

UNIVERSITY OF FLORIDA
College of Journalism and Communications
PUR 6608: International Public Relations
Fall 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: Virtually or by phone appointment. Please email me in advance to coordinate.

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. 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. You will be assessed through your performance

in quizzes, discussion room participation, and course projects. 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 Home page on the Canvas course site, and click on the modules, to view the 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, August 26th at 11:59 PM.** The module discussions will begin on **August 30th.** (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. Study guides will be provided for each quiz. Grades will be posted on Canvas.

Three-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. Final Project - Media analysis:

Select a non-profit, NGO, government, or company and analyze their media properties in regard to their global media and image preparation. After assessing the organization's potential target audience, choose one host country or target audience based on location. This paper seeks to answer questions covered throughout the semester:

- Media preparation: What are the strengths of this organization's media preparation in relation to host country? Do you have recommendations where they may improve?
- Glocal?: Where does their global media outlook fall on the spectrum between globalized versus localized? How closely linked is the brand and messaging to its home and host countries? What is the country's reputation? How might this affect their messaging?
- Image and trust-building: Is the messaging authentic? Do they have a CSR component? How does the organization build trust with its consumer?

For the purposes of this assignment, media properties include website, social media (one channel such as Facebook, Twitter, Instagram), recent press releases, and blog. Identify and analyze the target audiences and strategies used using the directions outlined in Canvas. The length of the

paper should be 2,000 to 2,500 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.

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 proposal should not exceed 350 words. 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% (5% each) |
| • Discussion forums | 40% |
| • Course Projects | 20% |
| • Final Project | 20% |

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:

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 10% deducted
- Within 48 hours 20% deducted
- Within 72 hours 40% 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:

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|--------------------------------|--|
| ○ 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 Project | 11:59 PM EST Sunday, November 13 |

COURSE SCHEDULE:

See Canvas for details and links to lectures, readings and assignments.

Module 1 –Overview of international public relations

Aug 22 – Aug 28, 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.*

Module 2- Contextualized research & practice

Aug 29 – Sep 4, 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, political, and cultural relations.*

Module 3 – Circuit of culture and other theoretical perspectives

Sep 5 – Sep 11, 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.*

Module 4 – The European Union perspective

Sept 12 – Sep 18, 2016

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

Objective: *To articulate and identify the unique characteristics of the European Union perspective and explore the influence of political-economic systems on public relations practice.*

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

Sep 19 – Sep 25, 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.*

Module 6 –Coordination and control to manage a global function

Sep 26 – Oct 2, 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.*

Module 7 – nfluence of international public relations on foreign nations’ perceptions

Oct 3 – Oct 9, 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.*

Module 8 – Public diplomacy, corporate foreign policy, and image of nations

Oct 10 – Oct 16, 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.*

Module 9 – Global corporate social responsibility and sustainability

Oct 17 – Oct 23, 2016

Due: Final Project 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.*

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

Oct 24 – Oct 30, 2016

Due: Quiz 4, 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.*

Module 11 – International government relations

Oct 31 – Nov 6, 2016

Due: 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.*

Module 12 – The construct authenticity and “glocal” campaigns

Nov 7 - 13, 2016

Due: Final Project, 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.*

FINAL

November 13, 2016

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.