SYLLABUS – PUR 4932 Corporate Social Advocacy (3 credits) – Fall 2020

Web-Based (Mixed synchronous and asynchronous)
Time: Wednesday | Period 8 - 10 (3:00 PM - 6:00 PM)

Instructor:	Eve R. Heffron, M.A. (@eveheffron)
Email:	Canvas mail
	Or if unrelated to course (eheffron@ufl.edu)
Office Hours:	Tuesdays 9 a.m. − 12 p.m. and by appointment (online or by phone)

* This syllabus is subject to change as appropriate and necessary.

<u>**COURSE DESCRIPTION:**</u>
In the age of consumer activism, we are seeing a growing shift in societal expectations from government to business. What do Americans think about corporate America taking stances and actions toward hot-button social issues? Within a public relations context, this course will discuss how companies and CEOs are engaging in controversial social-political issues – corporate social advocacy (CSA) – in American society. How does CSA and CEO activism impact outcomes such as corporate reputation, customer purchase behavior and attitudes, perceived core values, organizational culture, and organization-public relationships?

For those planning public relations careers or a research interest in public relations and CSA, this course will discuss how companies are changing the game in this hyper-partisan and polarized world. Students will learn emerging insights about CSA and CEO activism, the risks and rewards of companies remaining neutral or staying silent on sociopolitical issues, how companies taking stances on divisive issues may impact reputation, and how CEOs speaking out on sociopolitical issues may impact the company will be explored.

COURSE FORMAT

The classroom is intended to be an interactive learning environment where sharing of opinions and ideas is encouraged. You must keep up with the reading assignments to fully understand issues and intelligently contribute to classroom discussion. It is in your best interest to fully engage yourself because what you learn will help you make important decisions in the future.

This web-based course meets entirely online, meaning students are responsible for managing their time and attention to course materials. Each week, we will meet via Zoom (Zoom links found in Canvas) at the designated class time to discuss the assigned content/materials and engage in activities and assignments.

COURSE OBJECTIVES & LEARNING OUTCOMES

By the end of this course, students will be able to:

- Understand and describe the role of companies in controversial sociopolitical issues to drive societal-level change.
- Think critically, creatively, and independently.
- Establish a professional network of experts who are leading and defining the field.
- Critique and improve corporate social advocacy communication and CEO messages.
- Develop the skills necessary to identify and communicate with various stakeholders, publics, and audiences.
- Understand and apply a framework for determining how and when to take stances on controversial sociopolitical issues.

COLLEGE OF JOURNALISM AND COMMUNICATIONS OBJECTIVES

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

INCLUSION:
I deeply value a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors and celebrates your identities (including race, gender, class, sexuality, religion, ability, etc.) Please share any ways I can help enable a more inclusive virtual classroom experience for you.

TEXTS AND RESOURCES REQUIRED:
No textbook is required for this class. All reading materials will be posted in canvas or accessible online.

Technology requirements: A reliable computer with webcam and internet access.

Online Course Privacy Related Issues
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE EVALUATION
The evaluation of coursework will be based on the student's performance in four major areas, each of which constitutes a proportion of the final grade. These include weekly attendance and active participation in both individual and group activities, quizzes/assignments, one individual analysis of a case presentation, and one group experiential learning project. The area and allocations for each are as follows:

Assignments = 25%
Midterm Exam = 25%
Group Project = 25%
Final Case Study = 25%

Education is not a passive activity. Just as in the professional world, showing-up is essential to success. Being present allows you to consider and understand the topics we will cover, practically ensuring a higher grade in the course than if your attendance is sporadic. Especially in a synchronous Zoom class, attendance and engagement are even more crucial. Material presented during lectures that is not a part of the text may appear on the exams. Students are expected to keep up with the work in this course and contribute meaningfully to any group assignments. Adequate class participation includes all of the following:

- Students coming prepared to class discussions (this includes completing assigned readings).
- Students asking meaningful questions.
- Students answering questions thoughtfully.
- Students responding thoughtfully to other students' questions and comments.
- Students initiating relevant discussions.
- Active participation and engagement in all facets of the course.

Assignments and Active Participation (25%):
Throughout this course, we will do a variety of activities during class and for homework. Although I am not grading attendance, active participation is mandatory. Students will be expected to participate in various interactive exercises and to be fully engaged – with live video activated – at all times unless cleared in advance with the professor. This will not only count toward your grade, but also help give you experience working in teams on assignments as is typical in the profession. In-class activities must be turned in prior to the end of the class session to be eligible for full class credit. If you are out, you are responsible to get the assignment and you have until the next class to submit it for a maximum of ½ credit. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Midterm Exam (25%):
There is an open-notes midterm exam scheduled in this course. The midterm exam assesses students' knowledge of the first half of the course content, Exams are a combination of multiple-choice and short essay questions with 90 minutes to complete once opened. Exams will be open for two days. Details will be distributed separately.

CSA Group Project (25%):
Over the course of the semester you will work in teams to keep the class informed about an industry and related corporate social advocacy efforts. Each class meeting, we will begin by discussing the industries and specific companies that are engaging in controversial sociopolitical issues. Your update can be anything about your industry that will keep the class informed about current events and/or trends/issues related to corporate social advocacy. This is graded based on the frequency of your updates and on the degree to which you present well-reasoned information about your industry in corporate social advocacy. Details will be distributed separately.

Final Case Study (25%):
One of the best ways to learn about corporate social advocacy is by studying what other organizations have done. This assignment requires you to read and critically analyze a company engaging in CSA by creating a case study. For the final assessment, students will identify an organization who has engaged in a controversial social-political issue and analyze and critique its stance and actions using the skills developed in class. Details will be distributed separately.

Grading for the course follows current UF grading policies for assigning grade points (see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

The grading scale for the course is as follows:

A 92-100%	C 72-77%
A- 90-91%	C- 70-71%
B+ 88-89%	D+ 68-69%
B 82-87%	D 62-67%
B- 80-81%	D- 60-61%
C+ 78-79%	E below 60%

Letter grades for this course will be based on the total points earned over the term. For further information about grades and grading policy, please consult:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ONLINE COURSE ADMINISTRATION — E-LEARNING IN CANVAS
http://elearning.ufl.edu/ will be used to administer the course communication, materials (e.g., PowerPoint files, additional readings, handouts, assignment guidelines, evaluation forms), and grades. For instance, an electronic file of this document is posted on Canvas. You can access the site by using your GatorLink username and password. Please check the site for announcements and/or threads of comments from classmates, and the professor.

COURSE PROFESSIONALISM
Students are expected to conduct themselves in a professional manner at all times. Carefully consider how you participate and the assignments you submit. You can use humor and demonstrate creativity, but think ahead to how it will reflect on you. Use your best professional judgment. Projects should not contain nudity, profanity, illegal activities or situations that would put you or others in danger.

Students are expected to arrive on time, not leave early unless prior permission is granted, and wait for the class to end before packing to leave. Cell phones and other electronic devices must not be used during class. In the event of an emergency, notify me at the start of class. Laptops may be used for assignments or as a note-taking device. Surfing the Internet, checking or sending email or texts, playing games, and other online activities not related to class are strictly prohibited.

END OF COURSE EVALUATIONS
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, 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.

THE HONOR PLEDGE
The University of Florida Honor Code applies to all work related to this class. All students are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. Students are expected to attend every class, arrive on time, and participate in class discussions. Assigned readings should be completed prior to class, and students should be prepared to discuss the assigned material. Any material discussed in class and/or covered in the assigned readings may be included on examinations. Students will not be allowed to make up quizzes. Exceptions to this policy will be limited to documented exceptional (as defined by the professor) circumstances and at the discretion of the professor. Students arriving more than 10 minutes late to a quiz will not be allowed to take the quiz.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor in this class.

STUDENTS WITH CHALLENGES
We are committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. In order to address academic needs, we must be informed of the student's circumstance at the beginning of the semester before performance becomes a factor. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course.

Students requesting classroom accommodation must first register with the Dean of Students Office (Disability Research Center – (352)392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the professor when requesting accommodation. Students with challenges should follow this procedure as early as possible in the semester.

Campus Resources
U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352)392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, (352)392-1575; and the University Police Department: (352)392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, (352)392-1161.

University Police Department, (352)392-1111 (or 9-1-1 for emergencies).
http://www.police.ufl.edu/

Academic Resources
E-learning technical support: (352)392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center: Reitz Union, (352)392-1601. Career assistance and counseling. http://www.crc.ufl.edu/

Library Support: http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

AVAILABILITY
Please feel free to speak with me at any time during the semester about any questions or concerns you have. You can stop by during my office hours or make an appointment to see me at another time during the week. I'm also available by email and will try to get back to you within 24 hours.

Course Schedule and Readings
Readings are to be done BEFORE the date listed below

	Date	Module & Topics	Readings & Podcasts
Week 1	9/2	**Start Here** **Module 1:** - Course overview - Syllabus review - Complete personal information - What is CSA? - Personal brand - Sign up for PRWeek, PRovoke, & IPR Research Letter (free)	1) Dodd, M. (2018). Globalization, pluralization, and erosion: The impact of shifting societal expectations for advocacy and public good. The Journal of Public Interest Communications, 2(2), 221-221. 2) In 2019 businesses must drive social change: consumers demand it (PRWeek, 2019) 3) Why Personal Branding Is More Important Than Ever (Forbes, 2019)
Week 2	9/9	**Module 2:** - From CSR to CSA: Shifting societal expectations - Creating shared value	1) Dodd, M. D., & Supa, D. W. (2014). Conceptualizing and measuring "corporate social advocacy" communication: Examining the impact on corporate financial performance. Public Relations Journal, 8(3), 2-23. 2) CSR v CSV: The Difference and Why It Matters (Sustainable Brands, 2020)
Week 3	9/16	**Module 3:** - Activist consumers - Intro to buycotts	1) The Material Impact Of Social Issues And The Age Of The Activist Consumer (PRovoke, 2019) 2) BATTLE OF THE WALLETS: The changing landscape of consumer activism (Weber Shandwick, 2018)
Week 4	9/23	**Module 4:** **-** Controversial social-political issues/hot-button issues - Social CEOs	1) HBR article: How Do Consumers Feel When Companies Get Political? (2020) 2) Tsai, W. H. S., & Men, L. R. (2017). Social CEOs: The effects of CEOs' communication styles and parasocial interaction on social networking sites. New media & society, 19(11), 1848-1867.
Week 5	9/30	**Module 5:** **-** Corporate purpose - Purpose-driven companies - Social justice today	1) The New CCO Podcast: The Intersection of Life and Living (Page Society, 2018) 2) The Business Imperative for Social Justice Today (PORTER

			NOVELLI PURPOSE TRACKER, 2020)
			3) Stepping up: How our members are making a difference – Leading with purpose (ANA, 2020)
Week 6	10/7	**Module 6:** - Business Roundtable - Edelman Trust Barometer - Fortune World's Most Admired Companies list	1) Visit World's Most Admired Companies (Fortune); Business Roundtable site; the 2020 Edelman Trust Barometer; and Edelman Trust Barometer Special Report on COVID-19 2) HBR article: What CEOs Should Know About Speaking Up on Political Issues (Leslie Gaines-Ross, 2017)
Week 7	10/14	**Module 7:** **-** Communicating with stakeholders, publics, and audiences - Exam overview **Midterm Exam**	1) Shareholder Value Is No Longer Everything, Top C.E.O.s Say (NYTimes, 2019) 2) Men, Linjuan Rita, and Wan-Hsiu Sunny Tsai. (2016) Public engagement with CEOs on social media: Motivations and relational outcomes. Public Relations Review, 42(5) 932-942.
Week 8	10/21	**Module 8:** - Corporate reputation and why it matters - Core values - Organizational culture - Organization-public relationships.	1) Leslie Gaines-Ross: WELCOME TO THE AGE OF CEO ACTIVISM (Audio & PP follow along) 2) Call it "Purpose Plus" (Korn Ferry, 2020) 3) NYTimes article -Reputation's Price
Week 9	10/28	**Module 9:** - CEO activism	1) Leslie Gaines-Ross: CEO ACTIVISM: ARE YOU A BYSTANDER OR UPSTANDER? (Audio & PP follow along) 2) HBR article: Starbucks' "Race Together" Campaign and the Upside of CEO Activism (2015) 3) HBR article: What CEO Activism Looks Like in the Trump Era (Leslie Gaines-Ross, 2017)
Week 10	11/4	**Module 10:**	1) Podcast: Why CEOs Are Taking a Stand

		- CEO activism continued	(HBR IdeaCast / Episode 622)
			2) HBR article: The New CEO Activists (Chatterji &Toffel, 2017)
			3) The Dawn of CEO Activism (Weber Shandwick & KRC Research, 2016)
Week 11	11/11 **Holiday - Veterans Day**	**Module 11: No Class** - CSA examples - Online assignment	1) Chick-fil-a articles 2) Arthur Page Society and Institute for Public Relations winning case studies
Week 12	11/18	**Module 12:** - When to take a corporate stand - Risks & rewards - Woke washing	1) The Complexity of Brands Taking a Stand at This Time (PRNews, 2020) 2) Nike's Colin Kaepernick ad campaign gets more yeas than nays (The Washington Post, 2018) 3) Black Lives Matter: Do companies really support the cause? (BBC, 2020) 4) HBR: "Woke-Washing" Your Company Won't Cut It (Dowell & Jackson, 2020)
Week 13	11/25 **No Synchronous Class**	**Module 13:** - Neutral is not an option - Boycotts & buycotts - Companies calling on other companies to act	1) NYTimes article - In N.R.A. Fight, Delta Finds There Is No Neutral Ground 2) Business Insider article - People are destroying their Nike shoes and socks to protest Nike's Colin Kaepernick ad campaign 3) Why 'buycotts' could overtake boycotts among consumer activists (The Washington Post, 2018) 4) More Than 1,000 Companies Boycotted Facebook. Did It Work? (NYTimes, 2020)
Week 14	12/2	**Module 14:** - Evaluating CEOs and companies - Companies calling on government leaders to act	1) Molina Healthcare articles 2) Silence is NOT an Option (Ben & Jerry's, 2020)
Week 15	12/9	**Module 15:** **Final Case Study Presentations** - Peer evaluations	