MMC 6936
Public Affairs Communication
Spring 2018 • Sections 2H64  2H73  25H9

Instructor
Robert W. Grupp
rgrupp@jou.ufl.edu
+1-484-557-8401 (mobile and txt)
Bob.Grupp (Skype)
@BobGrupp

Contents
This syllabus document contains three main sections:

1. A course description including a summary of major assignments and grading
2. University policies that apply to this and other GSC courses online
3. A detailed Weekly Course Schedule that includes grading rubrics (print and save!)

Contact
You are always welcome to send me a message. You can reach me by Canvas message (see your "inbox" on the left side) or email at rgrupp@jou.ufl.edu I will always do my best to respond within 24 hours.

If you would like to chat live, it’s best to contact me to schedule time on our calendars.

My bio is online at https://www.linkedin.com/in/robertgrupp/

Course Website and Login
Your course is in Canvas (UF e-Learning). Go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu/ (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course Description:
Public Affairs Communication is structured around the idea that individuals, communities and organizations have an obligation to work together to participate responsibly in democratic processes and help solve some of the world’s most challenging problems. This course equips students with tools and skills to do that, anywhere in the world where need arises.
Fundamentally, the Public Affairs practice is an exercise in communication. By communicating strategically with an array of different stakeholders in the public policy arena, individuals and the organizations they represent can develop relationships that contribute to meeting human needs, advancing cross-cultural understanding, tolerance, loyalty, advocacy and crisis resolution.

Furthermore, when a collective approach to problem solving is employed, bringing disparate stakeholders together to reach consensus, both business and society can benefit.

Often in the past, when organizations spoke out, it tended to be only on policy issues that affected their business – tax and trade policy. Rarely did companies take a stand on social issues. Nor did shareholders, employees or the public demand it. Most organizations preferred to avoid polarizing issues that alienate stakeholders.

Times certainly have changed!

This course will examine the public affairs communication strategies used by advocates, think tanks, non-profits and businesses to shape policy deliberations and decisions.

- **CEO ACTIVISM**: Today, both for-profit companies and non-profit ventures increasingly are expected to speak out on social issues. CEO activism can sway public opinion—and also increase interest in buying a company's products and advocating for a particular cause.

- **POLARIZATION OF OPINION**: The last U.S. presidential election illustrated a deep divide among Americans, with the rise of populist movements and extreme polarization of opinion. It is clear that employees and other stakeholders want to take a stand, but when and how should they do it?

- **SOCIAL MEDIA**: We must pay even greater attention to the customer experience with our brand narratives, and to aligning of our messages and values across every channel on which we appear. Today, “owned media” is anywhere and everywhere the customer or stakeholder wants to interact with us and our organization.

- **SOCIAL RESPONSIBILITY REVISITED**: There is increasing recognition that “doing well” (financially) and “doing good” (for society) can be compatible. Many professionals, younger generations especially, aspire to become social entrepreneurs, seeking to apply entrepreneurial business skills to provide social benefits while working either at for-profit companies or non-profit ventures.

- **PUBLIC DIPLOMACY**: Tomorrow’s global companies need to redefine success in terms of positive impacts, not just for business but also society, where vision and values are aligned and institutions collaborate as well as compete. Yet, collaboration and culture are concepts that in a more connected, transparent and less trusting world are proving difficult for leaders to implement.

The course is designed to familiarize students with key strategies and tools used in Public Affairs campaigns to influence public policy and public opinion. During the first half of the course, we will explore current thinking about “Public Affairs” as work at the intersection of communication strategies, policy processes and behavior change. Subsequent modules focus on concepts surrounding social responsibility, citizen engagement, and the role of digital technologies in triggering advocacy and action.
Mid-course modules address the challenge created by political polarization in America, and we explore globalization of public affairs.

Then later in the course, students will apply this knowledge by suggesting how to organize public affairs, how strategy “really works,” ethics and finally, a “live case” where students will be asked to analyze an issue in real time and propose solutions.

Finally, we will explore how individuals can make a difference by considering what it takes to actually run for public office and win.

This is a demanding but exciting and intellectually rewarding opportunity to learn and apply global communication strategy and skills. This course is conducted entirely online in a format mirrors how professional, global public affairs and communication teams are assembled and work across geographies and time zones, countries and cultures, working together using online and other digital technologies.

Course Objectives and Learning Goals:
Public Affairs Communication will help you identify, develop and lead effective public affairs initiatives and campaigns that are focused on “doing well while doing good.”

By the end of the semester, students will be able to:

- Articulate and demonstrate how Public Affairs, as a profession, operates at the intersection of business, society and public policy.
- Assess political or public policy problems and apply strategic and creative communication strategy to identify, engage and motivate audiences to achieve specific goals.
- Analyze emerging markets, technology and channels and their impact on mass communication
- Identify networks consisting of traditional and non-traditional partners needed to impact public affairs problems and opportunities
- Work through public policy issues and political problems in a manner that upholds ethical standards and demonstrates professional conduct and cooperative behaviors.
- Build a responsive and flexible strategic plan, applying technology to your advantage and establishing critical partnerships.
- Interact effectively, engage opposing viewpoints constructively, and demonstrate active listening skills.

Texts:
During the semester, we will rely on journal articles, book chapters, newspaper stories, blog posts and other materials. All readings except the text by Lafley and Martin will be freely accessible through your course Canvas shell.

Textbooks with excerpts provided to students via Canvas
Textbook for purchase:

Teaching Philosophy:
The course is centered on you and your learning needs. This course requires graduate-level thinking, analytical skills and maturity.

The course is “learning in action” and is designed from a professional perspective and makes use of current, relevant situations and examples that can be applied on-the-job now.

Course Policies:
Attendance Policy:
As a virtual, online course without regular face-to-face classroom meetings, communication through Canvas, e-mail and online discussions will be the “attendance parallel” for this class. Students are expected to sign onto the course site at least once each day, Monday–Friday, to check for course updates, announcements and discussion sections of the site.

The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is rgrupp@jou.ufl.edu. The instructor will respond to e-mail usually within one working day.

Deadlines:
This online course requires self-direction! It is essential that you remain disciplined, on task and vigilant about sticking to the schedule and deadlines.

Keep in mind that the time frame for completing your project is short. Procrastination and poor communication with your classmates and instructor will delay progress. It is your responsibility to stay on schedule by meeting deadlines and seeking advice on challenges you confront, as soon as possible.

Extensions for deadlines will be preapproved only for emergencies.

Unless excused, points will be deducted for work submitted according to the following schedule:

- More than 24 hours late but less than 48 hours late: 15 points off
- More than 48 hours late: 25 points off
- A week or more late: Not accepted at all

Technical Difficulties:
Issues with uploading work for a grade is not an excuse. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk at (352) 392-HELP.
If a student is having technical difficulties with Canvas, there are other means to submit completed work. A student may email .zip files or even links to Box.com or Dropbox folders to the Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem.

Emergency and Extenuating Circumstances Policy:
Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructor immediately (rgrupp@jou.ufl.edu or text/mobile direct to +1-484-557-8401).

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Students must inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grading:

Grades for this course are based on a point system (see below). The course creates opportunities for collaboration and structured learning for several reasons:

1. Collaboration is the future—collaborative skills are essential skills for the 21st century.
2. We need innovators in the marketplace. Working online with others builds upon existing knowledge. Great ideas were not created in a vacuum.
3. Learning now more than ever needs to be social and active. Our culture is about connecting with people using digital and social media. Learning happens the same way.

Current UF grading policies for assigning grade points: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx
<table>
<thead>
<tr>
<th>PUBLIC AFFAIRS COMMUNICATION Assignments</th>
<th>INDIVIDUAL ASSIGNMENTS Maximum Point Allocation</th>
<th>PERCENTAGE OF GRADE Maximum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Bio</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Discussion Posts (10 pts x 11 weeks)</td>
<td>110</td>
<td>22%</td>
</tr>
<tr>
<td>Journal Narratives (15 pts x 2)</td>
<td>30</td>
<td>6%</td>
</tr>
<tr>
<td>Strategy Map</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Response Papers (40 pts x 3)</td>
<td>120</td>
<td>24%</td>
</tr>
<tr>
<td>Blog/Opinion Column</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Comparative Article Analysis</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Live Case: Situation Analysis</td>
<td>45</td>
<td>9%</td>
</tr>
<tr>
<td>Live Case: Strategy Memo</td>
<td>45</td>
<td>9%</td>
</tr>
<tr>
<td>Political Action Memo</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 Possible Points</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**LETTER GRADES**
Letter grades will be based on the percentage of total available points accumulated in the course:

- **A** 100% to 93%
- **A-** < 93% to 90%
- **B+** < 90% to 87%
- **B** < 87% to 83%
- **B-** < 83% to 80%
- **C+** < 80% to 77%
- **C** < 77% to 73%
- **C-** < 73% to 70%
- **D+** < 70% to 67%
- **D** < 67% to 63%
**University Policies**

University Policy on Accommodating Students with Disabilities:
Students requesting accommodation for disabilities must first register with the Dean of Students Office ([http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf)

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:
Other are available at [http://www.distance.ufl.edu/](http://www.distance.ufl.edu/) getting-help for:

- Counseling and Wellness resources
  - [http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/) 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support
Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty
All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students’ responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others’ ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.
Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one’s own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student’s responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason, any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

(Document continues below...)
Course Schedule

NOTE: Additional lectures will be added through the semester. Watch your Canvas inbox for notifications.

WEEK ONE: JANUARY 8—14 – DEFINING “PUBLIC AFFAIRS” TODAY

Learning Objectives:
- Brand yourself personally and professionally to connect with fellow students and the instructor.
- Arrive at a working definition of “Public Affairs” that is useful for you on-the-job.
- Consider whether Public Affairs strategies are equally useful in for-profit and non-profit ventures.
- Identify how the Public Affairs profession is changing.

Two Assignments:
1. DISCUSSION:
   a. Write a bio >800 words about yourself and post to the Discussion Forum in Canvas.
   b. Introduce yourself (tell us who you are, where you live, what you do for work and for fun, and anything else you’d like to share)
   c. Share your interests in public affairs and politics, broadly. How do you stay informed about politics and public policy? Who do you talk to about these topics?
   d. How do you get your news? Do you write or read blogs or listen to podcasts? Do you get your news/information online?
   e. Then, please make comments on at least two other students’ postings.
   f. I look forward to getting to know you!

2. JOURNAL NARRATIVE: A journal is an effective way to personalize your learning, articulate theories or concepts in your own words and apply learning on-the-job. Write or record a journal narrative that reflects on the definition of Public Affairs as discussed in the assigned reading. Length or duration should be commensurate with the number of thoughts shared, but likely will be the equivalent of 1 to 3 pages.

   Consider these questions:
   a. What is “Public Affairs” to you, in your world, in the context of your work and job or interests?
   b. What is the most dramatic way in which the Public Affairs profession is changing?
   c. Do you agree that Public Affairs strategies are useful to both for-profit and non-profit organizations?
   d. What aspect of Public Affairs would you most like to learn about in this course?

   NOTE: Student Journal entries (Weeks 1 & 12) may be submitted in “Student Journals” in the Assignment section in Canvas. Each student enrolled in the course will have a journal in his or her name in Canvas.

Reading:
Read Chapter 4, Achieving the Strategic Potential of Public Affairs, Fruzsina M. Harsanyi and Geoff Allen in The SAGE Handbook of International Corporate and Public Affairs (Available in Canvas)
WEEK TWO: JANUARY 15-21 – SOCIAL RESPONSIBILITY

Learning Objectives:
• Explore recent literature on Corporate Social Responsibility (CSR) and Public Affairs (PA) that proposes a strategic alignment between the two disciplines
• Define Public Affairs as an exercise in communication.
• Consider how CSR can achieve moral legitimacy: mutual benefits exchanged between “organizational performance” and “societal expectations.”

Assignment:
Corporate Social Responsibility (CSR) and Public Affairs (PA) operate at the intersection of business, society and public policy. By providing jobs, paying taxes and having a physical presence that can affect local infrastructure, companies can have a big and largely positive impact on the communities in which they operate. Whether CSR and PA join forces or contradict each other, however, depends on the tactics and strategies used.

RESPONSE PAPER
• Select a company (domestic or international) that will be the basis for your research this week.
• Research the company’s record in the area of CSR. Be sure to look at both their domestic and well as international CSR initiatives.
• Google “Best CSR companies” and you will find many sources to choose from.
• Respond with a paper approximately 2-4 pages in length that addresses the following:
  o A brief summary of the business you selected.
  o According to your research, what are the organization’s flagship CSR initiatives? Does the CSR align with the company’s mission and vision, products or services?
  o Describe a specific example or two of the impact of the organization’s CSR on the intended beneficiaries.
  o Identify one to three additional CSR strategies the organization could consider implementing to achieve further impact.
  o Finally, if you were a potential customer, does your organization’s approach to CSR influence your purchasing decisions? Briefly discuss why or why not?

Reading:
1. Read Chapter 30, Corporate Social Responsibility, Public Affairs and Corporate Community Involvement, by Irina Lock and Peter Steel in The SAGE Handbook of International Corporate and Public Affairs (Available in Canvas)

Discussion:
In this week’s discussion, respond to one of these two sets of questions:

Have you ever tried to make a difference on a public problem? I’m sure you have! In this week’s discussion, choose one of the following three activities, and post your pitch on the class discussion board:
   a. Write to someone requesting money for people in need or for a specific cause.
b. Write a note to a public official, elected or appointed, advocating for a specific action.
c. Protest some public issue you disagree with and state why and how it makes you feel.

WEEK THREE: JANUARY 22-28 – CITIZEN ENGAGEMENT

Learning Objectives:

- Explore current research findings on motivations around public participation, and how citizens are motivated to participate in civic action.
- Recognize the challenges created when so many Americans do not participate in the democratic process.
- Identify tactics for engaging citizens online in causes and on topics that are important to them.

Assignment:

RESPONSE PRESENTATION OR PAPER:

Digital activism —from websites [http://bringbackourgirls.us](http://bringbackourgirls.us) to hashtag campaigns (#handsupdontshoot) to Facebook "challenges" (ALS ice bucket challenge) —have become increasingly popular. While digital activism is recognized as being effective at spreading the word about issues and causes, it also has raised questions about whether or not it actually promotes change.

NOTE: This week’s assignment can be submitted as a recorded presentation or a written paper.

In this assignment, choose an activist website or social media campaign for a specific cause (please choose one particular issue, not a broad platform such as [avaaz.org](http://avaaz.org), [change.org](http://change.org), [moveon.org](http://moveon.org), or [kiva.org](http://kiva.org), and assess its effectiveness at accomplishing its stated goals.

1. First, find an online activism website (and/or accompanying social media page) promoting a cause that you find interesting.
2. Briefly describe the group’s focus, and identify its primary goal(s).
3. Then, describe the specific change(s) the organization is hoping to advance, and outline the strategies and digital tools they are using to advance those goals.
4. Share whether you think the site is effective at promoting change (including of its stated goals), and explain why. You should support your opinions with quotes/citations from our course readings.)
5. Comment on the degree to which the organization is seeking to engage citizens and initiate participation versus sustaining support long-term.
6. Mention or include a link to your chosen site.

Reading:

Read Citizen Motivation, from The Digital Public Square, Munk School of Global Affairs, University of Toronto, 2016 (Available in Canvas)

Discussion

In two paragraphs on the discussion board, 1) identify the group you are exploring and summarize its primary goal(s), and 2) identify and briefly describe the digital tools or techniques the group is using to engage citizens, that you find most interesting or effective.

Learning Objectives:
To say digital technologies have changed government-citizen-corporation relations and communication is an understatement, especially in terms of transparency and accountability. Of course, the change we are experiencing is just the tip of the iceberg. New technologies relevant to Public Affairs will continue to change business as usual. Our continued transition into a global and digital economy is here to stay, and there is a need to foster a climate of courage and creativity to help people start and continue adapting.

- 1-9-90 Model – Redefine how the active part of audiences can shape the actions of the rest.
- Define ‘audience architecture,’ which provides a predictive view of how to align your message with your audience, as well as show how messages evolve in real time.
- Become a crowd-sensing organization: Identify why and how to always put ourselves in the minds of the customer---as if we were them.

Lectures:
- View How the Business of Communications is Changing, by Bob Pearson, Chief Innovation Officer at W2O Group. Link: https://youtu.be/loz7qTnh3cE
- Watch (or read) lecture by Bob Pearson: Using Data to Segment the Market into Those Who Lead, Those Who Share, and Those Who 'Lurk and Learn'
  ...to read, see Lectures in Files in Canvas
  ...to view, click on link: https://www.youtube.com/watch?v=mUyk58z3L6s&feature=youtu.be

Readings:
- Read pages 1-56 in Storytizing (Available in Canvas)

Assignment:
Political Action Memo

- Write a 2- to 3-page memo to a current candidate or a person who holds elected office and is likely to run again (local, state or federal). Identify five recommendations for his or her successful use of online technologies for an upcoming election. Feel free to create your own innovative solutions, but your recommendations should cite examples of lessons learned from Pearson’s work and past campaigns.
- Please format this as a memo to a specific candidate (or their campaign manager, or other relevant staff member). You may number or bullet point your suggestions, but please explain your ideas with writing in paragraph form.
- For maximum credit, make sure to support (and cite) your ideas with the research you read about in this module’s readings or in previous readings, and/or from your own additional reading and research.
Discussion:
Audience Architecture
Drawing on Pearson’s discussion of the 1:9:90 model, and considering the candidate or elected official you chose to address in this week’s assignment:

- Identify for the class the candidate or elected official you chose to address in this week’s assignment.
- Describe the office this person is seeking or holds
- Identify the audiences who likely make up the 1:9:90 model for this person.
- Briefly describe for class one or two online strategies you are recommending in your memo

WEEK FIVE: FEBRUARY 5-11 – BRIDGING THE AMERICAN DIVIDE
Learning Objectives:
- Assess various perspectives on why and how voters are polarized.
- Evaluate evidence and arguments related to political polarization.
- Develop skills to assess the current state of American politics
- Identify the underlying ideological and cultural perspectives that fuel political disagreement.

Reading:
- Read the Executive Summary and The Trust 10 in the Edelman Trust Barometer
- Remarks by President George W. Bush at the “Spirit of Liberty: At Home, In The World” October 9, 2017 (Available in Canvas)
- President Barack Obama’s speech at Gates Foundation, September 20, 2017 (Available in Canvas)
- Populism on the March: Why the West Is in Trouble, Foreign Affairs, by Fareed Zakaria, 10-17-2016

Assignment:

OP-ED / BLOG COLUMN

NOTE: THIS WEEK’S ASSIGNMENT IS DUE BY 1 PM SATURDAY, FEBRUARY 10—OR SOONER—TO ALLOW TIME FOR RESPONSE AND DISCUSSION

It is particularly difficult to have conversations about politics and social issues with people who hold different views from your own. These conversations have always been difficult, but when people function in an echo chamber of hearing their own beliefs from everyone around them (and likely in the media they consume), it’s even more difficult to be the sole voice of dissent.

In an article in Fast Company (Available in Canvas), Art Markman, author and professor at the University of Texas at Austin, offers suggestions for how you can engage in conversations that address difficult and charged political and social topics.

Your assignment is to write a blog column and include an image or illustration, if possible, that is “suitable for publication.” Length should be 1 to 3 pages identifying how you engage in conversations
that address difficult and charged political and social topics—with colleagues at work, with friends at a restaurant or bar, or with family at Thanksgiving. Cite at least one specific example of a technique you have used to moderate charged conversations and encourage people to be tolerant of diverse opinions.

Use these instructions to post your blog column to Discussions in Canvas:

Discussion: Expressing Opposing Points of View
Tolerance is the appreciation of diversity and the ability to live and let others live. It is the ability to exercise a fair and objective attitude towards those whose opinions, practices, religion, nationality and so on differ from one’s own.

In this week’s discussion, I want you to choose a topic you’re interested in – or passionate about – and express your point of view in the discussion board. This does not to be about politics (!) although it can be. Identify at least one technique you have used to try and bring other people to your point of view in a constructive and respectful manner. Then comment on posts by other students.

Part of your grade will reflect your ability to express yourself in a clear and constructive manner, while being respectful of opinions other than your own.
WEEK SIX: FEBRUARY 12-18 – INTERNATIONAL PUBLIC AFFAIRS

Learning Objectives:
At the conclusion of this module, students will be able to:

- Define Public Affairs as it is practiced in a growing region of the world: Asia.
- Identify PA best practices that align with Asian cultures

Readings:
- The SAGE Handbook of International Corporate and Public Affairs, Chapter 25, Public Affairs in East and South-East Asia (Available in Canvas)
- Facebook Faces a New World as Officials Rein In a Wild Web, 查看简体中文版 查看繁體中文版 By Paul Mozur, Mark Scott and Mike Isaac, September 17, 2017 (Available in Canvas)

Assignment:

ARTICLE ANALYSIS: DISNEY IN CHINA
Even before Walt Disney Co. opened Euro Disneyland outside Paris in 1992, French intellectuals called the park a “cultural Chernobyl,” workers protested the Disney dress code and neighbors complained that the park’s train whistles provoked their dogs to bark and geese to honk.

But Paris came to embrace its new neighbor and now the park attracts 10.4 million people a year, more than the number of visitors to the Louvre museum or the Eiffel Tower.

On June 16, 2016, Disney opened its biggest and most expensive international resort — a nearly 1,000-acre, $5.5-billion development in Shanghai — and company executives know the challenges of trying to take the Disney magic abroad. A misstep or cultural faux pas at the Shanghai Disney resort could dent Disney’s hugely popular brand.

But if the risks are high, so are the rewards. The US$5.5 billion investment in the Shanghai venture is estimated to drive about 30 per cent of Disney Theme Park profit growth over the next five years.

Your assignment this week is to read the news articles in Canvas (and other source material from secondary research about Disney and Shanghai), and then write a 2- to 4-page analysis that identifies the Public Affairs strategies that Disney relied on most to ensure that its Disney Shanghai project a) would be approved by Chinese officials, b) be accepted by Chinese consumers, and c) respect Disney core mission and values especially as they related to digital and social media.

For maximum credit, make sure to support (and cite) your conclusions with the points made in this week’s reading from The SAGE Handbook on International Corporate and Public Affairs or in previous readings, and/or from your own additional reading and research.

Discussion:
The class discussion this week should seek to synthesize points from this week’s reading and the Disney challenge doing business in China, by responding to one of the following topics. Then engage classmates.
1. CULTURE: What are the most apparent differences in the way Public Affairs is practiced in China and the rest of Asia, compared to the USA, based on your professional experience or the class reading? Can you cite an example?

What appear to be the biggest cultural difference(s) between doing business in China and the USA? Can you cite an on-the-job example of how that might play out?

2. ONLINE COMMUNICATION: As a communication professional (and likely for most in class, an American citizen), are you comfortable with companies like Facebook and Disney that change their online and social media rules and practices in countries like China to “bow” to the local authorities? Or, would you prefer to see these companies ‘push back’ harder in order to protect free and open communication, transparency and authenticity? Why? What are the tradeoffs of either approach?

WEEK 7: FEB 19 TO 25 – CORPORATE PUBLIC AFFAIRS & ISSUES MANAGEMENT

Learning Objectives:

- Understand the lifecycle of an issue and how digital and social media impacts the response.
- Understand the connections and alignment between objectives, strategy, tactics and outcomes
- Demonstrate an ability to think strategically about the impact of communication on a business or organization

Read & View:

- Read The SAGE Handbook of International Corporate and Public Affairs, Chapter 29, Corporate Issues Management, John Mahon (Available in Canvas)
- View https://youtu.be/Au7LOwWWAqQ Emerging Public Affairs Trends: The Public Affairs Council’s Doug Pinkham analyzes “the outside game of politics,” the evolution of crisis response and recovery and insights for handling both political opportunity and risk.
- Optional Review: The State of Corporate Public Affairs 2017-2018 from the Foundation for Public Affairs (Available in Canvas) PLEASE NOTE: This report is provided to you for in-class use only by the Public Affairs Council and may not be duplicated or distributed outside of this class. Thank you!

Assignments:

Response Paper

Media has been filled with huge issues that were widely discussed on the Internet and later identified as "the" corporate reputation crises for 2017. Here are three examples. First, Gitlab accidentally deleted their clients’ data from their primary database server. Pepsi presented the advertising campaign that immediately failed. Then, there was the United Airlines scandal that provoked a massive outrage on social media and even a federal investigation.
Review the article *What We Can Learn from the Biggest Social Media Management Nightmares of 2017* (Available in Canvas). Choose one of the three issues and write a 2- to 4-page Response Paper that:

- a) Succinctly summarizes the issue and its impact on the company.
- b) Briefly identify what was happening in the company in each of the main stages of any issue’s lifecycle, according to the stages described by John Mahon in this week’s reading from The SAGE handbook. (Conduct additional secondary research as needed.)
- c) Identify when in the issue’s lifecycle the company missed opportunities to ameliorate the situation.

**Discussion:**

As the author points out in this week’s reading, anticipating, managing and dealing with issues is a skill set of increasing value to organization of all types. Astute management of issues can pay dividends that affect the profitability, cost and risk associated with large-scale enterprises. Yet, some CEOs and senior leadership would prefer to avoid dealing head-on with issues, especially the scrutiny that inevitably arrives with that “uninvited guest” — social media.

What should you do — as a public affairs director — if you think your CEO or the senior leadership of an organization you work for is ignoring the signs of an impending crisis? Do you have an example you could share?

**WEEK EIGHT: FEBRUARY 26 TO MARCH 4 – HOW STRATEGY REALLY WORKS**

**Learning Objectives:**

“Strategy is not complex, but it *is* hard!” Winning should be at the heart of any strategy, including public affairs.

- The objective this week is to articulate and internalize a crisp and clear definition of strategy and understand how strategy can best be applied to solve problems.
- Apply an integrated strategic framework for making choices to an organization with which you are familiar; a business or preferably a non-profit or non-governmental organization.

**Assignment**

Choose a business or organization with which you are familiar. Preferably a non-profit organization or non-governmental organization with which you are familiar. It could be a current or past employer or another company. Apply the integrated cascade of strategic choices described by Lafley and Martin and illustrated in the text this week, to the organization you choose.

Draw or otherwise illustrate the cascade and supply any necessary supporting narrative. We want to illustrate “how strategy really works” in the context of an organization you know, and how a framework for strategy choices can apply to either a for-profit or non-profit venture.
Reading:
Read Chapters 1, 2 and 3 in *Playing to Win: How Strategy Really Works*, by A. G. Lafley and Roger L. Martin.

Discussion:
Our premise, which we discussed beginning week 1, is that public affairs strategies are useful to both for-profit businesses and non-profit ventures, although their specific objectives may differ.

- Do you agree or disagree?
- Provide an examples where public affairs strategy is the same, or where it may differ between for-profits and non-profits.

WEEK NINE: March 5-11 – Values, Ethics and Professionalism in Public Affairs

Learning Objectives:
This week we focus on some of the many ways in which moral values and ethics come into play in public policy. Our assumption is that a complex relationship exists between morality and politics, values and leadership, which is an important part of the foundation of successful Public Affairs.

- Develop students’ abilities to think reflectively and argue persuasively about the moral and ethical dimensions of public policies and careers in public affairs.
- Make moral arguments by studying how others make moral arguments. Recognize that this task is challenging, and that we will rarely arrive at definitive answers to the difficult questions we may raise. We will, however, learn how to ask these questions with greater clarity and insight, and we will become familiar with—and hopefully respect—the answers that others have given to them.

Read:

Assignment:
Article Analysis
This assignment is designed to help us learn from the leadership and ethical challenges that occur every day around the world. Identify a news article, interview piece, video, movie clip, etc., about an ethics issue and/or leadership situation involving public policy or an elected official.

Write a short analysis of the situation.
- Pinpoint and briefly explain the ethical issue(s) or situation discussed in the piece.
- Share your thoughts and questions about the manner in which the issue was reported and/or handled.
- In your analysis, reflect on learning during the course; how the theories/models/frameworks we have explored may apply and help illuminate the situation
Discussion:
Based on your chosen articles, pose interesting questions about the situation to your classmates for discussion this week. This should consist of a snapshot summary of the issue(s), and the ethical, moral and/or leadership questions it raises. (Ideally, the situation/clip you chose should be related to a current event that fellow students may recognize; however, that does not always need to be the case.) Respond to comments and questions posed by other students.

WEEK TEN: March 18-24 – Live Virtual Case Study: Northrop Grumman Corporation

Learning Objectives:
• Analyze a company issue in real-time using a virtual live case, requiring students to deal with changing market conditions as they are occurring, rather than simply analyzing past performance.
• Move beyond routine application of academic concepts across the curriculum to solve a current business problem

Live Interview:
Interview: Engage live with Tim Paynter, Vice President of Strategic Communications at Northrop Grumman Corporation. DATE, TIME AND FORMAT TO BE ANNOUNCED BY THE INSTRUCTOR

Read:
• Read How to Beat Trump’s Tweens: A Primer for Corporations in an Age of Presidential Activism, Forbes, Jan 23, 2017 (Available in Canvas)
• Boeing and Lockheed Martin in Trump’s Crosshairs (various sources) (Available in Canvas)
• The Situation Analysis, From Building a Marketing Plan, By Ho Yin Wong, Kylie Radel, and Roshnee Ramsaran-Fowdar, Harvard Business Review, Jan 31, 2011 (Available in Canvas)

Assignment:
Situation Analysis:

Personal politics aside, CEOs and other business executives who have served on advisory groups to President Donald Trump have suffered criticism for their involvement. Others say they continue to believe that their efforts were worthwhile. They say they knew when the administration convened a strategy and policy forum and a manufacturing and jobs initiative, that joining would expose them and their companies to reputational risk. Nevertheless, they believed that working with President Trump would also give them an opportunity to shape the administration’s policy positions impacting business.

Early on, the President used Twitter to single out aerospace companies Boeing and Lockheed Martin for criticism (see this week’s reading). After one Tweet by the President-elect last December, shares of Lockheed stock fell $13. Public Affairs and Strategic Communication executives in many companies were quickly tasked with finding strategies to avoid being singled out publicly for unwanted criticism by the President, while working with the administration responsibly on a variety of business issues.

This week’s assignment is to write a 2- to 4-page situation analysis that describes this ongoing challenge faced by one aerospace company. The class will interview the PA executive and conduct secondary research to inform the analysis. Then in Week 11, students will write a strategy memo to the executive
recommending an approach to working with the administration while staying out of the public and media spotlight.

Discussion:
This week is a “free form” discussion. Use the discussion board to brainstorm the case study with fellow students as you prepare essential points to discuss in your situation analysis.

- What is the most significant problem/challenge faced by Northrop Grumman in this case?
- What assumptions are we making about this week’s case? How could our interpretation be different with an alternate set of assumptions?”
- What don’t we know about the case? (And how can we find out?)
- To what extent was Northrop Grumman just lucky?

WEEK ELEVEN: March 25-31 – Live Virtual Case Study: Strategy Memo

Learning Objectives:
- Use a live case study for improving knowledge and understanding of strategy formation and execution
- Offer real-time, actionable strategies to solve an issue.
- Translate course content to practical skills needed in the job market.

Reading:
- Refer to Chapter 1 of Playing to Win: How Strategy Really Works, which you read in Week 2. Use the integrated cascade of choices when developing your strategy for Northrop Grumman.

Assignment:
Students will write a strategy memo to the executive recommending an approach to working with the administration while staying out of the public and media spotlight. Prepare and Strategy Memo to Tim Paynter at Northrop Grumman:

- Write a 2- to 4-page business strategy memo addressed to Tim Paynter at Northrop Grumman.
- Discuss your proposed strategy and the reasons it is being recommended.
- Submit your campaign as a Microsoft Word or Adobe PDF document in the Assignments section of this e-learning site. The Strategy Memo will be submitted to Tim Paynter for feedback.

Discussion:
As you prepare a strategy memo for this week’s case study client, answer one of more of the following questions in the Canvas discussion forum.

- In what other industries/countries would the lessons/principles of this case apply?”
- Has anyone in class confronted a similar challenge in their own work experience?
- What personal resistance do you have, if any, to taking the action steps you’re proposing?
- What do you take away from this case?
- Any final comments before we move on?
WEEK TWELVE: MARCH 26 TO APRIL 1 – MAKING AN IMPACT: RUNNING FOR OFFICE

Learning Objectives:
- Recognize the responsibility to engage and participate in the democratic process
- Consider the potential to make an impact by running for elected office
- Explore basic campaign strategy

Reading:
- Read Chapter 4, How to *Win* in *How Strategy Really Works*, by A. G. Lafley and Roger L. Martin (Available in Canvas)

Assignment:

**JOURNAL NARRATIVE:** A journal is an effective way to personalize your learning, articulate theories or concepts in your own words and apply learning on-the-job. Reflecting on the reading and work over the past 12 weeks, write or record a journal narrative that reflects on your potential interest in running for elected office. Length or duration should be commensurate with the number of thoughts shared, but likely will be the equivalent of 1 to 3 pages.

When writing your narrative, consider these questions, but offer your own unique perspectives:

1. If you ran for office, what issues would you want to see addressed or changed?
2. What do you believe the reaction would be from your spouse or partner, your family and your colleagues if you ran for office?
3. Have you been visible on campus, in your community or in your company for a specific cause or initiative?
4. Would you describe yourself as resilient? In other words, do you bounce back quickly from disappointment? Can you let unfair comments by other “roll off your back?”
5. Would you run for public office? (If not, why not?)

Discussion

The week 12 discussion is ungraded, but extremely important to help improve and strengthen this course.

- What is the most valuable learning that you have taken from this course?
- What advice would you give students taking this course next Semester?
- What could be changed to make this course better?

# # #