

PUR6608: International Public Relations

Summer C 2017

Instructor

Ophir Lehavy

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Contact

You can email me at olehavy@jou.ufl.edu or via Canvas Inbox. For questions related to course concepts, assignments, policies, and procedures, please use the Questions and Answers discussion forum on the course site. For communications of a personal nature (e.g., course performance, medical emergencies) or if you send the email over the weekend, please email me directly at the university account listed above and include "PUR6608" in the subject line. Please be aware that I check my emails in the morning and/or early afternoon.

Office Hours:

Virtually (such as Skype or FaceTime) or by phone appointment. Please email me in advance to coordinate.

Instructor Bio:

I joined the University of Florida's College of Journalism and Communications as an adjunct lecturer and course developer in the fall of 2015. I arrived in Gainesville with over twenty years of progressive experience in the field of communications and public relations. I have spent most of my career in the nonprofit sector, working for organizations based in New York, New Jersey, and Tel Aviv. I am currently teaching courses in the global strategic communications and the public relations graduate programs. Courses include intercultural communications, international public relations, and strategy and messaging.

Before arriving in Gainesville, I managed the communications program for the CPA Exam at the American Institute of CPAs (AICPA) from 2012 to 2015, was the Director of Marketing and Development for the Jewish Federation in Princeton, New Jersey from 2008 to 2011, and was a communications manager and grants administrator for Foundations, Inc. from 2005 to 2007.

My international experience includes time abroad in Tel Aviv, Israel from 2002 to 2005 working in public relations for two non-profit organizations: The Peres Center for Peace and Essence of Life. Prior to Tel Aviv, I worked for the Consulate General of Israel in New York as Director of Community Relations from 1997 to 1999. I am bilingual in English and Hebrew, and I studied Arabic in Fez, Morocco while a graduate student.

I completed my graduate work in 2001 at Columbia University's Teachers College with a Master's in teaching, after also completing a Master's degree in Middle East Studies from New York University in 1997. I completed my Bachelor's degree in 1994 at Georgetown University majoring in History.

Course Website and Login

The course is on Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

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 competencies. 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.

Course Objectives:

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.

- Develop a case study for a multi-national organization on environmental variables using questions and research relevant to international business. (core skills and knowledge: research, writing, and application of course concepts to a specific business case.)
- Analyze a potential or existing cross-national crisis and develop a crisis communications plan based on academically-researched best practices. (core skills and knowledge: research, analysis, writing, and application of course concepts to develop PR recommendations.)
- Define and apply concepts relevant to international public relations, such as national identity and image of nations, circuit of culture, cross-national conflict shifting, brand and message authenticity, corporate social responsibility, and cross-cultural competence. (core skills and knowledge: understanding of international reputation management concepts).

- Understand and discuss the topics that PR professionals face when managing global teams, such as global teams vs. local responsiveness, control mechanisms, international work assignment preparedness, and expatriate success. (core skills and knowledge: understanding of global PR management concepts)
- Apply cross-cultural competence and environmental research to make recommendations for a 'glocal' campaign. (core skills and knowledge: research, analysis, writing, and developing PR online and media recommendations for a multinational organization)

Course Expectations:

The course is delivered online via the Canvas platform. You are expected to follow a weekly outline that is found on the Home page of the course. The outline provides materials and opportunities to engage and practice the information learned in sequential steps that ultimately lead to the goals and objectives of the course. Within each week's outline, you will find the week's topic, learning objectives, lecture, readings, and assignments.

Course Assignments

All class assignments submitted for grading should be typed using a standard 8-1/2 x 11 format, double-spaced, and Arial or Calibri font. Students should submit ALL assignments electronically, via the online course site, in a Word or PDF file. Students can find detailed descriptions of the course assignments in Canvas under 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 completing the reading material and video lectures before the class assignments are due on that topic. You should be prepared to answer questions related to the material, ask questions about issues of interest, AND ask for clarification of concepts introduced during each module when appropriate.

Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge

in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

Required Text:

Sets of required readings are available on Canvas. Please see the Home page on the Canvas course site, and click on the weekly outline links to view the readings. There may be additional readings in the form of handouts or Canvas postings at various times during the term.

Teaching Philosophy:

Each of us possesses our own set of strengths, interests, skills, and talents – as well as our own areas for growth and improvement. I approach each student as a unique individual and attempt to provide ample opportunities for you to hone your strengths and skills, take ownership over your learning and areas for growth, and explore your interests and perspectives within the framework of the course.

I take as a given that you are here to advance your skills for the workplace. Please let me know if you have additional goals, as I am interested in knowing what you hope to gain from the course. This course, in particular, blends academic and business points of view of international public relations to provide you with an increased awareness of global dynamics as well as gain knowledge and skills that you can take to the workplace.

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. 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

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date

of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

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>

Coursework Submissions:

Coursework should be submitted through Canvas. Please do not email coursework submissions to the instructor as an attachment.

Deadlines:

This class, like others, involves many deadlines; here is a reminder. The new week starts on Mondays:

- Four Quizzes 11:59 PM EST Wednesdays, beginning May 18
- Group Discussions
 - Initial post 11:59 PM EST Tuesdays
 - Follow-up posts 11:59 PM EST Fridays
- Project 1
 - Proposal 11:59 pm EST Thursday, May 25
 - Project 11:59 pm EST Thursday, June 8
- Project 2
 - Proposal 11:59 pm EST Thursday, June 15
 - Project 11:59 pm EST Thursday, June 29
- Project 3
 - Proposal 11:59 PM EST Thursday, July 6
 - Project 11:59 PM EST Thursday, July 30

Grading:

Your work will be evaluated according to the following distribution:

- Quizzes (4 total) 20%
- Group Discussions (on weeks assigned) 40%
- Projects (3 total) 40%

The final grade will be awarded as follows:

| | | | |
|----|---------|----|-------|
| A | 100% | to | 92.5% |
| A- | < 92.5% | to | 89.5% |
| B+ | < 89.5% | to | 86.5% |
| B | < 86.5% | to | 82.5% |

| | | | |
|----|---------|----|-------|
| B- | < 82.5% | to | 79.5% |
| C+ | < 79.5% | to | 76.5% |
| C | < 76.5% | to | 72.5% |
| C- | < 72.5% | to | 69.5% |
| D+ | < 69.5% | to | 66.5% |
| D | < 66.5% | to | 62.5% |
| D- | < 62.5% | to | 59.5% |
| F | < 59.5% | to | 0% |

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course and Assignment Details

The online course includes 12 weeks of topics related to practicing public relations in international settings. The content is 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, 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 Q&A discussion forum if you have any questions or need clarification on the material.

Weekly Readings and Lectures:

The required readings are available on Canvas. Please see the Home page on the Canvas course site, and click on the weekly topics to access the readings. There may be additional readings in the form of handouts or Canvas postings at various times during the term.

Quizzes:

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

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 and deepen your understanding of course topics. I encourage students to use discussion topics as a way to relate the text material to the communications workplace and “real life” situations.

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 your instructor privately if you are not sure how to disagree with a fellow classmate in a respectful manner.

In addition to responding to the discussion prompt, you are encouraged to identify relevant articles, photographs, website materials or videos that relate to course topics and share them with the class online. Properly cite all sources, including the weekly readings, in your discussion post.

In your posts, you are 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 on Tuesdays by 11:59 p.m. and at least two (2) follow-up posts are due by Friday by 11:59 p.m. of the original posting deadline.
- A scoring rubric can be found in this syllabus and in Canvas. Postings must be on topic and relevant to the course material, and sources MUST be cited for all supporting information, including photography and videos.
 - **Initial post:** Based on timeliness of submission, providing context and background / a clear point of view that is supported through evidence, grammar, answering all questions and their parts, the quality of the insights offered, clear and appropriate use of relevant course concepts/terms, sources are properly noted, 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.

Group Discussion Rubric

100 Total Points

| | 100-90 Excellent | 89-80 Good | Less than 80 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 – 30% | Refers comprehensively to course learnings as well as outside materials. Web links and other multi-media content may be present. | Refers to course learnings comprehensively, drawing from multiple class sources. | Little reference is made to course learnings and there is no evidence of outside materials. |
| Relevance and Insights – 30% | Thoroughly cites own experiences or real life incidents to highlight learnings. Uses critical thinking and creative application to connect between class material and relevant examples. Insights take the discussion to a new level of understanding. | Cites some relevant experiences or real life incidents to give additional context. Insights are relevant to the week’s topics. | Material is presented without real world relevance. |
| Share-ability – 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. |

Projects (3 total)

- **Project 1 (including proposal):** Introductory global case study
- **Project 2 (including proposal):** Cross-national crisis management rationale and plan
- **Project 3 (including proposal):** ‘Glocal’ campaigns and media preparation

Three-Part Course Project:

You are expected to conduct three mini-projects. You may choose to conduct your project on three separate cases (multinational organization or geographic region), or focus on one multinational organization and/or geographic region for the semester. 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 are required to receive approval for your country/organization/MNC of choice two weeks before the assignment due date.

Project 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 Calibri font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago, MLA or APA formats. Be sure to read the assignment details in Canvas for guiding questions for research and writing of this study.

Project 2: Cross-national crisis management rationale and plan

For this assignment, you will identify a potential or existing crisis for a multi-national company or organization, develop a brief rationale for why the crisis could require a cross-national communications plan, and then develop a mini-plan to manage the potential crisis. Start by choosing an existing or hypothetical multi-national company/organization. Identify possible crisis scenarios (or an existing one that already occurred) and choose one possible company-driven crisis (for example: faulty technology, illegal activities, etc.). Then, provide context for the crisis and what could make it cross-national. Use Molleda's theories and propositions for cross-national conflict shifting to make the case of the seriousness of the potential crisis. You may use news reports, social media, and corporate information such as website or news releases to briefly describe the crisis and its consequences.

Next, briefly describe how your PR team and company should handle the crisis using Coombs best practices article. Ultimately, your goal is to help your company manage its reputation among its key constituents. The plan should include: 1. Situation; 2. Expected PR outcome/goal; 3. Positions of crisis management team and potential external partners/stakeholders; 4. Pre-drafted key messages; 5. Distribution plan with rationale for selected communications channels (social media, press release, website? etc.) 6. Post-crisis plan. You can find details for this assignment, including resources, under the Assignments tab on Canvas.

The length of the paper should be 1,000 words, double-spaced, 12-point Arial or Calibri font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago, MLA or APA formats.

Project 3: 'Glocal' campaigns and media preparation case study:

Select a non-profit, NGO, government, or company that is promoting its product, services or mission in a host country. Then, analyze their media properties in regard to their global media and image preparation. Did the organization properly research, message, and plan their PR outreach? This paper seeks to answer questions covered throughout the semester, and students should use the readings from the course to guide their research and analysis. Use the guiding questions below when answering the main question for this paper:

- **Media preparation:** What are the strengths of this organization's media preparation in relation to host country? Did they take into account environmental variables when preparing their messaging? 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 1,500 words, double-spaced, 12-point Arial or Calibri font. Short-form citations should be included within the body of the paper and the bibliography may follow Chicago, MLA or APA formats.

5. Proposal guidelines for each project above

Two weeks prior to each project's due date, you are 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.

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

Special note: Let professor know if you plan to focus on ONE region and/or ONE MNC/organization for the semester.

Project Rubric:

| | 100-90 Excellent | 89-80 Good | Less than 80 Unsatisfactory |
|-----------------|---|---|--|
| Topic – 15% | Competently describes and contextualizes subject matter of assignment. | Capably describes subject matter of assignment with some context. | Fails to fully respond to subject matter or fails to contextualize it. |
| Writing – 15% | Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work. | 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, drawing from multiple course sources, as well as outside materials. Web links and other multi-media content may be present. | Refers to course learnings comprehensively, drawing from multiple class sources. References are present. | Little reference is made to course learnings and there is no evidence of outside materials. |
| Relevance – 25% | 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. |
| Insight – 25% | Compelling, focused and persuasive views are offered. | The journal describes the student’s point of view and the main point is clear. | Point is unclear, either through misunderstanding or lack of focus. |

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation:

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. 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>

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

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, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule

The modules start on the Monday of each week and end on Sundays. The first module begins on Monday, May 8, 2017, and the course ends on Sunday, July 30, 2017. The final is due Sunday, July 30, 2017.

Weekly module dates:

| | |
|-----------------|-------------------------------|
| Week 1: | May 8, 2017 – May 14, 2017 |
| Week 2: | May 15, 2017 – May 21, 2017 |
| Week 3: | May 22, 2017 – May 28, 2017 |
| Week 4: | May 29, 2017 – June 4, 2017 |
| Week 5: | June 5, 2017 – June 11, 2017 |
| Week 6: | June 12, 2017 – June 18, 2017 |
| Week 7: | June 19, 2017 – June 25, 2017 |
| Week 8: | June 26, 2017 – July 2, 2017 |
| Week 9: | July 3, 2017 – July 9, 2017 |
| Week 10: | July 10, 2017 – July 16, 2017 |

Week 11: July 17, 2017 – July 23, 2017

Week 12: July 24, 2017 – July 30, 2017

Course Schedule:

Week 1: Overview of international public relations

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.

Week 2: Research in global contexts

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.

Week 3: Cross-cultural competence and effective messaging

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.

Week 4: The European Union perspective

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.

Week 5: Transnational crisis management

Due: Project 1

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.

Week 6: Managing global teams

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.

Week 7: National identity and country reputation

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.

Week 8: Public diplomacy, corporate foreign policy, and image of nations

Due: Project 2

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

Week 9: Global corporate social responsibility and sustainability

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.

Week 10: Preparation for international work assignments and more on cross-cultural competence

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.

Week 11: International government relations

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.

Week 12: Authenticity and “glocal” campaigns

Due: Project 3, One Discussion Post

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

Recommended resources:

Online:

- 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

Books:

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