

UNIVERSITY OF FLORIDA
College of Journalism and Communications
PUR 6608: International Public Relations
Spring 2016

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**This syllabus is subject to change, as the professor deems appropriate and necessary.*

INSTRUCTOR: Ophir Lehavy, MA, MAT

EMAIL: olehavy@jou.ufl.edu

OFFICE HOURS: Mondays from 11:30 am to 1:30 pm virtually or by phone appointment. Please email me in advance to coordinate. If you are unable to meet during this time, please email me at the address above, and we can make alternative arrangements.

COURSE WEBSITE: Located in Canvas via: <http://lss.at.ufl.edu>.

COURSE COMMUNICATION:

For questions related to course concepts, assignments, policies, and procedures, please use the General Discussion forum on the course site. For communications of a personal nature (e.g., course performance, medical emergencies), please email me directly at the university account listed above and include "PUR6608" in the subject line.

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COURSE DESCRIPTION:

International public relations is practiced by all types of private, public, not-for-profit, activist, and non-governmental organizations and institutions that progressively engage in building and maintaining relationships with stakeholders in many locations worldwide. This online graduate course includes content and discussions on global issues affecting the public relations profession, the professional, the specialized practices, and the engagement of stakeholders, simultaneously at home, host, and transnational levels. For instance, the course includes an evaluation of the various factors that determine the profession's evolution and practice in different countries. Also, this course aims to introduce and analyze the main concerns affecting the management of the public relations function, such as transnational crises; coordination and control mechanisms (i.e., integration and localization balance); professionalism levels; trends; and the practitioners' social roles, responsibilities, and competences. Despite the emphasis on the global, the readings and debates of this course clearly address the subjects of diversity and multiculturalism, which are also relevant for the practice and study of public relations in complex national and regional environments.

OVERALL OBJECTIVE:

To facilitate students in learning and applying the theoretical and practical concepts and strategies of international public relations in transnational organizations, including the agency, nonprofit, governmental, multilateral, and activist sectors.

METHOD OF INSTRUCTION:

The online course includes 12 modules. The content will be delivered through Video lectures, PowerPoint presentations, and assigned readings, and you will be assessed through your performance in quizzes, discussion room participation, and a course project. Your participation is essential and required. The quality of your participation in online discussions, projects, presentations and assignments will affect your grade; therefore, active engagement is crucial. Not all of the materials that you read will be included in video presentations or topical outlines. Please consult with the professor or post in the General Discussion forum if you have any questions or need clarification on the material.

REQUIRED READINGS:

Sets of required readings are available on Canvas. Please see the course schedule for the complete list of readings. There may be additional readings in the form of handouts or Canvas postings at various times during the term.

ONLINE COURSE ADMINISTRATION:

Canvas will be used to administer the course communication, materials (i.e., PowerPoint files, video lectures, discussions, readings, assignment guidelines, quizzes) and grades.

COURSE STRUCTURE:

Weekly - Video Lectures, PowerPoint Presentations, and Readings:

You will be expected to review, learn and study the information presented in each week's video lecture, PowerPoint presentation and complementary readings.

Weekly - Group Discussions:

Discussions are opportunities for you to explore the subject matter in conversation with other students in the class. One of the purposes of class discussion is to reveal multiple perspectives on and understandings of course topics.

You are expected to be civil to all participants during these discussions. Differences of opinion are not only expected but healthy, and critiques of others' statements and reasoning may occur and are encouraged. You may approach me privately if you are not sure how to disagree with a fellow classmate in a respectful manner.

- In your posts, you will be asked to explain, compare/contrast, evaluate, and synthesize information that is relevant to the materials covered in the weeks that the discussion post addresses.
- Unless otherwise noted by the instructor, initial topic discussion posts are due by **Tuesdays at 11:59 p.m.** and at least two (2) follow-up posts are due by **Friday by 11:59 p.m.** An introductory post is due on **Friday, January 8 at 11:59 PM**. The module discussions will begin on **January 12**. (see due dates file or Module Outline)
- A scoring rubric can be found in Canvas. Postings must be on topic and relevant to the course material.
 - *Initial post:* Based on timeliness of submission, answering all questions and their parts, the quality of the insights offered, clear and appropriate use of relevant course concepts/terms (denoted in bold text), and adherence to the specified word count (see forum for details).
 - *Follow up posts:* Based on replying to a minimum of two (2) peers' initial posts within

72 hours of the initial post's deadline, quality of insights offered (not just simply "I like your post" comments), and following up on questions asked of you by others in their follow-ups.

Quizzes:

The four (4) quizzes of the course are designed to test your knowledge of the main ideas covered in each of the modules, including readings, handouts, and online discussions as specified in the syllabus. The quizzes will be multiple-choice and non-cumulative. Study guides will be provided for each quiz. Grades will be posted on Canvas.

Four-Part Course Project:

You are expected to conduct three mini-projects that will culminate in a final presentation. A brief introduction of the projects follows. You will receive more details on each project as the course progresses on Canvas under the Assignments section. You will be required to receive approval for your country/organization/MNC of choice two weeks before the assignment due date. (see due dates file)

1. Introductory global case study:

The first project includes selection and analysis of a country/region and an MNC (multi-national cooperation) or organization operating in that country/region. You will analyze and report the political, social, economic, cultural and legal aspects of the specific country and how that shapes the practice of public relations. Be sure to use readings from the course when analyzing the country and organization/MNC of choice. The length of the paper should be 1,500 words, double-spaced, 12-point *Arial* or *Times New Roman* font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago or APA formats.

2. Case study - crisis management (transnational corporation in your home country):

Identify a crisis faced by a foreign transnational corporation in your home country. Use news reports, social media, and corporate information such as website or news releases to briefly describe the crisis and its consequences. Analyze corporate responses using the theory of transnational crisis or cross-national conflict shifting. Make sure to include readings from the course and other supporting material to develop your argument. The length of the paper should be 1,500 words, double-spaced, 12-point *Arial* or *Times New Roman* font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago or APA formats.

3. Government website analysis:

Select a government-sponsored website of your home country or any country in the world oriented to audiences or publics in other parts of the world. Identify and analyze the target audiences and strategies used using the readings on public diplomacy as theoretical framework. Make sure to understand and explain important stakeholders from a public relations perspective and how the website targets those selected audiences. The length of the paper should be 1,500 words, double-spaced, 12-point *Arial* or *Times New Roman* font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago or APA formats.

4. PowerPoint presentation with talking points:

Using the three preceding mini-projects to create a PowerPoint presentation with talking points. The Presentation may fall into one of the following three categories: 1. Case study (informational); 2. Recommendations on how to improve public relations strategy; 3. Compare and Contrast approaches to public relations strategies if presenting more than one country. The third option may

also include recommendations. Make sure to include readings from the course and other supporting material to develop your argument. Create a video of your presentation and upload.

5. Proposal guidelines for each project above

Two weeks prior to each project's due date, you will be required to submit the following information via Canvas for approval. The purpose is to approach each project methodically; with purpose, quality and timeliness; and from a position of inquiry.

- a. **WHO:** Who is the organization/MNC that you will focus on? – (two options in order of preference)
- b. **WHAT:** What do you hope to learn? What is your goal?
- c. **WHERE:** Which country/location have you chosen? - (two options in order of preference)
- d. **WHEN:** What time period does the subject cover?
- e. **WHY:** Why did you choose this subject matter?
- f. **HOW:** How will you research the information? What sources will you explore?

COURSE EVALUATION:

The evaluation of coursework will be based on the student's performance in three areas, each of which constitutes a proportion of the final grade. The area and grade allocations for each component of the course's evaluation are as follows:

Percentage Allocation

- | | |
|---------------------|-----------------------------|
| • Four quizzes | 20% (10% each) |
| • Discussion forums | 40% |
| • Course Project | 40% (10% each mini-project) |

TOTAL

100%

Grading Scale:

| | |
|----|--------------|
| A | 100% to 93% |
| A- | < 92% to 90% |
| B+ | < 90% to 87% |
| B | < 87% to 83% |
| B- | < 82% to 80% |
| C+ | < 80% to 77% |
| C | < 77% to 73% |
| C- | < 72% to 70% |
| D+ | < 70% to 67% |
| D | < 67% to 63% |

| | |
|----|--------------|
| D- | < 62% to 60% |
| E | < 59% to 0% |

Grades for this graduate course will be based on the total points earned over the term. The following link explains UF policy on grading: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

RUBRICS:

You will find grading rubrics at the end of this syllabus. Rubrics communicate expectations for assignments, provide you with focused feedback, and are used to grade final products.

ASSIGNMENTS:

See online class schedule for topics and due dates

CLASS EXPECTATIONS:

You should anticipate spending 5 to 6 hours per week on the module assignments, which include: video lectures and readings (2 to 3 hours), discussion posts (1 hour total), quiz / mini-project (1 to 2 hours). Be sure to check the announcements regularly to read/hear messages from your instructor.

Course Assignments

All class assignments submitted for grading should be typed and submitted via Canvas. For mini-projects, submit using a standard 8-1/2 x 11 format, double-spaced, and *Arial* or *Times New Roman* font. **All assignments will be submitted electronically, via the online course site.** You will find detailed descriptions and other specific expectations of course assignments in Canvas. You can find an outline of each module's assignments on the **Home** page of the course on Canvas. Details for each assignment can be found on the **Assignments** tab in the navigation bar.

Course Communication

You are expected to show respect for the instructor and one another irrespective of the language ability, cultural beliefs, age, nationality, sexual orientation, etc. You should give others equal opportunity to formulate and express opinions, experiences, and ideas. *All* students should be supportive of a cooperative learning environment.

Course Preparation

You are responsible for reading the assigned material **before** the class discussion on that topic. You should be prepared to answer questions related to the material AND ask questions about issues of interest or ask for clarification of concepts introduced during each module.

COURSE POLICIES:

Attendance Policy

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day to check for course updates in the announcements and discussion sections of the site.

Late Work and Make-up Policy

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for pre-approved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Within 24 hours 20% deducted
- Within 48 hours 40% deducted
- Within 72 hours 60% deducted
- More than 72 hours late Not accepted

The modules start the Monday of each week.

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>

DEADLINES:

This class, like others, involves many deadlines. The new module week starts on Mondays:

- | | |
|--------------------------------|--|
| ○ Video Lectures and Readings | 11:59 PM EST Tuesdays |
| ○ Group Discussions | 11:59 PM EST Tuesdays - initial post 11:59 PM EST Fridays – subsequent posts and comments |
| ○ Quizzes, Proposals, Projects | 11:59 PM EST Thursdays by due dates |
| ○ Final Presentation | 11:59 PM EST Tuesday, March 28 |

COURSE SCHEDULE:

Module 1 –Overview of international public relations

Jan 5 – Jan 10, 2016

Due: Initial Discussion Post

Objective: *To introduce students to the public relations industry globally and provide an overview of the major trends and challenges this field of study and practice faces in ever-changing environments.*

Molleda, J.C. (2009, March). Global public relations. Institute for Public Relations. Available at <http://www.instituteforpr.org/topics/global-public-relations/>

Sharpe, M.L., & Pritchard, B.J. (2004). The historical empowerment of public opinion and its relationship to the emergence of public relations as a profession. In D.J. Tilson & E.C. Alozie (Eds.), *Toward the common good; perspectives in international public relations* (pp. 14-36). Boston, MA: Allyn and Bacon.

Wakefield, R.I. (2008). Theory of international public relations, the Internet, and activism: A personal reflection. *Journal of Public Relations Research*, 20, 138-157.

Module 2- Contextualized research & practice

Jan 11 – Jan 17, 2016

Due: Quiz 1, Initial Discussion Post, Follow-up Discussion Posts

Objective: *To explain the contextual aspects that determine specific public relations practices in different nations, including media relations, government relations, and community relations.*

Holtbrügge, D., Ber, N., & Puck, J.F. (2007). To bribe or to convince? Political stakeholders and political activities in German multinational corporations. *International Business Review*, 16, 4767.

Sriramesh, K., & Verčič, D. (2009). A theoretical framework for global public relations research and practice. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook: Theory, research, and practice* (2nd ed.) (pp. 3-21). New York, NY: Routledge.

Molleda, J.C., & Moreno, A. (2008). Balancing public relations with socioeconomic and political environments in transition: Comparative, contextualized research of Colombia, México and Venezuela. *Journalism and Mass Communication Monographs*, 10(2), 116-174.

Module 3 – Circuit of culture and other theoretical perspectives

Jan 18 – Jan 24, 2016

Due: Project 1 Proposal, Initial Discussion Post, Follow-up Discussion Posts

Objective: *To discuss and help students analyze the theoretical perspective of the circuit of culture and other relevant theories for international public relations research and practice, such as the African perspective.*

Gaither, T.K., & Curtin, P.A. (2008). Examining the heuristic value of models of international public relations practice: A case study of the Arla Foods crisis. *Journal of Public Relations Research*, 20, 115-137.

Holmström, S., Falkheimer, J., & Nielsen, A.G. (2010). Legitimacy and strategic communication in globalization: The cartoon crisis and other legitimacy conflicts. *International Journal of Strategic Communication*, 4(1), 1-18.

Rensburg, R. (2007). Communications management in the Africa context: Implications for theory, research, and practice. *International Journal of Strategic Communication*, 1(1), 37-51.

Module 4 – The European Union perspective

Jan 25 – Jan 31, 2016

Due: Quiz 2, Initial Discussion Post, Follow-Up Discussion Posts

Objective: To articulate and identify the unique characteristics of the European perspective on public relations education, research, and practice.

Fawkes, J., & Moloney, K. (2008). Does the European Union (EU) need a propaganda watchdog like the US Institute of Propaganda Analysis to strengthen its democratic civil society and free markets? *Public Relations Review*, 34, 207-214.

Ławniczak, R. (2007). Public relations role in a global competition “to sell” alternative political and socio-economic models of market economy. *Public Relations Review*, 33, 377-386.

Verhoeven, P., Zerfass, A., & Tench, R. (2011). Strategic orientation of communication professionals in Europe. *International Journal of Strategic Communication*, 5(2), 95-117.

Module 5 – Transnational crisis or cross-national conflict shifting and global coordination

Feb 1 – Feb 7, 2016

Due: Project 1, Initial Discussion Post, Follow-up Discussion Posts

Objective: To define and acquaint students with crises or challenging situations that transnational organizations face in more than one world location, which demands both strategic and practical expertise.

Lindholm, K., & Olsson, E.K. (2011). Crisis communication as a multilevel game: The Muhammad cartoons from a crisis diplomacy perspective. *International Journal of Press/Politics*, 16(2), 254-271.

Molleda, J.C. (2010). Cross-national conflict shifting: A transnational crisis perspective in global public relations. In R. Heath (Ed.), *Handbook of public relations* (2nd ed.) (pp. 679-690). Thousand Oaks, CA: Sage Publications.

Molleda, J.C. (2011). Advancing the theory of cross-national conflict shifting: A case discussion and quantitative content analysis of a transnational crisis' newswire coverage. *International Journal of Strategic Communication*, 5(1), 49-70.

Module 6 –Coordination and control to manage a global function

Feb 8 – Feb 14, 2016

Due: Project 2 Proposal, Initial Discussion Post, Follow-up Discussion Posts

Objective: To address and interpret the major issues facing transnational organizations and global agencies in managing the public relations function between headquarters and

subsidiaries and among subsidiaries, including coordination and control mechanisms.

Case study: *Champions Drink Responsibly* of Bacardi Limited

Lim, S.L. (2010). Global integration or local responsiveness? Multinational corporation's public relations strategies and cases. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 299-318). New York, NY: Routledge.

Molleda, J.C., & Laskin, A. (2010). Coordination and control of global public relations to manage cross-national conflict shifts: A multidisciplinary perspective for research and practice. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 319-344). New York, NY: Routledge.

Newbury, W., & Neveda Yakova. (2006). Standardization preferences: A function of national culture, work interdependence and local embeddedness. *Journal of International Business Studies*, 37, 44-60.

Module 7 – Influence of international public relations on foreign nations' perceptions **Feb 15 – Feb 21, 2016**

Due: Quiz 3, Initial Discussion Post, Follow-up Discussion Posts

Objective: *To help students understand the influence of international public relations on foreign nations' identities and reputations.*

Kiousis, S., & Wu, X. (2008). International agenda-building and agenda-setting: Exploring the influence of public relations counsel on US news media and public perceptions of foreign nations. *The International Communication Gazette*, 70(1), 58-75.

Lee, S. (2007). International public relations as a predictor of prominence of US news coverage. *Public Relations Review*, 33, 158-165.

Yang, S.U., Shin, H., Le, J.H., & Wrigley, B. (2008). Country reputation in multidimensions: Predictors, effects, and communication channels. *Journal of Public Relations Research*, 20(4), 421-440.

Zhang, J. (2005). World system and its agents: Analysis of the registrants of Foreign Agent Registration Act (FARA). *Public Relations Review*, 31, 47-54.

Module 8 – Public diplomacy, corporate foreign policy, and image of nations **Feb 22 – Feb 28, 2016**

Due: Project 2, Initial Discussion Post, Follow-up discussion post

Objective: *To study and identify the similarities and unique attributes of public relations, public diplomacy, and corporate foreign policy as significant global trends.*

Gilboa, E. (2008). Searching for a theory of public diplomacy. *The ANNALS of the American Academy of Political and Social Science*, 616, 55-77.

Molleda, J.C. (2011). Global political public relations, public diplomacy, and corporate foreign policy. In S. Kioussis, & J. Strömbäck (Eds.), *Political public relations: Principles and applications* (pp. 274-292). New York, NY: Routledge.

Signitzer, B., & Wamser, C. (2006). Public diplomacy: a specific governmental public relations function. In C.H. Botan and H. Vincent (Eds.), *Public Relations Theory II* (pp. 435-464). Mahwah, NJ: Lawrence Erlbaum Associates.

Module 9 – Global corporate social responsibility and sustainability

Feb 29 – March 6, 2016

Due: Project 3 Proposal, Initial Discussion Post, Follow-up Discussion Posts

Objective: *To define and analyze the concepts of corporate social responsibility, business ethics, and sustainable development as their significance in the practice of international public relations.*

Husted, B., & Allen, D.B. (2006). Corporate social responsibility in the multinational enterprise: Strategic and institutional approaches. *Journal of International Business Studies*, 37, 838-849.

Scherer, A.G., & Palazzo, G. (2007). Toward a political conception of corporate responsibility: Business and society seen from a Habermasian perspective. *Academy of Management Review*, 32(4), 1096-1120.

Signitzer, B., & Prexl, A. (2008). Corporate sustainability communications: Aspects of theory and professionalization. *Journal of Public Relations Research*, 20, 1-19.

Waldam, D.A., de Luque, M.S., Washburn, N., & House, R.J. (2006). Cultural and leadership predictors of corporate social responsibility values of top management: A globe study of 15 countries. *Journal of International Business Studies*, 37, 823-837.

Module 10 – Preparation for international assignments and cross-cultural competence

March 7 – March 13, 2016

Due: Quiz 4, Project 4 Proposal (Final Presentation), Initial Discussion Post, Follow-up Discussion Posts

Objective: *To encourage students to learn and apply the preparation and training required for international assignments and to develop the most-needed cross-cultural competencies required for international assignments in all types of national and regional contexts.*

Freitag, A.R. (2002). Ascending cultural competence potential: An assessment and profile

of U.S. public relations parishioners' preparation for international assignments. *Journal of Public Relations Research*, 14(3), 207-227.

Harris, P.R., Moran, R.T., & Moran, S.V. (2004). *Managing cultural differences; global leadership strategies for the 21st century (6th ed.)*. Burlington, MA: Elsevier. Chapter 6: Managing transitions and relocations

Walter, J.B., & Bunz, U. (2005). The rules and performance in computer-mediated communication. *Journal of Communication*, 55(4), 828-846.

Johnson, J.P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 37, 525-543.

Ni, L. (2009). Strategic role of relationship building: Perceived links between employee-organization relationships and Globalization Strategies. *Journal of Public Relations Research*, 21(1), 100-120.

Shapiro, J.M., Ozanne, J.L., & Saatcioglu, B. (2008). An interpretative examination of the development of cultural sensitivity in international business. *Journal of International Business Studies*, 39, 71-87.

Module 11 – International government relations

March 14 – March 20, 2016

Due: Project 3, Initial Discussion Post, Follow-up Discussion Posts

Objective: *To teach students the diverse communication strategies and role of the public relations professionals in identifying the main components in planning government relations efforts.*

Chen, Y.R. (2004). Effective public affairs in China: MNC-government bargaining power and corporate strategies for influencing foreign business policy formulation. *Journal of Communication Management*, 8(4), 395-413.

Hillman, A.J., & Wan, W.P. (2005). The determinants of MNE subsidiaries' political strategies: Evidence of institutional duality. *Journal of International Business Studies*, 36, 322-340.

Steiner, G.A., & Steiner, F.F. (2003). *Business, government, and society; a managerial perspective text and cases (10th ed.)*. New York: McGraw-Hill Irwin.
Chapter 12: Multinational corporations and government relationships

Module 12 – The construct authenticity and “glocal” campaigns

March 21 – March 27, 2016

Due: Initial Discussion Post, Follow-up Discussion Posts

Objective: To explain the construct of perceived authenticity and further apply its various dimensions to the communication strategies and tactics of transnational organizations.

Camilleri, C.S. (2008). True blue: Authenticity and Yalumba's journey of discovery. *Australian Journal of Communication*, 35(3), 41-67.

Molleda, J.C. (2010). Authenticity and the construct's dimensions in public relations and communication research. *Journal of Communication Management*, 14(3), 223-236.

Molleda, J.C., & Roberts, M. (2010). Colombia's Juan Valdez campaign: Brand revitalization through "authenticity" and "glocal" strategic communications. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 380-400). New York, NY: Routledge.

Molleda, J.C., & Jain, R. (2013). Testing a perceived authenticity index with triangulation research: the case of Xcaret in Mexico. *International Journal of Strategic Communication*, 7, 1-20.

FINAL

March 28, 2016

Due: Project 4 Final Presentation

Recommended online resources:

- Molleda, J.C. (2009, March). Global public relations. Institute for Public Relations' Essential Knowledge Project. Available at www.instituteforpr.org
- Global Alliance for Public Relations and Communication Management www.globalalliancepr.org
- Public Relations Society of America www.prsa.org
- Institute for Public Relations www.instituteforpr.com
- Chartered Institute of Public Relations (United Kingdom) www.cipr.co.uk/
- International Public Relations Association www.ipra.org
- Canadian Public Relations Society www.cprs.ca
- UF Business Library: International Business Center businesslibrary.uflib.ufl.edu/internationalbusiness
- World Citizens Guide www.worldcitizensguide.org

Recommended books for further consultation:

- Culbertson, H.M., & Chen, N. (Ed.). (1996). *International public relations; a comparative analysis*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Curtin, P.A., & Gaither, T.K. (2007). *International public relations: Negotiating culture, identity, and power*. Thousand Oaks, CA: Sage Publications.
- Freitag, A.R., & Stokes, A.Q. (2009). *Global public relations: Spanning borders, spanning cultures*. New York, NY: Routledge.
- Kunczik, M. (1997). *Images of nations and international public relations*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ławniczak, R. (Ed.). (2005). *Introducing market economy institutions and instruments:*

The role of public relations in transition economies. Poznań, Poland: Piar.p Publications.

- Ławniczak, R. (Ed.). (2001). *Public relations contribution to transition in Central and Eastern Europe: Research and practice.* Poznań, Poland: Biuro Usługowo-Handlowe.
- Morley, M. (2002). *How to manage your global reputation: A guide to the dynamics of international public relations.* Washington Square, NY: New York University Press.
- Moss, D., & DeSanto, B. (Eds.). (2002). *Public relations cases: International perspectives.* New York: Routledge/Taylor & Francis Group.
- Newsom, D. (2007). *Building the gaps in global communication.* Malden, MA: Blackwell Publishing.
- Parkinson, M.G., & Ekachai, D. (Eds.). (2006). *International and intercultural public relations: A campaign case approach* (pp. 306-319). Boston, MA: Pearson Education/Allyn & Bacon.
- Sriramesh, K. (2004). *Public relations in Asia: An anthology.* Singapore: Thomson Learning Asia.
- Sriramesh, K., & Verčič, D. (Eds.). (2009). *The global public relations handbook: Theory, research, and practice (2nd ed.).* New York, NY: Routledge.
- Tilson, D.J., & Alozie, E.C. (2004). *Toward the common good: Perspectives in international public relations.* Boston, MA: Allyn and Bacon. van Ruler, B., & Verčič, D. (2004). *Public relations and communication management in Europe: A nation-by-nation introduction to public relations theory and practice.* Berlin, Germany: Mouton de Gruyter.

Grading rubrics continue on next two pages.

Rubric - Discussion Groups

100 points

| | 100-90 Excellent | 89-80 Good | 79-70 Unsatisfactory |
|-------------------------------------|--|--|--|
| Topic – 10% | Competently describes and contextualizes module's subject matter. | Posts initial discussion topic and responds to 2 unique discussion topics that are relevant to the module's subject matter | Connection to subject is unclear or fails to contextualize it. |
| Writing – 10% | Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible post. | Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding. | Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding. |
| Sourcing – 20% | Refers comprehensively to course learnings – including video lectures and complementary readings. Sources are cited appropriately. | Refers to course learnings – videos and/or readings. Sources are cited appropriately., | Little reference is made to course learnings and there is no evidence of materials. |
| Relevance – 20% | Thoroughly cites own experiences or real life incidents to highlight learnings. | Cites some relevant experiences or real life incidents to give additional context. | Material is presented without real world relevance. |
| Shareable Initial Post – 20% | Post is compelling, focused, and creative. The post prompts thoughtful and considerable discussion. | The student's point of view is clear. Posts led to some sharing. There are an adequate number of responses. | Limited potential for content to spur discussion based on lack of understanding or a lack of creative content. Lack of adherence to due dates. |
| Shareable Follow-up Responses - 20% | Compelling, focused and persuasive views are offered. Further discussion is prompted. | The student's point of view is clear. | Point is unclear, either through misunderstanding or lack of focus. Lack of adherence to due dates. |

Rubric – Course Projects

100 points each project

| | 100-90 Excellent | 89-80 Good | 79-70 Unsatisfactory |
|-----------------|--|---|--|
| Topic – 10% | In addition to following guidelines for proposal and project, competently describes and contextualizes project's subject matter. | Follows guidelines for proposal and project. Main idea is clear. | Connection to subject is unclear or fails to contextualize it. |
| Writing – 10% | Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible project. | Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding. | Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding. |
| Sourcing – 20% | Refers comprehensively to course learnings – including video lectures and complementary readings. Sources are cited appropriately. Additional quality sources are used properly. | Refers to course learnings – videos and/or readings. Sources are cited appropriately. Adequate additional sources are used. | Little reference is made to course learnings and there is no evidence of materials. |
| Relevance – 20% | Thoroughly cites relevance of case studies and course learnings to project's goal. | Cites some relevance of course materials to give additional context and assert the project's goal. | Material is presented without real world relevance or relevance to project's goal. |
| Insight – 20% | Project is compelling, focused, and creative. The project prompts higher-order and critical thinking. | Demonstrates clear understanding and adequate critical thinking. | Limited evidence of critical thinking, understanding or a lack of creative content. |