PUR 3211: Diverse Voices in Public Relations
Fall 2024

Professor: Ajia I. Meux, PhD, MSW
Email: ajiameux@ufl.edu

Course Meetings: Asynchronous on Zoom
Office Hours: Available by appointment

Course Description

Diverse Voices is a one-credit course that assesses the vital role of diversity, equity and inclusion (DEI) in public relations. Public relations professionals play a key role in telling stories that shape the perceptions of stakeholder groups. In this course you will gain insight and direction on ways to help create and support a diverse, equitable and inclusive work environment. We will explore the ways in which emotional intelligence and cultural competency impact your ability to make decisions that reflect the core principles of DEI. Understanding the journeys of the leaders of color who have changed the face of leadership in public relations will help outline the obstacles to and benefits of DEI in the field.

Course Format

The format for this course is asynchronous – meaning you are able to complete work at your own pace.

Participation in online discussions, group work and timely assignment completion are keys to succeeding in this class**.** You are responsible for notifying me in advance if you are unable to complete an assignment due to illness and should be prepared to provide a note from your medical provider. For further information on attendance policy, please go <u>here.</u>

Required Material

There is no textbook for this course. All required readings, podcasts, and videos/movies are listed on the syllabus and will be available on Canvas. **Additional readings and assignments may be added at my discretion over the course of the semester.**

COURSE OBJECTIVES AND LEARNING OUTCOMES

Upon completing this course, students will:

- Use and apply the terms diversity, equity, inclusion and access correctly
- Understand the practical application of DEI principles to public relations and communications, and the role of the public relations professional in support of these principles
- Identify and analyze the challenges and opportunities in public relations from the various narratives of diverse leaders
- Understand the current climate towards DEI in the public relations sector
- Begin to develop a competency for inclusive language and communication

College of Journalism and Communications Objectives

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

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work

GRADING AND ASSIGNMENTS

The evaluation of coursework will be based on your performance in three major assignments, each of which constitutes a proportion of the final grade. Your grade will be calculated by the following:

Discussion Posts: 30%

Each week, a discussion question will be posted to Canvas which will cover either the readings or a contemporary event. Your response should be a critical reflection of the readings you have had for the week. You will only be graded for your contribution, but you are more than welcome to comment on and engage with others' post.

Team Case Study: 40%

Teams will work together to identify and assess the DEI initiatives and practices of two different companies. Groups will complete a SWOT analysis that will focus on the internal and external DEI practices and initiatives and prepare a presentation to the class on how companies are creating a diverse, equitable and inclusive culture, as well as the opportunities that exist to better address DEI. Companies and groups will be assigned.

Groups should present the company's DEI initiatives and conduct a SWOT analysis. **Please follow the following outline:**
1) An overview of the company
2) Company's DEI leadership
3) Company's DEI policies

4) At least two of the company's DEI program examples
5) Recent trends and/or articles in DEI related to the company
6) SWOT

Here's a great resource on how to conduct a SWOT analysis: **https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main**

NOTE: All elements of the SWOT should be related to DEI(JBA).

Presentation

Teams should prepare a 15-slide minimum presentation. The presentation should be recorded live or include voice overs. Be creative – show videos, images, articles or other visual depictions to enhance your presentation. Note: Your presentation should not be more than 20 minutes in length.

Team Participation
This is a group project; therefore, each team will have to meet for each member to contribute to the assignment equally. It is important that the information presented be cohesive and representative of team collaboration.

Case Study Discussion 15%
In response to teams' case study, you will prepare a critical reflection and/or important questions to consider (200+ words) and post it on the discussion board. You will be graded on how thoughtfully you participate and contribute to the discussions. ***NOTE: This is an individual reflection, not a team reflection!***

LinkedIn Post: 15%
In week 16, you must make one LinkedIn post reflecting on what you learned this semester. The post must include a learning from one of the companies you assessed and at least one link to a relevant article. To receive full credit, it must include the hashtag #DiverseVoices and a tag of the professor, Ajia Meux, and any people being quoted or referenced, where possible.

NOTE: If, for whatever reason, you do not feel comfortable posting publicly about your experience in this class, let me know and we can make alternate arrangements.

Requirements for assignments and other work in this course follow UF policies:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Late or Missed Work:
Deadlines for each assignment will be given and students are expected to meet them. **Late assignments will automatically lose half a point per day it is late.** Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances such as prolonged hospitalization, family death, or extended individual sickness; however, **you need to notify me before the deadline is missed, not after the fact.**

The grading scale for the course is:
A 92-100%
A- 90-91.99%
B+ 88-89.99%

B 82-87.99.99%
B- 80-81.99%
C+ 78-79.99%
C 72-77.99%
C- 70-71.99%
D+ 68-69.99%
D 62-67.99%
D- 60-61.99%
E below 60.99%

Follows current UF policies (https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx).

Availability
Please feel free to speak with me during the semester about any questions or concerns you have during my office hours or by appointment. (You can also reach me by email and I'll do my best to get back to you within 24 hours.)

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations here. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students here.

Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

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

The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

If you have any questions or concerns, please consult with me.

CAMPUS RESOURCES

U Matter, We Care
If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center
Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services. Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department
Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center.
For immediate medical care call 352-733- 0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

E-learning Technical Support
Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center
Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/. Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352392-6420. General study skills and tutoring. teachingcenter.ufl.edu/ Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/ Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor- codestudent-conduct

A Note on Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF

Regulation 4.040 Student Honor Code and Student Conduct Code.

PUR 3211: Diverse Voices in Public Relations
Spring 2024 Schedule

Date	Topic	Reading, Listening or Viewing	Exercise or Assignments
Week 1 August 18	Introductions and familiarize yourself with the course	Diversity, Equity & Inclusion Vocabulary Quiz	Discussion #1 Upload screenshot of quiz results
Week 2 August 25	Media/Communication & Identity Theories	Bramlett-Solomon, S. & Carstarphen, M. (2017) Chapter 2: Media Functions, theories, and effects. *Race, Gender, Class, and Media: Studying Mass Communication and Multiculturalism.* Third Edition. Kendall Hunt	Discussion #2
Week 3 Sept. 1	Diversity + PR	Making the Case for Diversity in Marketing and PR Unlikely Collaborators: Communications and Diversity Executives in Driving Organizational Culture Change Equity vs. Equality: What's the Difference? Here's How Experts Explain It	Discussion #3
Week 4 Sept. 8	Internal DEI vs. External DEI	What is Stakeholder Theory? [Video] DEI Stakeholders REAL Talks Episode 6 - Internal and External Engagement with DEI: A Conversation with The Food Trust	Discussion #4
Week 5 Sept. 15	Moral Panic and CRT Propaganda	Code Switch podcast: The Folk Devil Made Me Do It	Discussion #5
Week 6 Sept. 22	Corporate Social Responsibility and DE&I	Corporate Social Responsibility and Diversity in the Modern Workplace	Building better businesses [Video].	Discussion #6

Week 7 Sept. 29	The future of DEI: Adding belonging, justice, and accessibility.	Davis, A.M. (2021, February 23). Diversity, Equity and Inclusion have failed. How about Belonging, Dignity and Justice instead? *World Economic Forum.* Understanding The Link Between Racial Justice And The Fight Against Climate Change [Audio]. *NPR.org.* The Social Impact Show. (2023, November 9). How to connect Environmental Justice into your CSR Strategy [Video]. YouTube.	Discussion #7
Week 8 Oct. 6	Social Media & DEI	Office of the VP for Research University of Michigan DEI Guidelines for Marketing and Communication American Society of Mechanical Engineers Social Media Guide to Support Diversity, Equity, and Inclusion	Discussion 8
Week 9 Oct. 13	**Team Presentations**	Teams 1 & 2	
Week 10 Oct. 20	**Team Presentations/ Discussions**	Teams 3 & 4	Discussion 9: Responses to Teams 1 & 2
Week 11 Oct. 27	**Team Presentations/ Discussions**	Teams 5 & 6	Discussion 10: Responses to Teams 3 & 4
Week 12 Nov. 3	**Team Presentations/ Discussions**	Teams 7 & 8	Discussion 11: Responses to Teams 5 & 6
Week 13 Nov. 10	**Team Presentations/ Discussions**	Teams 9 & 10	Discussion 12: Responses to Teams 7 & 8

Week 14 Nov. 17	**Team Presentations/ Discussions**	Teams 11 & 12	Discussion 13: Responses to Teams 9 & 10
Week 15 Nov. 24	**THANKSGIVING BREAK**		
Week 16 Dec. 2	**Team Discussion & LinkedIn Post**		Discussion 14: Responses to Teams 11 & 12 LinkedIn Post