

## **Ethics and Professional Responsibility – PUR 4203**

### **Online Course Syllabus**

#### **Fall 2019**

**Instructor:** Thomas Stoeckle

**Office hours:** via **Skype (thomasofficer)** or Canvas (allowing for time zone differences, since I'm based in London, UK)

**Class Hours:** No mandatory meeting time, assignment due dates are as specified in the syllabus schedule and on Canvas.

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### **About me**

I'm a PR and communication researcher and business executive who has spent most of his career in various research and consultancy roles, helping communicators understand their organisations' media perception and stakeholder opinions, and using data to better plan and execute their communication strategy and campaigns. Over the last few years, my focus has increasingly been on CSR and corporate governance issues, most recently for LexisNexis, supporting their parent company RELX Group in building an open access resource center for the UN [Sustainable Development Goals](#).

My personal and professional interest in ethics and communication goes back to my university days in Germany (where I am originally from), trying to make sense of public opinion, public communication, propaganda and 'social engineering'. Where could and should the propagandists of the day have drawn the line, and why? The political events of 2016, the circumstances of the EU Referendum in the UK, and the election of Donald Trump as president of the United States, have rekindled that interest.

I now work as an independent consultant with PR agencies and media intelligence companies, I teach, I do a monthly podcast called the [SmallDataForum](#) on issues surrounding data and communication, and I'm pursuing a PhD in political communication.

### **Course Description**

Ever since Aristotle defined rhetoric as consisting of ethos (a communicator's credibility of character), pathos (a communicator's ability to connect emotionally, to persuade), and logos (a communicator's logic or reason), ethics has been a core ingredient of communication and public relations.

The purpose of this course is to provide an understanding of the role of ethics in public relations, both in historical and current perspective. Based on a number of real life as well as practical textbook examples, we will explore the history of ethics and PR, ethical dilemmas for

communicators, the business relevance of ethics, ethics and leadership, industry codes and standards, and the interesting evolving dynamic between ethics and technology.

The role of social media in public communication, issues such as post-truth, fake news and disinformation, the growing lack of trust in institutions, have moved ethical considerations of public relations center stage. Now more than ever, it is critical that we understand the possibilities and responsibilities for professional communicators. The course will finish with a discussion of future trends and the role that ethics will play for a 'new PR'.

#### **COURSE PURPOSES:**

- to enhance your awareness of the ethical responsibilities, pitfalls and challenges of public relations professionals, and of the social responsibilities of corporations and other organizations;
- to increase your ability to identify the moral dimensions of issues that arise in the practice of public relations, and your understanding of how to deal with them transparently, quickly and well to preserve your organization's name and reputation;
- to enhance your ability to employ reason, logic, empathy and common sense as tools for dealing with moral issues;
- to provide you the knowledge and skills necessary to quickly and professionally reach and justify ethical decisions, often involving many different audiences whose main goals are different from your own and from each other;
- to elicit within you a sense of personal and professional responsibility;
- to understand the importance of digital and social media in the modern information age and the profound effect it has on public relations and ethical issues within public relations; and
- to teach you leadership theories and principles to enhance ethical leadership and corporate social responsibility.

#### **COURSE EXPECTATIONS:**

Read the assigned materials and watch or listen to the materials that are recommended additionally in preparation for each week's module. Submit a weekly reaction paper and share your reactions to the readings on the Canvas discussion boards.

In addition, you are expected to research a case study and to give a short oral report summarizing the case and the public relations strategies used by the organization. Finally, you will be submitting a final analysis paper that discusses the case, describes the public relations strategies used in the case and recommends an ethics communication program.

**Please be engaged from the beginning, process the provided material and give your input – in the form of weekly reaction papers and regular contributions to Canvas discussions – within the set timelines. Regular, active contributions make up a large part of your assessment, and final grade.**

#### **Instructional Methods**

This course is 100% online. The content will be delivered through narrated PowerPoint lectures, extra readings and multimedia content. Discussion papers, online debates and other weekly activities will help keep you engaged in the course.

The modules section on Canvas will have all the links to the weekly lectures, the readings and other material.

This course is outcomes-based, and you will be evaluated primarily on your ability to transfer the theory and knowledge shared in class into practical, workable ideas and solutions. **It is essential that you keep up with the reading schedule and complete all weekly activities in a timely manner.** Not all of the materials that you read will be discussed or explained in the lectures, therefore, if you need further explanations or clarifications please reach out to the instructor sooner, not later.

### **Course Content**

Course content will usually be published 2 weeks in advance, so there will be some opportunities to work ahead. Each week you will be notified of your assigned coursework and assignments for that week.

### **Requisite Skills for this Course**

You should be prepared to

1. independently manage academic responsibilities and meet deadlines on the Canvas online course management system,
2. employ analytical skills in the evaluation of situations and content presented in course lectures and readings,
3. articulate these thoughts and ideas clearly in writing, including online forums, and
4. justify/defend your own perspectives, as well as argue on behalf of perspectives that potentially run counter to your position about ethics situations.

Please be aware that whilst it is important that you absorb and process the provided material, learn about background and history, models and frameworks etc. – **I am mainly interested in your own perspective of what you are hearing and learning. Put it in context with your own experience, and in discussions, reaction papers etc, express your own thoughts, make your own voice heard (rather than just reproduce the learned material).**

### **CLASS ASSIGNMENTS:**

#### **Introduction (5 of 100 points):**

Every student is to post an introductory video of her- or himself on Canvas in the discussion section. Who are you? Where are you from? What is your major? Something you'd like to share about yourself. Specifically discuss your interest in the topic of PR and Ethics (illustrated by an example or case study), and your expectations from this class.

This should be between 1 and 3 minutes long.

Due Friday, 23<sup>rd</sup> August

### Reaction Papers (40 of 100 points):

Students are expected to submit a minimum of 10 (of a possible 14) two-page reaction papers. The first page of the paper must summarize or outline the main points of the week's readings and the second page should be your personal reaction to or interpretation of the readings. **Reaction papers are due by the end of each Monday for the previous week's readings (unless noted otherwise).** All papers must be uploaded to Canvas.

These reaction papers will be graded with the following scale: Barely Adequate = 2.5-2.8 points, Average = 2.9-3.1 points, Good = 3.2-3.4 points, Very Good = 3.5-3.7, and Excellent = 3.8-4.0 points. An Average reaction paper will have an accurate summary of the readings and will respond thoughtfully to the issues raised in the readings. A Good paper (in addition to summary) will integrate the readings for that week with what you have learned previously about public relations in other classes. A Very Good paper will summarize, integrate the readings and bring in new information from what you're learning about public relations and ethics in this course. An Excellent paper will go beyond summary, reaction, and integration and will develop a new idea beyond what you are learning in class. Excellent papers will be rare.

### Participation in online discussion on Canvas (15 of 100 points)

Regular active contributions to online discussions are a major part of this course. Below is a rating framework:

	Excellent	Satisfactory	Needs improvement
Comprehension and evaluation of key components of the module's required readings and online resources	Posts demonstrate clear and analytical understanding.	Posts indicate an awareness of course resources.	Posts do not respond to course resources.
Insight and originality to help create dialogue	Posts were thoughtful and interesting.	Posts showed evidence of original thinking.	Posts echoed other points or expressed general agreement/disagreement.
Meaningful connections	Posts relevant to discussion, with meaningful connections to other course content, personal experience, current events, etc.	Posts on topic and relevant to discussion.	Posts not relevant to discussion prompts or course content.
Grammar, spelling and coherence	Very well written and organized.	Generally well written and organized.	Unclearly written or organized or hard to follow (possibly due to spelling/grammar issues).
Timeliness and interaction	Posted early enough for classmates to respond and posted later in response to others.	Involved in discussion boards either early or late, but limited interaction with classmates.	Limited meaningful interaction with classmates.

Individual participation assessments will be posted after each module. Participation scores for each module will be weighted evenly. Combined they will account for 15% of your course grade. To achieve the maximum grade, you will be expected to contribute every week.

### **Class leadership (10 of 100 points)**

Each week two students will be assigned to take a class leadership role for the online discussion (via Canvas) of the readings and the lecture. You have complete freedom in how you elect to approach that leadership role.

The following are some of the ways to approach this:

- Summarize own reaction paper (or share it in its entirety) and then direct discussion around paper.
- Prepare questions to generate thought-provoking discussions,
- Lecture on the topic and bring additional readings or other materials to the lecture,
- Take a critical position on the authors' perspectives and bring evidence as to why you think an author is wrong, and/or
- show the class current event examples that illustrate the week's readings.

There is no one "right" way to lead; you will be evaluated in terms of how creative you were and how much impact your leadership had on the breadth and depth of the class discussion.

### **Analysis paper (30 of 100 points)**

Your assignment will be to discuss a real-life case study or a hypothetical case, following Patricia Parsons' 4-step process of ethical decision-making (Ethics in PR, Chapter 15: The true reality of everyday ethics: making decisions, pp. 131-148; Figure 15.1: The process of PR decision-making revisited, p. 135). Topics will be agreed upon consultation with the instructor.

Oral report and PowerPoint, delivered via Skype (5 points). This oral summary will be a brief (10 minute) overview of the case.

Final written report (between 10 and 12 pages plus references, 25 points). This will be the full discussion of the case, focusing on recommendations for a successful, ethical public relations program, from formative research, to planning and design, through to implementation and execution, and subsequent evaluation. This is due in the final week of the course.

### **REQUIRED READINGS & RESOURCES:**

**Ethics in Public Relations**, Patricia Parsons, Kogan Press, London & Philadelphia, 2008, 2<sup>nd</sup> Ed. ([download link](#))

**Exploring Public Relations**, Ralph Tench & Liz Yeomans (Eds.), Prentice Hall, Harlow, 2009, 2<sup>nd</sup> Ed. (only selected chapters, as outlined in the specific modules) ([download link](#))

You will be expected to read the assigned chapters/pages and be prepared to apply them to online discussions and assessments. These readings are crucial to understanding what you will be doing in this course. **Do not neglect to do the readings.**

**Canvas** (<http://elearning.ufl.edu>)

**Other reading and useful links:**

Catellani, A., Zerfass, A., & Tench, R. (Eds.). (2015). *Communication Ethics in a Connected World. Research in Public Relations and Organisational Communication*. Brussels: P.I.E. Peter Lang

Marsh, C. (2017). *Public Relations, Cooperation, and Justice. From Evolutionary Biology to Ethics*. London and New York: Routledge.

Neill, M. S., & Weaver, N. (2017). Silent & unprepared: Most millennial practitioners have not embraced role as ethical conscience. *Public Relations Review*, 43, 337 - 344.

Wilson, I. (2000). *The New Rules of Corporate Conduct: Rewriting the Social Charter*. Westport CT: Quorum Books.

Zimmerli, W.Ch.; Richter, K. & Holzinger, M. (Eds.) (2007). *Corporate Ethics and Corporate Governance*. Berlin & Heidelberg: Springer.

Arthur W. Page Society Thought Leadership <http://www.awpagesociety.com/thought-leadership>

Center for Humane Technology <http://humanetech.com/>

YouTube search [https://www.youtube.com/results?search\\_query=public+relations+ethics](https://www.youtube.com/results?search_query=public+relations+ethics)

TED talks on ethics [https://www.youtube.com/results?search\\_query=Ted+talk+ethics](https://www.youtube.com/results?search_query=Ted+talk+ethics)

CSRwire: CSR news and press releases <http://www.csrwire.com>

Ethical Corporation Online <http://www.ethicalcorp.com>

UN Sustainable Development Goals <https://sustainabledevelopment.un.org/> and UN Global Compact <https://www.unglobalcompact.org/>

#### **PR and Communication Associations' Codes of Ethics / Conduct:**

PRSA – [Public Relations Society of America](#)

CIRP – [Chartered Institute of Public Relations](#)

[Global Alliance](#) (for Public Relations and Communication Management)

IPRA – [International Public Relations Association](#) (also Codes of [Venice](#) [Athens](#) [Brussels](#))

PRIA – [Public Relations Institute of Australia](#)

DRPR – [Deutscher Rat für Public Relations](#)

IABC – [International Association for Business Communicators](#)

WOMMA – [Word of Mouth Marketing Association](#)

#### **Course Structure:**

This is a web-only course. A learning module will be set up for each section containing a lecture, readings and activities/assignments for the week. You will be required to read the assigned chapters/pages, go through the lecture slides and do each week's assigned work.

**It is your responsibility to follow and adhere to the schedule.**

A minimum of 10 weekly reaction papers, regular and active participation in online discussions, and a final report plus oral presentation will evaluate your knowledge and understanding of the material. Here are descriptions of each of the assessments in this course:

Your papers must meet the following requirements:

- o Use proper grammar, spelling and 12-point Times New Roman font.
- o Double space your paper with one-inch margins all around.
- o Have your name and date on the first pages as well as an appropriate title.
- o Follow APA style with in-text citations and a reference page (citation is alphabetical order).

**Final Grade Breakdown:**

Your final grade in the course will be arrived at through the following combination:

Introduction: 5 points

Reaction papers: 40 points (4 points each)

Active participation in online discussions 15 points

Class leadership 10 points

Case study: 30 points (5 for oral report, and 25 for final analysis)

Total Possible: 100 points

**Grading Scale:**

<94-100 A

<90-94 A-

<87-90 B+

<84-87 B

<80-84 B-

<77-80 C+

<74-77 C

<70-74 C-

<67-70 D+

<64-67 D

<60-64 D-

<55-60 E

### **Class Policies:**

1. **Deadlines:** All of the deadlines are strict in this course. But if, for any reason, you do think you will miss a deadline or exam, please discuss it with me at least 24 hours in advance. Under legitimate extenuating circumstances, such as a documented/known illness, family emergency or if you have some other situation you think may constitute a reason for an extended deadline, like a legal or military obligation, athletic participation or religious holiday, I may agree to let you schedule a make-up exam or turn in an assignment late. However, if I have not agreed to an extension or make-up exam before the deadlines, your assignment or exam grade will be a zero if not turned in on time.

For the assessments to be completed on Canvas, please be mindful of technical difficulties and plan accordingly, as **it is your responsibility to complete assessments by the deadlines**. If you experience any technical difficulties, your first line of defense will be to contact the **UF HelpDesk at (352) 392-HELP. If they cannot resolve the problem, then please contact me directly.**

2. **Discussion Demeanor:** I want this class to be fun and energetic with great discussions, and we will be covering sensitive topics and ones about which some students may have strong feelings. Therefore, I expect you to be courteous and respectful to your fellow classmates. Please be polite to others while both expressing opinions and responding to them. Racism, ableism, misogyny and any other form of disrespectful behaviour will not be tolerated.

3. **Academic Integrity:** University of Florida students live by an honor code that prohibits academic dishonesty such as (but not limited to) cheating, plagiarism, fabrication of sources or information from sources, reusing a paper from another class, writing a similar paper for two classes, drawing too heavily on another's work for your own and having someone else complete your work for you. If you're unsure of whether something constitutes a violation of academic integrity, ask me before turning in an assignment. Also, please refer to the University of Florida's guidelines regarding academic honesty at <http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>. Ignorance is not an excuse.

An academic integrity violation will result in a failing grade for the assignment and possibly the entire course, and the instance will be reported to the university's office of Student Conduct and Conflict Resolution.

4. **Online Course Evaluation Process:** Just as I give feedback on your work throughout the semester, I would also like to get feedback from you on the quality of instruction in this course. Because of this, students are expected to complete online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but 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>.

### **UF 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/>). The Dean of Students Office will provide documentation to the student who, must then provide this documentation to the instructor when requesting accommodation. Students must submit this documentation prior to submitting assignments or taking quizzes. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

### **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 <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### **Netiquette: Communication Courtesy**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. See the course netiquette guidelines at <https://ufl.instructure.com/courses/319319/pages/netiquette>

### **Getting Help**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 1
- <http://helpdesk.ufl.edu/e-learning-support/>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received when the problem was reported. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request make-up work.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- 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 visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### **UMatter, We Care**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone

at 352-392-1575. The U-Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### Course Schedule:

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#### Module 1

#### Monday 26<sup>th</sup> to Friday 30<sup>th</sup> August

#### Introduction: The (r)evolution of ethics in public relations

Shannon Bowen's brief article as part of the IPR's 60<sup>th</sup> anniversary celebration is a good start for our work together (and for an initial discussion about the 'state of play' re PR and ethics).

Anne Gregory's article provides context and background for the course, and I will refer back to it occasionally.

My article in Communication Director magazine gives a broad introduction to the topic of PR, ethics and personal/professional responsibility. It introduces some of the themes and models that we will come back to throughout the semester.

The PowerPoint lecture is a general introduction to our topic.

#### Assignment: Read Parsons, EiPR, 1-12

Ethics and Professionalism in Public Relations, Anne Gregory, in: Exploring Public Relations, Ralph Tench & Liz Yeomans (Eds.), Prentice Hall, Harlow, 2009, 2<sup>nd</sup> Ed., pp. 273-292);

A Revolution of Ethics in Public Relations, Shannon Bowen, posted on Institute for PR blog, 21<sup>st</sup> November 2016 ([link](#))

Do the right thing, Thomas Stoeckle, Communication Director, Issue 4, 2018 ([link](#))

**Deliverable:** post an introduction to yourself in the discussion section. Who are you? Where are you from? What is your major? Something you'd like to share about yourself. Your interest in the topic of PR and Ethics (illustrated by an example or case study), and your expectations from this class. **Due Monday 26<sup>th</sup> August**

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#### Module 2

#### Tuesday 3<sup>rd</sup> to Friday 6<sup>th</sup> September

#### Ethics and business

The term business ethics addresses the policies and practices of an organisation regarding corporate governance, corporate social responsibility, compliance and fiduciary responsibilities. Business ethics are guided both by legal rules, and frameworks of right behaviour to gain and retain public acceptance. Ethical behaviour is good business, not just where reputation is key. Today, many companies adhere to the triple bottom line of financial, social, and environmental performance.

**Assignment: Read Parsons, EiPR, 149-156**

Arthur W. Page Society Thought Leadership series: <https://www.awpagesociety.com/thought-leadership/authentic-enterprise-report>

<https://www.awpagesociety.com/thought-leadership/trust-report>

**Deliverable:** Reaction paper 1: **Due Tuesday, 3rd September**

Students are expected to submit a minimum of 10 weekly reaction papers. Summarize or outline the main points of the week's readings and give your personal reaction to or interpretation of key points in the readings. Reaction papers are due each Monday for the current week's readings (unless noted otherwise).

### *Module 3*

**Monday 9<sup>th</sup> to Friday 13<sup>th</sup> September**

**PR, loyalty and stakeholders: ethical dilemmas**

A PR practitioner has to balance duties and loyalties to his or her company or client; to the profession; to society; but first and foremost, to him- or herself. Where and when these duties and loyalties are in conflict, the practitioner has to make choices. Moral and ethical frameworks can guide the decision-making and often difficult reconciliation.

**Assignment: Read** Parsons, EiPR, 23-29; Gregory, in Tench/Yeomans, 280-282

<https://www.awpagesociety.com/thought-leadership/authentic-advocacy>

**Deliverable:** Reaction paper 2: **Due Monday 9<sup>th</sup> September**

### *Module 4*

**Monday 16<sup>th</sup> to Friday 20<sup>th</sup> September**

**History of 'bad PR': spin and propaganda**

The word propaganda goes back to the 17<sup>th</sup> century, when Pope Gregory XV founded the Congregation for the Propagation of the Faith (Congregatio de Propaganda Fide) to help defend Catholicism against the Protestant Reformation. Modern PR evolved out of wartime propaganda, with leading figures such as Edward Bernays advocating the "engineering of consent" through means that today would be rightly rejected as social engineering.

**Assignment: Read** Parsons, EiPR, 99-111; Joanna Fawkes, Public relations, propaganda and the psychology of persuasion, in Tench/Yeomans: Exploring Public Relations, 252-272

**Deliverable:** Reaction paper 3: **Due Monday 16<sup>th</sup> September**

### *Module 5*

**Monday 23<sup>rd</sup> to Friday 27<sup>th</sup> September**

**Strategic communication, planning and business strategy:**

Organisational communication is understood as strategic communication, that is, a business function that is integral to strategic management. A standard definition of strategic communication is “the purposeful use by an organisation to fulfil its mission”. It also includes planning and research to ensure communication messages reach their intended audiences. In an increasingly complex and interconnected communication sphere, strategic communication is the means to help organisations to effectively deliver these messages, and engage with its stakeholders / publics.

**Assignment: Read** <https://www.awpagesociety.com/thought-leadership/teaching-strategic-communication>

Anne Gregory, Public relations as planned communication, in Tench/Yeomans: Exploring Public Relations, 174-197

**Deliverable:** Reaction paper 4: **Due Monday 23<sup>rd</sup> September**

### *Module 6*

**Monday 30<sup>th</sup> September to Friday 4<sup>th</sup> October**

#### **Doing the right thing, legally**

PR practitioners often create content for publication across multiple media as well as build and protect the reputation of their organizations, therefore they must understand libel and defamation law. They also have to monitor and analyze content about their organizations and their competition. They have to do this without violating copyright, so it's important to understand copyright issues and law in the internet age.

**Assignment: Read** Parsons, EiPR, 30-39; 131-148;

<http://www.praccreditation.org/resources/documents/APRSG-Law-Ethics.pdf>

**Deliverable:** Reaction paper 5: **Due Monday 30<sup>th</sup> September (+ topics for case studies / final assignment to be agreed by Friday 4<sup>th</sup> October)**

### *Module 7*

**Monday 7<sup>th</sup> to Friday 11<sup>th</sup> October**

#### **Academy and practice: what do practitioners need to learn (in academic education and on the job training)**

“The real question is not whether or not ethics can be taught, but if moral reasoning can be learnt. Teaching and learning are two different, albeit related, things.” (Parsons, 159)

In the ongoing debate about how best to educate and train PR practitioners, ethical training has become more prominent alongside technical mastery and management skills.

**Assignment: Read** Parsons, EiPR, 157-161;

<http://www.prconversations.com/professional-pr-development-why-bother/>  
<https://www.globalalliancepr.org/capabilitiesframeworks/>

**Deliverable:** Reaction paper 6: **Due Monday 7<sup>th</sup> October**

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*Module 8*

**Monday 14<sup>th</sup> to Friday 18<sup>th</sup> October**

**Ethics and leadership (CEO role, the new CCO etc)**

“Leadership is a nested influence in an organization that affects organizational culture, structures, communication climates, systems, and the attitudes and behaviors of employees. Many effective leadership behaviors and styles have ethical elements; for instance, *authentic* leadership involves a positive moral perspective that guides decision-making, like honesty, altruism, kindness, fair treatment, accountability, and optimism.” (Linjuan Rita Men, Does Ethical Leadership Communication Engage Employees? See IPR link below)

**Assignment: Read** <https://www.awpagesociety.com/thought-leadership/the-ceo-view-communications-at-the-center-of-the-enterprise>

<https://www.awpagesociety.com/thought-leadership/the-new-cco-transforming-enterprises-in-a-changing-world>

The Institute for Public Relations: <http://www.instituteforpr.org/ethical-leadership-communication-engage-employees/>

**Deliverable:** Reaction paper 7: **Due Monday, 14<sup>th</sup> October**

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*Module 9*

**Monday 21<sup>st</sup> to Friday 25<sup>th</sup> October**

**You give PR a bad name – examples of bad practice and misdemeanours (Bell Pottinger South Africa, Cambridge Analytica etc: bad apples, or tip of the iceberg?)**

“Ethics have always been a constant in communications, but the difference between right and wrong has come into sharper focus recently due to changing attitudes about technology, transparency and even truth. Today, the public scrutinizes the behavior of every individual and every business, and delivers real-time feedback through social media. Even the hint of unethical behavior can result in getting fired, being arrested or going bankrupt.” (from USC Annenberg 2018 Global Communications Report “[the evolution of ethics](#)”)

**Assignment: Read** <https://www.ft.com/content/6fa8c2d4-6327-11e7-8814-0ac7eb84e5f1>

<https://instituteforpr.org/silicon-valley-we-have-a-disinformation-problem/> (also [Auspex](#), [Turnbull etc](#))

**Deliverable:** Reaction paper 8: **Due Monday, 21<sup>st</sup> October; presentations of draft / outline for final papers between Monday 21<sup>st</sup> and Friday 1<sup>st</sup> November**

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*Module 10***Monday 28<sup>th</sup> October to Friday 1<sup>st</sup> November****PR, ethics and global issues (trust, truth, culture)**

Depending on organisation and context, PR's perspective can be local, regional or global. Whilst the Internet and globalisation have created an almost unlimited ecosystem for communicators, phenomena such as trust, truth and culture need to be understood in specific contexts.

**Assignment: Read** Parsons, EiPR, 13-29; <https://www.edelman.com/trust-barometer>

Erin Meyer, Working across cultures and *knowing when to shut up* ([link](#))

**Deliverable:** Reaction paper 9: **Due Monday 28<sup>th</sup> October**

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*Module 11***Monday 4<sup>th</sup> to Friday 8<sup>th</sup> November****CSR, SDGs & PR**

There is a difference between PR ethics regarding the strategies and tactics of organisational communication, and corporate ethics addressing the operational policies and practices of an organisation with respect to its stakeholders and its environment. Both need to be closely aligned to make an organisation trustworthy and improve their relationships with their publics through CSR activities.

**Assignment: Read** Parsons, EiPR, 150-156; <https://www.prweek.com/article/1487042/delivering-sustainable-development-goals-everyones-business-convince-everyone-else-that>

<https://instituteforpr.org/building-a-business-case-for-csr/>

**Deliverable:** Reaction paper 10: **Due Monday 4<sup>th</sup> November**

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*Module 12***Tuesday 12<sup>th</sup> to Friday 15<sup>th</sup> November****Standards, codes and frameworks by industry bodies**

The PRSA defines the need for standards as such: "As the public relations profession evolves, so does the need for revised and refreshed ethical standards. ... The PRSA Code of Ethics sets out principles and guidelines that uphold the core values of the ethical practice of public relations, including advocacy, honesty, loyalty, professional development and objectivity." ([link](#))

**Assignment: Read** Parsons, EiPR, 63-71; <https://www.globalalliancepr.org/code-of-ethics/>

<http://www.prconversations.com/ethics-culture-and-public-relations/>

**Deliverable:** Reaction paper 11: **Due Tuesday 12<sup>th</sup> November**

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*Module 13*
**Monday 18<sup>th</sup> to Friday 22<sup>nd</sup> November**
**Ethics and Technology (Center for Humane Technology)**

We talk about the (sometimes) unintended consequences of technology in the context of social media echo chambers and filter bubbles. This has created big challenges and opportunities for organisational communication, or public relations, in a world characterised by rapid technological progress, increased network connections between people and organisations, and shifts in societies such as the broad 'erosion of trust', the increased polarisation of public debates, and diverging patterns of news and information consumption between sociodemographic groups.

**Assignment: Read**

<https://www.awpagesociety.com/thought-leadership/social-engagement>

Stoeckle, Silicon Valley, we have a (dis)information problem, Institute for PR, April 2018 ([link](#))

**Watch** [Social Media and the Social Contract](#); Milken Institute Global Conference, July 2018; panel includes Tristan Harris (also check [Center for Humane Technology](#))

**Deliverable:** Reaction paper 12: **Due Monday 18<sup>th</sup> November**

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*Module 14*
**Monday 25<sup>th</sup> to Tuesday 26<sup>th</sup> November (Thanksgiving Break 27<sup>th</sup> to 30<sup>th</sup> November)**
**Ethics and 'new PR'**

Through rapid technological change and transformational shifts in WEIRD (=western, educated, industrialised, rich, democratic) societies, PR finds itself operating in a VUCA (=volatile, uncertain, complex, ambiguous) world. This requires not only better answers, but also to ask questions in different ways. Academy and practice together have an obligation to prepare future practitioners for these emerging challenges, by teaching and honing a broad range of skills, combining technical capabilities with common sense, ethical sensibility and civic responsibility.

**Assignment: Read** Parsons, EiPR, 157-162

<http://www.prconversations.com/pr-fit-for-the-21st-and-digital-century/>

Macnamara <https://prjournal.instituteforpr.org/wp-content/uploads/5.-public-relations-and-post-communication-addressing-a-paradox-in-public-communication-1.pdf>

Adi, In VUCA we fear, in data we trust, Communication Director, Issue 4 2018, ([link](#))

**Deliverable:** Reaction paper 13: **Due Monday 25<sup>th</sup> November**

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*Module 15*
**Monday 2<sup>nd</sup> to Wednesday 4<sup>th</sup> December**

**Evaluation and wrap up:** online group discussion, developing our own Code of Ethics

**Deliverable:** Reaction paper 14: **Due Monday 2<sup>nd</sup> December**

## Final analysis paper (due Wednesday 4<sup>th</sup> December)

### 6CI-4.017 Student Affairs: Academic Honesty Guidelines.

"All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. (1) Each student is required to subscribe to the Guidelines upon registration each semester by signing the following pledge which is contained on the "Course Request Registration Form": I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University. (2) The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines. Those adjudged to have committed such conduct shall be subject to the sanctions provided in 6CI-4.016. (a) Cheating -- the improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism** -- The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Bribery** -- The offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.

**Misrepresentation** -- Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the teacher; lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.

**Conspiracy** -- The planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.

**Fabrication** -- The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

### Miscellaneous

- The instructor reserves the right to make changes, if necessary, to the syllabus, grading system, schedule, or other matters pertaining to the class.

- Please be aware that the instructor will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact the instructor well in advance of an exam or a deadline in order to give the professor adequate time to respond you.
- If you notice yourself having trouble in the course, it is crucial that you contact me immediately. Please feel free to approach me about any concerns or comments you might have about this class. I can be contacted via email, or skype (by appointment).
- 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. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.