	10%
Final paper	25%

Assignment	Learning Objective(s) Addressed	Due Date	Weight
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<p>Weekly writing assignments</p> <p><i>These will be evaluated on a 5-point scale with .5 increments, with 5 being the best.</i></p>	<p>#1: Articulate the values that you bring to professional work and clarify ethical stances.</p> <p>#2: Illustrate through writing and class participation, ethical responses to professional challenges; in other words, put your ethics into practice.</p>		40%
<p>1. Class attendance <i>Roll will be taken at the beginning of the class.</i></p> <p>2. Participation <i>You will be on the honor system to participate at least once in class. The professor will not be keeping track. If you do not participate, ethically you should let the professor know and your grade will be lowered for that week.</i></p> <p>3. Posting and Reacting to other posts on Blackboard <i>Your reaction posts will be judged sufficient if they:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate an understanding of the poster's main points</i> • <i>Take a position that is clear in response to these main points</i> • <i>Contains evidence to support the position you are taking</i> • <i>Are at least 3-5 sentences long</i> 	<p>#1: Articulate the values that you bring to professional work and clarify ethical stances.</p> <p>#2: Illustrate through writing and class participation, ethical responses to professional challenges; in other words, put your ethics into practice.</p>		25%

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<p>Class Group Activity</p> <p>There will be one in class group activity the week before the final memo is due. You will be split into groups and given different ethical situations. You will collaborate how to correct the record for the situation. You should be using the readings for this assignment.</p> <p>This will help prepare you for the final memo.</p>	<p>#3: Can identify players in the issue, analyze the strengths and weaknesses of the positions, and recommend an ethical response that has a clear rationale.</p>		<p>10%</p>
<p>Final Memo</p>	<p>#1: Articulate the values that you bring to professional work and clarify ethical stances.</p> <p>#2: Illustrate through writing and class participation, ethical responses to professional challenges; in other words, put your ethics into practice.</p> <p>#3: Can identify players in the issue, analyze the strengths and weaknesses of their positions, and recommend an ethical response that has a clear rationale.</p>		<p>25%</p>
<p>Total</p>			<p>100%</p>

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
<p>A 94-100</p>	<p>Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</p>
<p>A- 90-93</p>	<p>Represents solid work with minor errors. Overall, excellent work.</p>
<p>B+ 87-89</p>	<p>Very good. Represents well-written material, research, and presentation, but needs some minor work.</p>
<p>B 83-86</p>	<p>Satisfactory work but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as</p>

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		unacceptable.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials

1. [*Legal and Ethical Considerations for Public Relations, Third Edition*](#) by Karla K. Gower, ISBN-13: 978-1478635819, copyright 2018
 - a.
2. [*Ethics in Public Relations: A guide to best practice, Third Edition*](#) by Patricia J. Parsons, ISBN-13: 978-0749477264, copyright 2016

Optional/Books for Enrichment:

3. [*Public Relations Ethics How to Practice PR Without Losing Your Soul*](#) by Dick Martin and Donald K. Wright, ISBN 9781631571466, copyright 2016
 - a. [Here is the link](#) to it in the library catalog.

Course Calendar* May 18 - July 20, 2020

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class Date: Monday, May 18

Week 1: Best ethical advice

Content Covered:

- Go over goals of class; weekly assignments; questions
- Housekeeping: Will not have class on 5/25 but assignments will be due
- Expectations (what this class is not; what it is). In the writing exercises, if applicable, reference the text in your work
- Class Intros: Our backgrounds (intro, where you work, where you want to work, passions)
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government?
- Discussion: from text readings

Learning Objective:

Get in touch with and/or develop your own personal moral compass in the environments you could work in (corporate, government, advocacy or political).

Reading Due Today:

1. **Read** Chapters 1-3 and Chapters 7-8 from Parsons book (*1: Before we begin; 2. Lies, truth and honesty; 3. Truth, trust and the virtue of being ‘good’; 7. Your moral development; 8. Codes of ethics*)
2. **Optional Read:** Chapters 1-3 from Martin/Wright book (*1: Introduction; 2: Is Public Relations Inherently Unethical; 3: Virtue and Character*)

Assignment(s) Due Today:

Complete prior to first class on May 18; have Blackboard posts up by 6PM May 18 and be prepared to talk about it

1. **Blackboard: Write 250 words & React:** What’s the best ethical advice someone’s given you and how does that affect your behavior? Part of your class participation grade is to react to two posts of your classmates.
2. **Blackboard: Choose, Post & React: “This Week’s Winner or Loser in Ethics.”** The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, May 25; NOTE: no online class but assignments are due Tues., May 26 by 10PM

Week 2: Rights, Rules & Types of Normative Ethics

Content Covered: Note: no in person class. Assignments due Tues., May 26 by 10PM.

- Write 250 words
- This Week in Ethics

Learning Objective:

Explores question of whose rights are right; and the three main frameworks of normative ethics: (1) deontology or duty-based ethics; (2) virtue ethics (3) consequentialist ethics

Reading Due Today:

1. **Read** Chapters 4-6 from Parsons book (*4: Whose rights are right?; 5: The trouble with rules; 6: Utilitarianism: right acts and wrong reasons*)
2. **Read** Chapter 1 from Gower book (*1. Doing the right thing*)
3. **Optional Read** Chapter 9 from Martin/Wright book (*9: Duties and rights*)

Assignment(s) Due Today:

1. **Take PRSA Ethics Quotient Quiz:** <https://www.proprofs.com/quiz-school/topic/ethics>
2. **Blackboard: Write 250 words & React on Blackboard:** the written portion will be responding to discussion question #4 on p.41 of Gower book. Part of your class participation grade is to react to two posts of your classmates.
3. **Blackboard: Choose, Post & React: “This Week’s Winner or Loser in Ethics.”** The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, June 1

Week 3: Defining and Regulating Public Relations Speech

Content Covered:

- Guest Lecturer TBD
- Discussion from readings
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.

Learning Objective: Ensure PR folks know governmental regulations and agencies affecting the industry.

Reading Due Today:

1. **Read Chapter 2-3 from Gower book** (2: *Defining Public Relations Speech*; 3: *Regulating Public Relations Speech*)
2. **Read [Politico story](#)**, “FTC to Cardi B: It's not okurrr to hide paid endorsements on Instagram”

Assignment(s) Due Today:

1. **Blackboard: Write 250 words & React:** the written portion will be responding to discussion question #3 on p.64 of Gower book. Part of your class participation grade is to react to two posts of your classmates.
2. **Blackboard: Choose, Post & React: “This Week’s Winner or Loser in Ethics.”** The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, June 8

Week 4: Exploring When PR Harms You, Others & the Public Interest

Content Covered:

- Discussion from text readings
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.
- In class discussion of questions #2 and #3 from p. 96 of Gower book

Learning Objective: Challenge yourself to explore your actions when put in situations involving others’ reputations

Reading Due Today:

- **Read** Chapter 4 from Gower book: (4: *Harming Others*)
- **Read** Chapters 9, 10 and 13 from Parsons book (9: *Conflicts of Interest*; 10: *(Very) Personal Ethical Decisions*; 13: *Persuasion, propaganda and advocacy*)
- **Optional Read** Chapter 7 from Martin/Wright book: (7: *The Public Interest*)

Assignment(s) Due Today:

- **Blackboard: Write 250 words & React:** Write 250 words on an issue you would be uncomfortable doing the PR for and explain why. If you can’t think of one, choose one from the headlines. Part of your class participation grade is to react to two posts of your classmates.
- **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, June 15

Week 5: Ethical Decision Making

Content Covered:

- Guest Lecturer: Patricia Parsons, author, “Ethics in Public Relations”
- Discussion: from text readings
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.

Learning Objective: Explore strategic approaches and phases to ethical decision making

Reading Due Today:

- **Read** Chapter 16 from Parsons book: (*16: Making decisions: the true reality of everyday ethics*)
- **Read** Chapter 1 from Gower book (*1: Doing the Right Thing*)

Assignment(s) Due Today:

- **Blackboard: Write 250 words & React:** Write 250 words on an example of an acute dilemma or an acute rationalization you have encountered in PR practice. If you can’t think of one, choose one from the headlines. Part of your class participation grade is to react to two posts of your classmates.
- **Blackboard: Choose, Post & React: “This Week’s Winner or Loser in Ethics.”** The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, June 22

Week 6: Confronting Implicit Bias

Content Covered:

- Discussion: from text readings
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.

Learning Objective: Better understand how implicit bias and cultural differences play into your ethical decisions

Reading Due Today:

- **Read** Chapter 12 from Martin/Wright book: (*12: Frameworks for Ethical Reasoning*). [Here is the link](#) to it in the library catalog.

Assignment(s) Due Today:

- **Take the implicit bias quiz at Harvard’s Project Implicit** <https://implicit.harvard.edu/implicit/selectatest.html>. This exercise should take about 15 minutes; more if you take more than one quiz.
- **Blackboard: Write 250 words & React:** Write 250 words about a time you’ve witnessed implicit bias in public relations, journalism or advertising. Part of your class participation grade is to react to two posts of your classmates.
- **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, June 29

Week 7: Dealing with the Media

Content Covered:

- Guest Lecture from a member of the media
- Discussion from text readings
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.

Learning Objective: Explore how the media perceives PR professionals, and vice versa

Reading Due Today:

1. **Read** Chapter 11 and Chapter 15 from the Parsons book (*11: Public relations ethics and traditional media; 15: Deceptive Authorship: Ghostwriting and plagiarism*)
2. **Read** Ad Week: [It’s Time for Media and PR to Call a Truce](#)
3. **Read** [Pitching Reporters Amid COVID-19 Informs 2020 ‘State of the Media’ Report](#)

Assignment(s) Due Today:

1. **Blackboard: Write 250 words & React:** write 250 words giving an example of an ethical dilemma you’ve encountered with a reporter. If you don’t have firsthand experience, you may cite one from the news. Part of your class participation grade is to react to two posts of your classmates.
2. **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” The post should consist of your winner or loser and two sentences explaining your rationale. Come to class prepared to discuss. Also react to two other posts of your classmates. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, July 6

Week 8: Understanding the issue from all angles

Content Covered:

- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.
- Discussion: from text readings

Learning Objective: In complex PR issues, often there is not a simple resolution

Reading Due Today:

1. **Read** Chapter 14 of Parsons book (*14: Supporting ‘good causes’: Bad ethics or bad taste?*)
2. **Optional Read** Chapter 14 of Martin/Wright book: (14: Conclusion)

In Class: Group Activity

There will be one in class group activity the week before the final memo is due. You will be split into groups and given different ethical situations. You will collaborate how to correct the record for the situation. You should be using the readings for this assignment. This will help prepare you for the final memo. There will be no makeup allowed for this unless it is a medically excused absence.

Assignment(s) Due Today:

1. **Blackboard: Write 250 words & React:** write 250 words giving an example of cause-related marketing has been unethical. Part of your class participation grade is to react to two posts of your classmates.
2. **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” Please post and react to two other students’ posts. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, July 13

Week 9: Questions, Questions & More Questions

Content Covered:

- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government?
- Discussion & Reaction: from text readings, post one interesting fact from either the quiz or the readings. React to two other posts.

Learning Objective: Learning How to Ask the Right Questions When You’re in an Ethical Crisis

Read: Articles will be on Blackboard if links below are pay walled

1. Fast Company, 5/12/20: Why introvert leaders excel during a crisis
<https://www.fastcompany.com/90503743/why-introverted-leaders-excel-during-a-crisis>
2. Fast Company, 3/12/15: How to ask better questions
<https://www.fastcompany.com/3043487/how-to-ask-better-questions?cid=search>
3. Harvard Business Review, 9/2/15: The Art of Asking Questions
<https://hbr.org/2015/03/relearning-the-art-of-asking-questions>
<https://hbr.org/video/4457382113001/the-art-of-asking-questions>
4. PR Week, 5/10/19: Be brave! Ask the awkward questions
<https://www.prweek.com/article/1584269/brave-ask-awkward-questions>

Assignment(s) Due Today:

1. **Blackboard: Write 250 words & React:** write 250 words giving an example of a time a company, a politician, a country or an organization did not ask the right questions. Part of your class participation grade is to react to two posts of your classmates.
2. **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” Please post and react to two other students’ posts. Be sure you can verify your information source. Beware of fake news!

Class Date: Monday, July 20

Week 10: Explore how life can evolve your ethics

Content Covered:

- Examples of Evolution
- Discussion: “This Week’s Winner or Loser in Ethics.” What are the biggest ethical issues you’ve seen this week made by candidates, companies, advocacy organizations or the government? 3-4 people will be chosen at random to discuss.

Learning Objective: People change, circumstances change, life views change. Explore how this country’s views on marriage equality, feminism, race relations have changed. Or not.

Reading Due Today: No Readings for Last Class!

Assignment(s) Due Today: Before Class

1. **FINAL PAPER:** Choose a topic from the list of losers you’ve identified to date. Write 1000-word memo as if you’re writing for your employer describing the ethical lapse and recommending how to fix the situation, including how to re-establish trust, correct the record, etc. You’re to make the strongest case you can for your argument, including citations in the reading where applicable. Example headings of the memo could include: Goal; Issue Background; Strategy; Tactics
2. **Blackboard: Write 250 words & React:** 250 words what’s the relationship between acceptance of other perspectives and values that the country was founded on—and your ethics today? For example, marriage equality, civil rights, slavery, women’s rights, abortion—it’s all changed, no? Part of your class participation grade is to react to two posts of your classmates.
3. **Blackboard: Choose, Post & React:** “This Week’s Winner or Loser in Ethics.” Please post and react to two other students’ posts. Be sure you can verify your information source. Beware of fake news!

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