

**V530: COMMUNICATIONS FOR
PUBLIC AND NONPROFIT AFFAIRS**

Fall 2014

Tuesdays and Thursdays, 1:00 – 2:15 p.m.
PV 270

Professor Leslie Lenkowsky
School of Public and Environmental Affairs

Phone: 812-855-4072
E-mail: lเลนkows@indiana.edu

Office Hours: Tuesdays, Thursdays 2:30 p.m. to 5 p.m., SPEA 327
or by appointment

Administrative Assistant: Eugenia Marvin (euasher@indiana.edu) (812) 855-0563

Description

“With words we govern men,” Benjamin Disraeli (1832)

“In wartime, truth is so precious that she should always be attended by
a bodyguard of lies,” Winston S. Churchill (to Joseph Stalin, Teheran, 1943)

In a democracy, as well as in all other kinds of governments in one way or another, public and nonprofit organizations can accomplish little without some degree – and often a substantial degree – of support – or at least consent -- from the public. This course will examine what “public opinion” is, how it is formed, and what executives and leaders of government and nonprofit agencies do to communicate with the public, especially in an era of great change in the mass media, and the place of “noble lies” in public discourse. It will draw on a variety of perspectives from the social sciences and journalism, as well as utilize case studies of successful (and not-so-successful) efforts at communication. Although most of this material will be based on experience in the United States, examples from other countries will be included.

In addition, this course aims to help students develop skills useful for communicating more effectively in both government and the nonprofit sector.

The instructor, Leslie Lenkowsky, is professor of public affairs and philanthropic studies at Indiana University. His career has included service in senior positions in both public and nonprofit organizations, including the United States Information Agency, whose mission was to tell America’s story to the world. (It is now part of the U. S. Department of State.) He has written frequently for a wide variety of publications, including *The Chronicle of Philanthropy*, where he has been a regular columnist for over twenty years, and is a monthly commentator for *Speak Your Mind* on WFIU. He is also a frequent source for print and broadcast media covering a wide range of issues.

Course Requirements

In addition to attending and participating in class, as well as completing assigned readings, students will be required to pass a take-home final exam. The exam will be given during final exam week in December.

Each student will also be required to develop a strategic communications plan for an issue or organization of interest. The plan will be completed in six stages:

1. Objective-Setting: What is the goal of the plan, whom is it seeking to reach, how much time and what kinds of resources will be needed, and how will it be evaluated?
2. Media Analysis: How is this issue or organization currently understood by the public? What aspects need to be better understood (or changed to avoid problems or realize opportunities)?
3. Message Development: What are the key points the plan is trying to convey and what questions should be anticipated. What are the answers? Include sample press release, op-ed, or similar communication.
4. Media Development: What means can the plan use effectively to get messages to the public? What are the advantages or disadvantages of each? Develop at least one media event, broadcast script, or social media initiative (or combination of them) aimed at attracting media attention to the issue or organization.
5. Message Presentation: How effectively can spokesmen present the message? What questions are spokesmen likely to encounter and how can they handle them? Participate in simulated interview with professional journalist.
6. Crisis Response: How does the plan hold up in face of unexpected developments? What modifications have to be made in the plan to take account of these circumstances? On short notice, develop a response to a crisis affecting the issue or organization.

Due dates for each of these stages (except the last one) are included in the syllabus. The final version of the plan will be due on the last day of class, December 11.

In *Democracy in America*, Alexis deTocqueville – who would undoubtedly have been a blogger, if he were alive today (“Frenchpundit”???) -- noted the close connection between the American system of government and newspaper readership. (See Volume II, Part 2, Chapter Six.) Since many of the topics covered in this course, as well as others that are relevant to the course’s themes, are frequently discussed in widely available publications, the instructor has created a Class Blog in the Forums section of OnCourse for students to post clippings that they believe other members of the class would be interested in. Students should also include a brief explanation of the relevance of the clipping to

understanding communications for public and nonprofit affairs in the United States or other countries. (In other words, what does the clip reveal about some aspect of communications? Simply summarizing the clipping is not sufficient.) Students are encouraged to comment on the clippings and a few minutes of each class will be devoted to those that are the most interesting. Students who post 10 original and relevant clippings or comments that add a new dimension to the discussion during the semester will receive an "A" for this portion of the course, with fewer clippings resulting in proportionately lower grades. Clippings from publications that primarily serve the philanthropic or nonprofit world, such as *The Chronicle of Philanthropy* (to which I will try to get you a free subscription), newsletters, think-tank studies, broadcast recordings, and public relations releases will not gain points, though students should not refrain from posting them, if they merit doing so.

Grading

The grade each student receives in this class will reflect a balanced appreciation of the totality of his or her work. However, the various course requirements will count approximately as follows:

- Class attendance and participation -- 10 percent
- Clippings – 10 percent
- Strategic Plan Stages – 30 percent
- Strategic Plan – 15 percent
- Final Exam – 35 percent

While the instructor encourages students to discuss the course, exchange ideas, and critique each other's work as much as they desire, he also expects that all work submitted for grading will be done in a manner consistent with the university's rules on plagiarism. A link to IU's academic policies will be found on OnCourse.

In lieu of submitting a Strategic Plan and taking the Final Exam, doctoral students are expected to submit an original research paper on a topic related to this course. (The instructor must approve the topic.) Doctoral students are expected to fulfill other course requirements, including the six stages of strategic plan development.

Students who have special needs that might affect their participation in this class should alert the instructor to them. He will try to make appropriate accommodations or direct students to IU resources that might be helpful to them. Information about the Writing Center is posted on OnCourse.

The Echo Class Capture system will be used in this course. It will record everything that goes through the computer console, including lectures, videos, and Power Points. (However, the microphone is uni-directional and will generally not pick up student comments and questions.) Recordings will be posted on OnCourse after each class and will be available to students throughout the semester.

Readings

In designing this course, the instructor has tried to balance the "how-to's" of communications with a conceptual framework that is appropriate for a course in a master's degree program. Students

will work through the stages of preparing a strategic communications plan. In addition, they will also examine a variety of topics in the study of public opinion. Through class lectures and discussions, these two tracks should intersect, but students should keep in mind that they will be looking at communications from ground-level and at altitude.

As students who have taken classes with me before know, my philosophy for reading lists is to put lots of material on them and expect the students to read as much as they can or those items that seem especially relevant to them. From time to time, I may also add items, as I find ones that I think are worth your attention. Students should feel free to ask my advice about particular readings, although you generally assume that when a book is assigned for a particular unit, it is the chief reading. Neither the topics covered in this course nor the assigned readings come close to exhausting the wealth of material relevant to an examination of communications and public opinion. Nor is there any single book one can read for an overview of the subject (or at least one within an acceptable price range), not least of all because on many issues, different writers have widely differing viewpoints.

The instructor's principal goal is to ensure that students get value from taking this course. Therefore, he not only welcomes, but also needs ongoing feedback, in addition to the normal SPEA evaluation, which will be administered at the end of the semester.

The instructor has tried to select readings that are manageable in quantity, reasonably accessible to busy students, and worth studying and discussing. Students who are interested in learning more about particular issues (including viewpoints that might be at odds with those presented in the class), or, in doing their assignments, find themselves addressing issues that are not covered in the syllabus, should not hesitate to contact the instructor for additional citations. The instructor also welcomes student visits during scheduled office hours or by appointment.

The following books should be available in the bookstore or other booksellers:

Daniel Boorstin, *The Image: A Guide to Pseudo-Events in America*

Tom Goldstein, *Journalism and Truth: Strange Bedfellows*, Northwestern

David Henderson, *Making News: A Straight-Shooting Guide to Media Relations*

Walter Lippmann, *Public Opinion*, BN Publishing (Free on Kindle, as well as available in other editions)

Seth Mnookin, *The Panic Virus: A True Story of Medicine, Science, and Fear*

Evgeny Morozov, *The Net Delusion: The Dark Side of Internet Freedom*, Public Affairs

Cass Sunstein, *On Rumors: How Falsehoods Spread, Why We Believe Them, What Can be Done.*

Ronald C. White, Jr., *Lincoln's Greatest Speech: The Second Inaugural*

Professor Sunstein's book is no longer in print, but copies seem to be available online and elsewhere. If you are unable to get one, please use this instead:

W. Joseph Campbell, *Getting It Wrong: Ten of the Greatest Misreported Stories in American Journalism*, University of California Press

These are also good resources for particular topics we will be covering:

Herbert Asher, *Polling and the Public: What Every Citizen Should Know*, 8th Edition

Kathy Bonk et. al., *Strategic Communications for Nonprofits: A Step-by-Step Guide*, 2nd Ed.

Fraser P. Seitel, *The Practice of Public Relations*, 11th Edition, Prentice-Hall

Since these books are fairly expensive, I will be giving you hand-outs from them. But you may wish to consider adding them to your professional library.

I will also be assigning a number of articles and studies that will be available electronically.

All students should be familiar with and comfortable using OnCourse and the library's electronic resources. The course will make extensive use of these tools. Students should also plan on reading at least one international, one national, and one state or local newspaper or magazine regularly. Although "pay-walls" are becoming increasingly common, you can usually obtain free access either directly from the publication or through the Indiana University digital library. The instructor will be glad to make recommendations.

Students are expected to have completed assigned readings before attending class, including for topics covering more than one session.

Syllabus

August 26, 28

Introduction: A Failure to Communicate?

Video (in class): American Experience, War of the Worlds,
October 29, 2013. (<http://video.pbs.org/video/2365108972/>)

Video: CBS Studio One, The Night America Trembled,
September 9, 1957.
(<https://www.youtube.com/watch?v=7jeW30vLwds>)

Radio Broadcast: Mercury Theater, The War of the Worlds,
October 30, 1938.
(<https://www.youtube.com/watch?v=Xs0K4ApWl4g>)

“Fright beyond Measure? The Myth of *The War of the Worlds*,”
W. Joseph Campbell, *Getting it Wrong*, pp. 26 – 44. Online on
OnCourse.

September 2, 4, 9, 11

What Does the Public Know and Why Does it Matter?

Walter Lippmann, *Public Opinion*

Plato, *The Republic*, Book VII. Online at
<http://classics.mit.edu/Plato/republic.8.vii.html>

Thomas E. Patterson, *Young People and the News*, Joan
Shorenstein Center on Press, Politics and Public Policy, John F.
Kennedy School of Government, Harvard University, 2007.
Online on OnCourse.

James Klurfeld and Howard Schneider, *News Literacy: Teaching
the Internet Generation to Make Reliable Information Choices*,
Center for Effective Public Management, The Brookings
Institution, Washington, D.C., June 2014. Online on OnCourse.

Paul C. Light, *How Americans View Charities: A Report*, The
Brookings Institute, 2008. Online on OnCourse.

The Pew Research Center, *The State of the News Media 2014:
An Annual Report on American Journalism*,
[http://www.journalism.org/packages/state-of-the-news-
media-2014/](http://www.journalism.org/packages/state-of-the-news-media-2014/) (Skim and be prepared to discuss at least one
finding that surprised you.)

“Where do Americans Get Their News,” *Media and Public
Opinion Post*, October 16, 2013.
[http://www.mpopost.com/where-do-americans-get-the-news-
2148](http://www.mpopost.com/where-do-americans-get-the-news-2148)

Nina J. Easton, *Rebelling Against the Rich: Lessons from the
Media’s Coverage of the 1% Divide*, Joan Shorenstein Center on
the Press, Politics, and Public Policy, Harvard University, Spring,
2012. [http://shorensteincenter.org/wp-
content/uploads/2012/09/D-75_easton1.pdf](http://shorensteincenter.org/wp-content/uploads/2012/09/D-75_easton1.pdf)

September 16, 18

Strategic Planning for Communications

David Henderson, *Making News*

Jennifer Auer, *Beyond the Jitters: When Foundations and the News Media Connect*, The Urban Institute.

http://www.urban.org/UploadedPDF/beyond_the_jitters.pdf

Corporation for National and Community Service, *Sharing Your National Service Story: A Guide to Working with the Media*, CNCS, 2005. Online on OnCourse.

Fraser P. Seitel, "Research," *The Practice of Public Relations*, pp. 146-66. Online on OnCourse.

Cathy Bonk, *Strategic Communications for Nonprofits*

(The instructor will be providing handouts from these two books.)

Objective Setting: Deadline, 9/16

September 23, 25, 30

Fact, Fiction and the News

Goldstein, *Journalism and Truth*

Marion Fremont-Smith and Andras Kosaras, "Wrongdoing by Officers and Directors of Charities: A Survey of Press Reports 1995-2002," *Hauser Center for Nonprofit Organizations Working Paper No. 20*, John F. Kennedy School of Government, 2003.

Online at:

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=451240#PaperDownload

Matthew Hale, et. al., "The Nonprofit Sector and the Press: Coverage of Philanthropy and Nonprofits in Nine Major Newspapers," Research Paper 22, The Center on Philanthropy & Public Policy, University of Southern California, February 2005. Online on OnCourse.

Edward Jay Epstein, "Did the Press Uncover Watergate," *Commentary*, July, 1974. Online on OnCourse.

James Fallows, "Why Americans Hate the Media," *The Atlantic*, February 1996. Online on OnCourse.

Asher, *Polling and the Public: What Every Citizen Should Know* (skim)

Matthew Gentzkow and Jesse Shapiro, "What Drives Media Slant? Evidence from U.S. Daily Newspapers," *Econometrica*, 78:1, January 2010, pp. 35-71. Online on OnCourse.

Tim Groseclose and Jeffrey Milyo, "A Social Science Perspective on Media Bias," *Critical Review*, 17:3-4, 2005. Online on OnCourse.

Tom Rosenstiel, "Political Polling and the New Media Culture: A Case of More Being Less," *Public Opinion Quarterly*, 69:5, 2005. Online on OnCourse.

Sheldon R. Gawiser and G. Evans Witt, "20 Questions a Journalist Should Ask about Poll Results," 3rd Ed., National Council on Public Polls, undated. Online on OnCourse.

Exercise: For many years, The American Enterprise Institute has supported a series of Studies in Public Opinion, which summarize and analyze a wide range of major public opinion polls on important policy and political issues (<http://www.aei.org/policy/politics-and-public-opinion/polls/>). I have placed some examples on OnCourse. Read one of the surveys it has done within the past four years on an issue of interest to you and be prepared to discuss what you think it tells you, or doesn't tell you, about public opinion on that issue.

Media Analysis Deadline: 9/30

October 2, 7

Truth and Untruth

Mnookin, *The Panic Virus*

Richard R. Lau and Ivy Brown Rovner, "Negative Campaigning," *Annual Review of Political Science*, 12, 2009. Online on OnCourse.

David G. Victor, *Why Do Smart People Disagree about Facts? Some Perspectives on Climate Denialism*, Laboratory on International Law and Regulation, School of International Relations and Pacific Studies, University of California, San Diego, January 2014. Online on OnCourse.

John C. Green, "The Dimensions of Disgust: Citizen Attitudes and Codes of Campaign Conduct," Institute for Global Ethics White Paper, undated. Online on OnCourse.

Robert J. Blendon, et. al., "Bridging the Gap between the Public's and the Economists's Views of the Economy," *Journal of Economic Perspectives*, 11 (1997), pp. 105-18. Online on OnCourse.

Regina G. Lawrence, "Framing Obesity: The Evolution of News Discourse on a Public Health Issue," *The Harvard International Journal of Press/Politics*, Summer 2004, pp. 56- 75. Online on OnCourse.

Paul J. Quirk, "The Trouble with Experts," *Critical Review: A Journal of Politics and Society*, 22:4, 449-65. Online on OnCourse. (This volume contains a number of articles that may be of interest. It is available electronically at the IU Library.)

"The 'Fantasy Panic': The News Media and the Crack-Baby Myth," in Campbell, *Getting It Wrong*, pp. 130 – 143. Online at OnCourse.

October 9, 14, 16

Choosing the Right Words

White, *Lincoln's Greatest Speech*

Frank Luntz, *Words that Work: It's Not What You Say, It's What People Hear*, 2006, chapters 1, 7-9. Online on OnCourse.

Beloit College, "The Mindset List for the Class of 2017,"
<http://www.beloit.edu/mindset/2017/>
The 2018 edition will be released on August 26.

George Orwell, "Politics and the English Language,"
www.mtholyoke.edu/acad/intrel/orwell46.htm

Aristotle, *Rhetoric*, Book I, Chapters 2 and 3,
<http://rhetoric.eserver.org/aristotle/>

George Lakoff, "Moral Politics," Helen Edison Lecture Series, University of California at San Diego, video,
<http://www.youtube.com/watch?v=5f9R9MtkpqM>

Frank Luntz, et. al., "Panel on Political Language" New York Public Library, July 17, 2012.
<https://www.youtube.com/watch?v=LZBhDUW9ITM>

Center for Plain Language, *2014 ClearMark Winners*, Arlington, VA. <http://centerforplainlanguage.org/clearmark/2014-clearmark-winners/>

Seitel, "Public Relations Writing," pp. 311 – 329. Online at OnCourse.

Handouts on writing press releases, op-eds.

Message Development: Deadline, 10/14

October 21, 23, 28

Making News

Daniel Boorstin, *The Image: A Guide to Pseudo-Events in America*,

Gretchen Krueger, "'For Jimmy and the Boys and Girls of America': Publicizing Childhood Cancers in Twentieth Century America," *Bulletin of the History of Medicine*, 81:1, 2007. Online at OnCourse.

IEG, "(Im)Proving Cause," 2011. Online on OnCourse.

"The Kids are All Right," Video critique of Jerry Lewis/MDA Telethon. Online on OnCourse.

Ray Kelly, "Without Jerry Lewis, MDA Telethon Failed to Collect Half of Pledges," *The Republican*. September 2, 2012. Online on OnCourse.

October 30
November 4, 6

The Picture Never Lies

Joshua Yaffa, "The Information Sage," *Washington Monthly*, June 2011, Online at http://www.washingtonmonthly.com/magazine/mayjune_2011/features/the_information_sage029137.php?page=all&print=true

Edward Tufte, "Power Point Does Rocket Science – and Better Techniques for Technical Reports," Presentation, September 6, 2005. Online on OnCourse.

David Greenberg, "Rewinding the Kennedy-Nixon Debates," *Slate*, September 24, 2010. Online on OnCourse.

For the 1st debate:

<http://www.youtube.com/watch?v=gbrcRKqLSRw>

"The Evidence: Debunking FEMA Camp Myths," *Popular Mechanics*, April 10, 2009. Online on <http://www.popularmechanics.com/technology/military/news/4312850>

Glenn Beck shows (2) on FEMA Camps (Beech Grove):
Online on OnCourse

Robert Hariman and John Louis Lucaites, "Migrant Mother: An Excerpt from *No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy*." Online on OnCourse.

Merrie Spaeth, Three Media Commentaries, Spaeth Communications. Online on OnCourse.

Media Development: Deadline, 10/30

November 11, 13, 18, 20

The Rumor Mill

Sunstein, *On Rumors* or remainder of Campbell, *Getting it Wrong*.

"The System was Blinking Red," from *The Final Report of the National Commission on Terrorist Attacks Upon the United States* (The 9/11 Commission), 2004. Online on OnCourse.

Select Senate Committee on Intelligence and White House Reports on Attempted Detroit Terrorist Attack. Online on OnCourse.

Herbert A. Simon, "Bounded Rationality and Organizational Learning," *Organizational Science*, 2:1, 1991. Online on OnCourse.

Karen O'Neill, et. al., "Miscommunications during Anthrax Attacks: How Events Reveal Organizational Failures," *Human Ecology Review*, 14:2, 2007. Online on OnCourse.

“Report of the Special Investigative Counsel Regarding the Actions of the Pennsylvania State University Related to the Child Sexual Abuse Committed by Gerald A. Sandusky,” Freeh, Sporkin, & Sullivan, LLP, July 12, 2012. Online on OnCourse.

“Where’d the Money Go? Shady Dealings, unaccountability rife among 9/11 charities,” Associated Press, August 25, 2011.

Online at:

http://www.msnbc.msn.com/id/44271766/ns/us_news-9_11_ten_years_later/#.Tla8gUcvOSo

Paula diPerna, *Media, Charity and Philanthropy in the Aftermath of September 11, 2001*, A Century Foundation Report, The Century Foundation, 2003. Online on OnCourse.

“Hurricane Katrina and the Myth of Superlative Reporting,” in Campbell, *Getting It Wrong*, pp. 163-184, Online on OnCourse.

Fraser P. Seitel, “Crisis Management,” pp. 348 – 364. Online at OnCourse.

Roy Baumeister, et. al., “Bad is Stronger than Good,” *Review of General Psychology*, 2001, 5:4, pp. 323-370. Online on OnCourse.

Stories and reports on the Greg Mortenson Affair (Central Asia Institute): Online on OnCourse.

The Museum of Hoaxes. <http://www.museumofhoaxes.com/>

Message Presentation: Deadline, 11/11

Crisis Response: After 11/13

December 2, 4

Class Presentations

December 9, 11

The New Media and the Future of Public Opinion

Evgeny Morozov, *The Net Delusion: The Dark Side of Internet Freedom*

Malcolm Gladwell, “Small Change: Why the Revolution will not be Tweeted,” *The New Yorker*, October 4, 2010. Online on OnCourse.

Maeve Duncan and Aaron Smith, *Social Media Update 2013*, Pew Research Center, December 30, 2013.
http://www.pewinternet.org/~media//Files/Reports/2013/Social%20Networking%202013_PDF.pdf

Lucy Bernholz, et. al., "The Emergence of Digital Civil Society," Project on Philanthropy, Policy and Technology, Center on Philanthropy and Civil Society, Stanford University, September, 2013. Online on OnCourse.

Kristin DeMint and Tammy Sproule, *The Essential Guide to Social Media for Nonprofits*, John A. Wiley and Sons, 2014. Online on OnCourse.

Brenda Henry-Sanchez and Anna Koob, *Growth in Foundation Support for Media in the United States*, Foundation Center, New York, November 2013. Online on OnCourse.

David Westphal, *Philanthropic Foundations: Growing Funders of the News*.
<http://communicationleadershipblog.uscannenberg.org/Westphal-Philanthropic-Support-for-News-report.pdf>

Lester M. Salamon, et. al., "What Do Nonprofits Stand For?" Listening Post Communique No. 22, Johns Hopkins University Center for Civil Society Studies, December 2012. Online on OnCourse.

C.W. Anderson, Emily Bell, and Clay Shirky, *Post-Industrial Journalism: Adapting to the Present*, Tow Center for Digital Journalism, Columbia School of Journalism,

Judy Bachrach, "WikiHistory: Did the Leaks Inspire the Arab Spring?" *World Affairs*, July/August 2011. Online on OnCourse.

Strategic Plans Due

December 18

Final Exam Due