

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Strategic Public Relations

Summer 2019

May 20 - July 25, 2019

Ethical Standards in PR

PSPR 6206.PR

3 Credits

Mondays 7:10-9:40PM

Arlington Graduate Education Center

(note the move from Alexandria)

950 N. Glebe Road

Arlington, VA 22203

BASIC INFORMATION AND RESOURCES

Instructor: Cecelia Prewett

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 SKDKnickerbocker.

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: 703-587-7311

Email Address: cprewettgwu@gmail.com

Twitter: @ceceliajp

Communication

You can email, text or call me. Students can expect a response within 24 hours. If it's urgent, please text. I am available for meetings from 6-7p on Mondays near class. 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. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside 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/>.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet in the lobby of the Holiday Inn next to the Arlington campus in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.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 or text PRIOR TO class. If you notify the professor after the class, it will count as an unexcused absence. Habitually leaving after the break without a valid excuse/notice for your absence and/or arriving late 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

Dr. Jack Prostko
Associate Dean for Learning & Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

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
3. Understand the legal framework that you may encounter in the professional field

Course Requirements

1. 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.
2. Healthy debate is encouraged but students will **respect** the opinions of their classmates.
3. **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.

4. 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.
5. Readings, assignments, and due dates **may change** due to unforeseen circumstances. Students are responsible for keeping up with all adjustments to the schedule.
6. Extra credit is **not** available in the summer semester.
7. **Late assignments will drop one grade level.** As reflected in the syllabus, assignments are due before class, except in the cases of Memorial Day and Fourth of July and those due dates are noted in the schedule.

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)

- 1 Attendance (in-class or notified before class)
- 2 Class Participation (at least once)
- 3 Winner/Loser Post
- 4 Winner/Loser 2 Comments
- 5 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
<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</p> <p>2. Participation</p> <p>3. Posting and Reacting to other posts on Blackboard</p> <p><i>1. There will be a sign in sheet every week at front desk</i></p> <p><i>2. 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><i>3. 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%
<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 their positions, and recommend an ethical response that has a clear rationale.</p>		10%
<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</p>		25%

	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.		
Total			100%

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	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 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. ***Public Relations Ethics How to Practice PR Without Losing Your Soul*** by Dick Martin and Donald K. Wright, ISBN 9781631571466, copyright 2016
2. ***Legal and Ethical Considerations for Public Relations, Third Edition*** by Karla K. Gower, ISBN-13: 978-1478635819, copyright 2018

Tentative Course Calendar* May 20 - July 25, 2019

*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.

Date	Class Agenda	Assignments & Readings
------	--------------	------------------------

**May 20
Best ethical
advice**

**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).**

- Go over goals of class; weekly assignments; questions
- Housekeeping: No in person May 27/Memorial Day class. Instead, online assignments.
- 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? 3-5 people will be chosen at random to discuss.
- Discussion: from text readings

Read Chapters 1-3 from Martin/Wright book
(1: Introduction; 2: *Is Public Relations Inherently Unethical*; 3: *Virtue and Character*)

Read PRSA Code of Ethics:

<http://www.prsa.org/ethics/code-of-ethics/>

Assignment Due: Complete prior to first class on May 20; have Blackboard posts up by 6PM May 20 and be prepared to talk about it

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.

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!

May 27
My veracity, visibility and validity
Note: no in person class

Learning Objective:
Challenges you to think about your personal values and how those values translate into your work as a public relations professional

Note: no in person class. Assignments due Tues., May 28 by 10PM

- Write 250 words
- This Week in Ethics

Read Chapters 5 from Martin/Wright book
(5: *Veracity, Visibility, and Validity*)

Read Chapter 2 from Gower book (2: *Defining Public Relations Speech*)

Take PRSA Ethics Quotient Quiz:
<https://www.proprofs.com/quiz-school/topic/ethics>

Assignment Due: on Blackboard by Tues., May 28, 10PM

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.

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!

<p>June 3 Regulating Public Relations Speech</p> <p>Learning Objective: Ensure PR folks know governmental regulations and agencies affecting the industry.</p>	<ul style="list-style-type: none"> • 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. 	<p>Assignment Due: Before Class</p> <p>Read Chapter 3 from Gower book (<i>3: Regulating Public Relations Speech</i>)</p> <p>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.</p> <p>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!</p>
<p>June 10 Exploring When PR Harms Others & the Public Interest</p> <p>Learning Objective: Challenge yourself to explore your actions when put in situations involving others’ reputations</p>	<ul style="list-style-type: none"> • 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 questions #2 and #3 from p. 96 of Gower book 	<p>Assignment Due: Before Class</p> <p>Read Chapter 7 from Martin/Wright book: (<i>7: The Public Interest</i>)</p> <p>Read Chapter 4 from Gower book: (<i>4: Harming Others</i>)</p> <p>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.</p> <p>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!</p>

<p>June 17</p> <p>Ethical Decision Making</p> <p>Learning Objective: Better understand how implicit bias and cultural differences play into your ethical decisions</p>	<ul style="list-style-type: none"> • 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 	<p>Assignment Due: Before Class</p> <p>Read Chapters 11 from Martin/Wright book: (11: Ethical Decision Making)</p> <p>After you’ve read the Chapter, take the implicit bias quiz at the link mentioned in the Implicit Cognition section. This exercise should take about 15 minutes; more if you take more than one quiz.</p> <p>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.</p> <p>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!</p>
<p>June 24</p> <p>Virtue, Duty & Consequences</p> <p>Learning objective: Understanding how the major theories of ethical reasoning plan into your own decision making</p>	<ul style="list-style-type: none"> • 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 	<p>Assignment Due: Before Class</p> <p>Read Chapter 12 from Martin/Wright book: (12: Frameworks for Ethical Reasoning)</p> <p>Read Chapter 1 from Gower book (1: Doing the Right Thing)</p> <p>Blackboard: Write 250 words & React: Write 250 words about a public relations case that failed a facet of the TARSE test in its marketing endeavor. Part of your class participation grade is to react to two posts of your classmates.</p> <p>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!</p>

July 1

Questions,
Questions, &
More
Questions

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

- 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.

Assignment Due: Before Class

NO READING FROM TEXT THIS WEEK; Articles will be on Blackboard if links below are pay walled

Read:

*PRSA website: THE ETHICAL PRACTITIONER COLUMN: Dilemmas and Moral Questions: The Heart of Ethical Decision Making By: James E. Lukaszewski, APR, Fellow PRSA And Members of the Board of Ethics and Professional Standards (BEPS)

<http://www.prsa.org/wp-content/uploads/2016/10/dilemmas.pdf>

*PR Week “PR has been vindicated”

<http://www.prweek.com/article/1418882/pr-vindicated#xQ8vwLOVzTHbrp3y.02>

*PR Week “PR decisions require more than gut instincts”

<http://www.prweek.com/article/1422178/pr-decisions-require-gut-instincts>

Blackboard: Write 250 words & React: write 250 words giving an example of a company that made an ethical choice in response to an action from the Trump Administration. 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!

**July 8
Dealing with
the Media**

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

Possible guest
Lecture from a
member of the
media

- 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

NO READING FROM TEXT THIS WEEK; Articles will be on Blackboard if links below are pay walled

Assignment Due: Before Class

Read:

* Editor& Publisher “Five Things Journalists and PR People Should Know about Each Other”

<http://www.editorandpublisher.com/columns/business-of-news-five-things-journalists-and-pr-people-should-know-about-each-other/>

*Ragan’s “PR Daily Real journalists share hilarious PR fails”

<https://www.ragan.com/Main/Articles/51295.aspx>

Blackboard: Write 250 words & React: write 250 words on an ethical challenge you—or another person—have encountered with a reporter. 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!

July 15
Understanding
the other side

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

- 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

Assignment Due: Before Class

Read Chapter 14 of Martin/Wright book: (14: *Conclusion*)

Read Chapter 5 of Gower book: (5: *Protecting Creative Property*)

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.

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!

<p>July 22 Explore how life can evolve your ethics</p> <p>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.</p>	<ul style="list-style-type: none">• 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	<p>No Readings for Last Class!</p> <p>Assignment Due: Before Class</p> <p>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</p> <p>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.</p> <p>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!</p>
---	--	---

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.