

UNIVERSITY OF FLORIDA
College of Journalism and Communications – Department of Public Relations
Spring Semester 2016 – PUR 6608, Section 2274 — International Public Relations (☼)

Instructor: Dr. Juan-Carlos Molleda (Mo-ye-dah)

Office: 2085 Weimer Hall
352-273-1222 (o) – jmolleda@jou.ufl.edu

Class meets: Tuesday, periods 9, 10, & 11 (4:05 — 7:05 p.m.)

Class location: 3020 Weimer Hall

Office hours: Wednesday, periods 7, 8, & 9 (1:55 — 4:55 p.m.)
Other times by appointment

(☼) This syllabus is subject to change, as the professor deems appropriate and necessary.

Course description: International public relations is practiced by all types of private, public, nonprofit, activist, and non-governmental organizations and institutions that progressively engage in building and maintaining relationships with stakeholders in many locations worldwide. This graduate seminar includes content and discussions on global issues affecting the public relations profession, professionals, specialized practices, and stakeholder engagement, 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 graduate 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 efforts); professionalism levels; trends; and the practitioners’ social roles, responsibilities, and competences. Despite the emphasis on the *global* level, 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.

This course has the following overall objective:

To enable students to learn and apply the theoretical and practical concepts and strategies of international public relations in transnational organizations, including agency, nonprofit, governmental, multilateral, and activist sectors.

Through this course, graduate students will be able:

1. To determine, compare, and contrast the contextual aspects that determine specific public relations practices in different nations, including media relations, government relations, and community relations.
2. To discuss the theoretical perspective of the circuit of culture and other relevant theories for international public relations research and practice, such as cross-national conflict shifting.
3. To address issues facing transnational organizations and global agencies to managing the public

- relations function, including coordination and control mechanisms.
4. To understand the influence of international public relations on foreign nations' perceptions.
 5. To study the similarities between public relations and public/corporate diplomacy.
 6. To analyze the communication strategies and role of non-governmental and multilateral organizations.
 7. To understand the concepts of corporate social responsibility, business ethics, and sustainable development.
 8. To learn about preparation and cross-cultural competence for international assignment.

Method of instruction: Class sessions are conducted as discussion seminars with guest speakers, complementary lectures, and activities scheduled throughout the semester (in-person and via Skype or phone conference). Guest speakers are tentative and will be confirmed pending availability. Watch for schedule changes. Your participation is essential and required, with class participation comprising a portion of your final grade. The quality of your participation in class discussions, presentations, and assignments will affect your grade; therefore, attendance and active participation are crucial. Not all of the materials that you read will be discussed or explained in class, therefore, if you need further explanations or clarifications please take advantage of the posted office hours. If you have a problem, see me sooner, not later.

Required readings: Sets of required readings are available on e-Learning in Canvas (Resources section). Please see the tentative course schedule for the complete list of readings. There may be additional readings in the form of in-class handouts or e-Learning postings at various times during the semester.

Recommended online resources:

Global Alliance for Public Relations and Communication Management www.globalalliancepr.org
Public Relations Society of America www.prsa.org
Institute for Public Relations (<http://www.instituteforpr.org/topic/global-pr/>)
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:

Bardhan, N., & Weaver, C.K. (2011). *Public relations in global cultural contexts: Multi-paradigmatic perspectives*. New York: Routledge.
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.
- Lerbinger, O. (2014). *The Global manager: Contemporary issues & corporate responses*. Palgrave Macmillan, London.
- 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.) (2010). *Public relations cases; international perspective (2nd ed.)*. London: Routledge.
- 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.

Online course administration—e-Learning in Canvas: <https://lss.at.ufl.edu/> will be used to administer the course communication, materials (PowerPoint files, reaction comments / discussions, additional readings) and grades. For instance, an electronic file of this document is posted on the course's e-Learning in Canvas site. You can access the site by using your GatorLink username and password. Please check the site for special announcements periodically.

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

	Percentage allocation
Ten online posting (reading reactions)	30%
Cross-national conflict shifting – case study	15%
Complementary class lecture and activity	15%
Term-paper proposal	10%
Term-paper	20%
Class attendance & active participation	10%
Total	100%

The grading scale for the course is as follows:

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

FYI, University's Grading Policy: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>
Grades for this graduate course will be based on the total points earned over the term

ASSIGNMENTS

Ten postings on e-Learning Canvas [30% total, 3% each]. See class schedule for topics and due dates:

- Give a reading reaction of a minimum of 350 words is due on e-Learning Canvas the day of the class according to the tentative schedule.
- Analyze, contest, or critic one or various key points that caught your attention of one or more of the readings assigned for a given date.
- Bring your comments to class for discussion.
- You must also respond to the posts of at least two other of your peers with critiques, comments, or feedback using appropriate sources to support your comments.
- Comments cannot be submitted after the deadline (e-Learning in Canvas records the date and time of the posting).

Brief case study (a crisis faced by a transnational corporation) (15%):

- Identify a crisis faced by a transnational corporation.
- Use news reports, social media, and corporate information such as website or news releases to briefly describe a crisis that crosses borders and its consequences at home (headquarters) and host (world) locations.
- Analyze corporate responses using the theory of cross-national conflict shifting articulated by the instructor of the course [see class schedule – Feb. 2].
- The length of the case study is six pages minimum and eight pages maximum, double spaced, and 12-point Times Roman font. It should closely follow the *Publication Manual of the American Psychological Association* (APA).

Complementary class lecture and activity [15%]:

- Each student or small team will be given a complementary topic and presentation date. A brief proposal and list of relevant references are due by e-mail one week before your presentation.

- The individual or team will lecture and direct a class activity (e.g., case study analysis, role play, debate, game, quiz, etc.) to complement or highlight aspects of the given topic. The individual/team will be responsible for a lively and **interactive** discussion during one class period.
- The complementary class lecture and activity will be evaluated by considering the following aspects: initiation of the discussion (introduction, outline of the session's content and activity); demonstrated professionalism; guidance of the discussion and activity and interaction with your classmates; quality of visual aids and multimedia; content of the lecture; quality of the literature review cited; distribution of handouts/readings including outline of presentation and references; and responses to questions [an evaluation rubric is posted on Canvas].

Term-paper proposal [10%]:

- Given the evolving nature of the global public relations field and its specialties, there are many opportunities to explore an area of interest to you and pertinent to the course (even if that area is not covered in the readings). I will be glad to help you select a topic for the term paper.
- You are required to **present a five- to eight-page term-paper proposal** (a few paragraphs to highlight the significance, relevance, timeliness, and purpose, as well as a tentative outline of the content or various sections and 10 relevant annotated references). The full citations should be presented as an **annotated bibliography (i.e.,** a short summation of the relevant points from each article), which should directly relate to the chosen topic and should provide a foundation on which you can build the final term paper.
- You may discuss the topic with me at any time before the March 22 deadline.
- The proposal must be written by following the latest edition of the *Publication Manual of the American Psychological Association*.
- **Ph.D. students** may also want to consider having the paper done and ready for submission to the 2015 Convention of the Association for Education in Journalism and Mass Communication [deadline for submissions to AEJMC: April 1].

Term paper [20%]:

- You will write a term paper (minimum 12, maximum 18 double-spaced pages plus references – use Times New Roman font size 12, left alignment, and Word default margins) on a topic of your choice relevant to the content of the course and approved by the instructor.
- The paper must be written by following the latest edition of the *Publication Manual of the American Psychological Association*.
- The manuscript must be submitted electronically and contain the following sections: introduction (rationale, significance, and timeliness of the topic selected); literature review; methodology, findings, analysis, and discussion (only in case you decide to conduct primary research); discussion (implications for the practice and theory); conclusions; and a complete list of references. These are basic parts of any term paper, yet they can be expanded to addition sections or subsections according to the nature of your topic and the approach you want to take to organize the content of the document.

Policies and assignments: The University of Florida Honor Code applies to all work related to this graduate seminar (see page 11). 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 assignments. Exceptions to this policy will be limited to documented exceptional (as defined by the professor) circumstances and at the discretion of the professor.

Students with challenges: I am 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, I 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 affected by such challenges should provide me with an official statement from the Office of Student Services explaining his/her situation.

Other important notes:

- The professor reserves the right to make changes, if necessary, to the grading system, schedule, or other matters pertaining to the class.
- The professor may also be reached via e-mail and the telephone, but please be aware that the professor will not be able to respond immediately. 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 a deadline in order to give the professor adequate time to respond you.
- Each of you plays a role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please also be respectful of the contributions of others, including the guest speakers or lecturers, and help create a class environment that is welcoming and inclusive.
- As a matter of courtesy to your fellow class members, please turn off all cell phones prior to the start of class. Likewise, *all computers should remain off* unless you are using them to take notes for this class. *It is not appropriate to instant or text message during class.*
- Students are not to consume food or beverages in the classroom.
- Students are not permitted to bring guests to class unless special arrangements have been made with the professor prior to class.
- If you notice yourself having trouble in the course, it is crucial that you see me immediately. Please feel free to approach me about any concerns or comments you might have about this class. I will be happy to meet with you during my office hours, or by appointment.
- You are expected to arrive promptly for class, fully prepared to discuss the assigned readings. While I understand the problems created by a large campus, it is your responsibility to arrive in class in a timely manner. Therefore my good nature extends only 10 minutes. Anyone arriving

more than 10 minutes late for class will be noted as absent, and his or her class participation grade will suffer as a result.

- **Attendance policy:** Attendance is mandatory. Absences count from the first class meeting. After due warning, I may prohibit further attendance and subsequently assign a lower or failing grade for excessive absences; more than three absences during the semester will be considered “excessive absences.” You are responsible for signing the attendance sheet every class period as well as notifying me of the cause of your absence for a class meeting.
- Any evidence of plagiarism or cheating will result in an “E” for the course and possible disciplinary action.
- Do not submit the same work to more than one class without prior written permission from both instructors. Do not adapt work from another class for this class without my prior written permission. Do not adapt someone else's work and submit it as your own. This course requires original work, created at this time, for this purpose.
- Spelling counts. So does grammar, punctuation and professional presentation techniques.
- An assignment turned in passed the deadline will be penalized one letter grade for each weekday it is late. This is a business where deadlines count. You can't make excuses to your boss or a client if your work is late.
- In addition to the required and recommended readings, you are expected to maintain comprehensive class notes because class lectures often contain information that is not contained in the readings.

TENTATIVE CLASS AND READING SCHEDULE

Jan. 5 – Introduction and Overview

Bardhan, N. (2013). Constructing the meaning of globalization: A framing analysis of *The PR Strategist*. *Journal of Public Relations Research*, 25, 391-410.

Jain, R., De Moya, M., & Molleda, J.C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. *Public Relations Review*, 40, 595-597.

Yang, A., & Taylor, M. (2014). A global perspective on public relations professionalism: Mapping the structure of public relations associations' international networks. *Journalism & Mass Communication Quarterly*, 91(3), 508-529.

Jan. 12 – Perspectives and Contextualized Research [First online posting due at 8:00 a.m.]

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, 47-67.

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.

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.

Jan. 19 – Circuit of Culture and other Theories [Second online posting due at 8:00 a.m.]

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.

Schoenberger-Orgad, M. (2011). NATO's strategic communication as international public relations: The PR practitioner and the challenge of culture in the case of Kosovo. *Public Relations Review, 37*, 376-383.

Suggested book: Meyer, E. (2014). *The culture map: breaking through the invisible boundaries of global business*. New York: Public Affairs.

Jan. 26 – The European Union Perspective [Third online posting due at 8:00 a.m.]

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

Verčič, D., Zeffass, A., & Wiesenberg, M. (2015). Global public relations and communication management: A European perspective. *Public Relations Review, 41*, 785-793.

Feb. 2 – Transnational Crisis or Cross-National Conflict Shifting and Global Coordination [Case study due electronically at 8:00 a.m.]

Boles, M., & Molleda, J.C. (2015). A transnational crisis that tested H&M's commitments. *University of Florida Journal of Undergraduate Research, 16*(2), 1-5. Available at:
<http://ufdc.ufl.edu/UF00091523/00735>

Bravo, V., Molleda, J.C., Giraldo-Dávila, A.F., & Botero, L.H. (2013). Testing cross-national conflict shifting theory: An analysis of Chiquita Brand's transnational crisis in Colombia. *Public Relations Review, 39*, 57-59.

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.

Feb. 9 – Coordination and Control to Manage a Global Function [Fourth online posting due at 8:00 a.m.]

Molleda, J.C., Kochhar, S., & Wilson, C. (2015). Tipping the balance: A decision-making model for localization in global public relations agencies. *Public Relations Review*, 41(3), 335-344.

Molleda, J.C., & Kochhar, S. (2015). Global strategic communication: From the lens of coordination, control, standardization, and localization. In D. Holtzhausen & A. Zerfass (Eds.), *The Routledge handbook of strategic communication* (pp. 561-571). New York, NY: Routledge.

Schwarz, A., & Fritsch, A. (2014). Communicating on behalf of global civil society: Management and coordination of public relations in international nongovernmental organizations. *Journal of Public Relations Research*, 26, 161-183.

Feb. 16 – Influence of International Public Relations on Foreign Nations' Perceptions and Country's Reputation [Fifth online posting due at 8:00 a.m.]

Bourne, C.D. (2015). Thought leadership as a trust strategy in global markets: Goldman Sachs' Promotion of the 'BRICs' in the marketplace of idea. *Journal of Public Relations Research*, 27, 322-336.

Lee, S., & Kim, B. (2015). A time-series analysis of international public relations expenditure and economic outcome. *Communication Research*, 1-19.

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.

Suggested book: Hong, E. (2014). *The birth of Korean cool: How one nation is conquering the world through pop culture*. Picador, New York.

- **First Team Lecture and Activity on International Travel & Tourism Promotion**

Feb. 23 – Public diplomacy and corporate foreign policy [Sixth online posting due at 8:00 a.m.]

Kochhar, S., & Molleda, J.C. (2015). The evolving links between international public relations and corporate diplomacy. In G.J. Golan, S.U. Yang, & D.F. Kinsey (Eds.), *International public relations and public diplomacy: Communication and engagement* (pp. 51-71). New York: Peter Lang.

Ozdora-Aksak, E., & Molleda, J.C. (2014). Immigrant integration through public relations and public diplomacy: An analysis of the Turkish diaspora in the capital of the European Union. *Turkish Studies*, 1-22. Available at: <http://dx.doi.org/10.1080/14683849.2014.926235>

White, C.L. (2015). Exploring the role of private-sector corporations in public diplomacy. *Public Relations Inquiry*, 4(3), 305-321.

Suggested book: Golan, G.J., Yang, S.U., & Kinsey, D.F. (Eds.). (2015). *International public relations and public diplomacy: Communication and engagement*. New York: Peter Lang.

March 8 – Global Corporate Social Responsibility, Sustainability, and Social Impact Assessment
[Seventh online posting due at 8:00 a.m.]

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.

Schirmer, J. (2011). Scaling up: Assessing social impacts at the macro-scale. *Environmental Impact Assessment Review*, 31, 382-391.

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

- **Second Team Lecture and Activity on Public Interest and Change Communication in Developing Countries**

March 15 – Preparation for International Assignments [Eighth online posting due at 8:00 a.m.]

Freitag, A.R. (2002). Ascending cultural competence potential: An assessment and profile of U.S. public relations practitioners' 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

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

- **Third Team Lecture and Activity on Cross-Cultural Training**

March 22 – Cross-cultural Competence and Employee Relations [Deadline for the term-paper proposal – send it by e-mail]

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.

Jonasson, C., & Luring, J. (2012). Cultural differences in use: The power to essentialize communication styles. *Journal of Communication Management*, 16(4), 405-419.

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.

- **Fourth Team Lecture and Activity on International Employee Communication**

March 29 – International Government Relations [Ninth online posting due at 8:00 a.m.]

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

- **Fifth Team Lecture and Activity on Corporate Bribery and its Consequences**

April 12 – The Construct of Authenticity and Glocal Campaigns [Tenth online posting due at 8:00 a.m.]

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., & 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.

Molleda, J.C., & Jain, R. (2013). Identity, perceived authenticity, and reputation: A dynamic association in strategic communications. In C. E. Carroll (Ed.), *The handbook of communication and corporate reputation* (pp. 435-445). Oxford, UK: Wiley-Blackwell.

- **Sixth Team Lecture and Activity on Virtual Authenticity in global brands: Wineries**

April 19 – Emergent Communication Technologies

Duhé, S. (2015). An overview of new media research in public relations journals from 1981 to 2014. *Public Relations Review, 41*, 153-169.

Kim, D., Nam, Y., & Kang, S. (2010). An analysis of corporate environmental responsibility on the global corporate Web sites and their dialogic principles. *Public Relations Review, 36*, 285-288.

Searson, E.M., & Johnson, M.A. (2010). Transparency laws and interactive public relations: An analysis of Latin American government Web sites. *Public Relations Review, 36*, 120-126.

Additional potential complementary lecture's topics:

- **International Social Media Campaigns**
- **Global Agencies**
- **International News Agencies and News Flow**

- Global Activism and INGOs.

Term-paper due electronically at 11:00 p.m., on Wednesday, April 20

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester.

The Honor Code reads as follows:

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

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

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

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

You can review UF's academic honesty guidelines in detail at:
<http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>