

**SYLLABUS**  
**PUR 6005 (9499)—THEORIES OF PUBLIC RELATIONS**

**Instructor:**

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Professor  
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**Traditional Office Hours:**

T – Period 9<sup>+</sup> (4:05–5:30 p.m.)  
W – Period E1 (7:20–8:10 p.m.)  
R – Period 9 (4:05–4:55 p.m.)  
or by Appointment

**Virtual Office Hours (E-mail):**

T – Period E1<sup>+</sup> (7:20–8:30 p.m.)

**CATALOG DESCRIPTION:**

PUR 6005—Theories of Public Relations: Theories that dominate the field. Evolution of theories, their critiques, and current standing.

**COURSE PURPOSE & GOAL:**

PUR 6005 is a required core course in the public relations master's curriculum. The purpose of the course is to develop an understanding of the theoretical body of knowledge in public relations and its application to professional practice. The overall goal of the course is to help students gain an intellectual foundation in theories of public relations.

**COURSE OBJECTIVES & LEARNING OUTCOMES:**

In support of its overall goal, the course will enable students to: distinguish between empirical and experiential knowledge; understand how theory informs the professional practice of public relations; assess the current status of public relations in regard to theory building, professional standards, and ethics in the field; and appreciate public relations as an organizational function that fosters civil society.

The course supports – to some degree – all 12 professional values and competencies required of graduates by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). It specifically addresses the following six professional values and competencies:

1. Demonstrate an understanding of the diversity of peoples and cultures in a global society
2. Understand and apply concepts and theories relevant to the creation and delivery of public relations messages
3. Understand and apply professional ethical principles in pursuit of truth, honesty, accuracy, fairness, and diversity
4. Think critically, creatively and independently
5. Conduct research and evaluate information by appropriate methods
6. Write correctly and clearly in forms and styles appropriate for the public relations profession.

**COURSE FORMAT:**

The course primarily follows a seminar format consisting of lectures and class discussions. Each student will make an oral presentation and lead a class discussion. Several guest speakers will join the class to share their expertise in specific theories and areas of theoretical development. A high degree of student interaction is expected.

**COURSE TEXTS:**

**Required:** Botan, C. H., & Hazleton, V. (2006). *Public relations theory II*. New York: Routledge.

**Recommended:** Smith, R. D. (2009). *Strategic planning for public relations* (3<sup>rd</sup> ed.). New York: Routledge.

Strunk, W. (1918). *The elements of style*. Available online at  
<<http://www.crockford.com/wrrrld/style.html>>.

*Publication Manual of the American Psychological Association* (APA; 6<sup>th</sup> ed.). (For free online assistance, go to <<http://www.apastyle.org/learn/>>.

*Course Texts Cont.*

Chapters from the required text and additional assigned readings for each week are listed on the attached “Readings List,” which is keyed to the “Weekly Course Plan.” The additional readings are available online (through the UF Libraries) or will be e-mailed to you. All readings must be **read in advance** of the class dates for which they are listed. Students also are expected to monitor trade publications and the mass media for local, national, and international news related to public relations, which will be used in class discussions.

**GRADE DISTRIBUTION:**

A **Research Paper** will account for 25% of the course grade. For master’s students, the paper will take the form of a research study proposal of approximately 12 text pages. The paper will consist of the first two and one-third sections of a typical thesis: (1) Purpose of the Study, including background on the problem and a problem statement; (2) Review of the Literature, including previous studies on the problem and studies related to it; and (3) Methodology, including a description of the population selected for study and a proposed method for collecting data. For doctoral students, the paper will take the form of a research conference paper of approximately 22 pages. The paper will report an exploratory study conducted during the semester and consist of all five sections of a typical research paper: (1) Purpose of the Study; (2) Review of the Literature; (3) Methodology, including sampling, explanation of the method, variables measured, and response rate; (4) Findings; and (5) Conclusions. Both types of the paper can be on any public relations topic selected by the student and approved by the instructor. A separate handout on producing the research paper will be distributed early in the semester. Master’s students must submit a “Check-Up Form,” which must be approved by the instructor no later than Tuesday, Nov. 12. Doctoral students are required to meet individually with the instructor during the first three weeks of class.

**As with all written assignments for this course, the research paper must be typed in 12-point font, double spaced on one side of white paper, have one-inch margins, and stapled (no covers or binders, please). Points will be deducted for spelling, punctuation, and grammatical errors.**

A **Semester Examination** will account for 25% of the course grade. It will be given during class hours in Week 11 of the semester. The exam will measure students’ mastery of content covered in the readings, presentations, and lectures/discussions up to the week it is given.

A **Discussion Leader/Case Study** assignment will account for 20% of the course grade. Each student will serve one week/class session during the semester as a discussion leader. The oral presentations will last approximately 75 minutes. Discussion leaders have five responsibilities:

1. Prepare a PowerPoint® presentation covering all readings assigned for that week/class session.
2. Create activities (e.g., questions, exercises, quizzes, contests, games) that lead and stimulate discussion among classmates
3. Identify and research one public relations case study that ties the theoretical topics of the week to public relations practice. Recent cases from the last two to five years, particularly those reported in mainstream and trade media, are preferred.
4. Prepare a one-page fact sheet about the case. Use phrases and bulleted lists rather than paragraphs of text. The fact sheets must be an original summary of the case, and any information taken from other sources must be properly attributed. Hard copies of the fact sheets (10 each) are to be distributed to classmates at the beginning of class.
5. Integrate slides on the case study into the PowerPoint® presentation on readings, analyzing how the case study relates to a specific public relations theory. The final PowerPoint® must be e-mailed to the instructor no later than 12 midnight on the day of the presentation.

A **Scholar Interview** and oral presentation of findings will account for 15% of the course grade. Students will select a scholar of their choice, typically from the authors of the assigned readings (UF faculty are ineligible). The oral presentations should take the form of a summary and analysis of the scholar’s work, including criticism. They will include a PowerPoint® and an enactment of the scholar’s persona (role playing). All presentations will be made during the Week 14 class session. Students should e-mail the instructor with their scholar selection and citations of two of his or her publications other than the assigned readings as early in the semester as possible. The “first come, first served” rule will be employed to avoid duplication of scholars.

*Grade Distribution Cont.*

**Class Participation** will account for 10% of the course grade, as determined by such efforts as class attendance, discussing assigned readings, asking questions, and bringing timely and relevant issues to the attention of the class.

Finally, each student will attend one **Professional Meeting** of the Gainesville Chapter of the Florida Public Relations Society (FPRA) on Thursday, Sept. 19, Oct. 17, or Nov. 21 (the meetings are listed in the “Weekly Course Plan,” which follows). Information and reservations can be found/made at <http://fpragainesville.com/>. This assignment will count as 5% of the course grade. To earn credit, students must obtain the business card of one practitioner attending the meeting and staple the card to a one-page summary of the meeting, with a focus on points made by the meeting’s main speaker.

Summarizing, the course grade will be determined on a 100-point scale as follows:

FPRA Professional Meeting	5%
Class Participation	10%
Scholar Interview/Oral Presentation	15%
Discussion Leader/Case Study	20%
Semester Examination	25%
Research Paper	25%

Grading for the course follows current UF grading policies for assigning grade points (see <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Grading Scale: 92-100 = A, 90-91 = A-, 88-89 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 70-77 = C, 60-69 = D, 59 or less = E.

**MAKEUPS AND LATE ASSIGNMENTS:**

Course policy dictates that there will be no make-up exams or extensions of deadlines. Dates have been announced in advance in the "Weekly Course Plan" so that students can schedule other activities around these deadlines. Exceptions will be rare and made only in cases of extraordinary, documented circumstances, as determined by the instructor. Any make-up exams administered or late assignments accepted will be graded lower than work turned in on time.

**ABSENCES:**

Attendance is mandatory. Each student is allowed one excused absence for the semester, which should be sufficient for illnesses, transportation problems, family crises, etc. Absences beyond one will result in a reduction of the course grade at the rate of one-third grade level for each absence beyond the number permitted. Students are responsible for all class work missed. They should consult with classmates, rather than the instructor, to obtain information on lectures, assignments, and other matters.

**ACADEMIC HONESTY:**

Students are expected to observe the University of Florida’s policy on academic honesty in fulfilling all course requirements. The penalty for violation of academic honesty is an “E” for the course, at minimum.

Academic dishonesty includes the following: use of materials from another author without citation or attribution, extensive use of verbatim materials from another author *with* citation and attribution, and extensive use of one’s own writing from past assignments or from assignments in other, current classes (called “double dipping”).

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, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Furthermore, students are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

For more information about the student honor code, violations, and sanctions, go to the Dean of Students Office website at (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>).

### **INTELLECTUAL PROPERTY PROTECTION:**

Lectures given in this course, including handouts and PowerPoint® presentations, are the property of the instructor and the University of Florida. Class lectures may not be recorded in any form without prior permission from the instructor and any guest lecturers that may speak to this class. Recordings, including class notes, may not be used for commercial purposes.

### **CLASSROOM CONDUCT:**

The College of Journalism and Communications is a professional school and professional decorum is expected at all times. This means the instructor and students adhere to workplace norms for collegial and respectful interaction. Students are expected to arrive on time and not leave the classroom until announced breaks or the end of the class.

#### **Diversity:**

All discussions will be ruled by mutual respect—for people and their opinions. Effective public relations practice is dependent on gathering and understanding diverse viewpoints. Furthermore, professionalism requires an appreciation for the multicultural society and global economy in which students plan to work. Effectiveness in both practice and scholarship relies on an ability to recognize and embrace diversity in all its forms. Throughout the course, students will have opportunities to learn from the information and ideas shared by their classmates.

#### **Other Rules:**

- Cell phones must be turned off during class.
- Photos and other recordings are prohibited unless approved in advance by the instructor.
- Laptops and electronic tablets may be used in class for note taking; this privilege will be revoked for all students if one student is caught using the device for personal purposes.
- Students may only leave the classroom during official breaks (notify the instructor of emergencies).
- Reading unrelated material or talking while others are speaking is prohibited.
- Anyone violating these rules or disrupting class in other ways will be asked to leave the classroom.
- Students are urged to meet in-person with the instructor if they have questions or are having problems. Office Hours are listed on p. 1 of the syllabus. Short conversations immediately following class are welcomed.
- E-mail inquiries to the instructor should be limited to questions that are not answered elsewhere (e.g., the syllabus). Formal composition and clear and concise writing are required. E-mail messages generally cannot be answered in less than one day, so plan ahead.
- Telephone calls are encouraged for quick questions (when leaving a voice-mail message, slowly state your name, telephone number, and reason for calling; repeat phone number).

### **ONLINE 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 and typically are conducted during the last two weeks of the semester. Time has been allocated in the “Weekly Course Plan” for students to complete their evaluations. Summary results of assessments are available to students at <https://evaluations.ufl.edu/results>.

### **STUDENTS WITH DISABILITIES:**

Students requesting classroom accommodation must first register with the Dean of Students Office, which will provide documentation to the student, who must then provide the documentation to the instructor when requesting accommodation. Requests should be made at a private meeting during the instructor’s office hours.

### **UF RESOURCES:**

- University counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx> or 392-1575
- University Police Department: 392-1111 or 911 for emergencies.

### **FINAL CAVEAT:**

This syllabus is subject to change as the instructor deems appropriate and necessary.

**WEEKLY COURSE PLAN:**

*Week #1*

Aug. 21      **Topics:**            Introduction to the Course. Overview of Requirements. Understanding Theory.

*Week #2*

Aug. 28      **Topics:**            Theoretical Frameworks for Understanding Public Relations. ROPES Process Model of Strategic Practice.

**Readings:**        See Readings List.

**Assign:**            Select week/topic to serve as Discussion Leader.

**Guest Speaker:**    TBA.

*Week #3*

Sept. 4      **Topics:**            Excellence, Role, & Contingency Theories. ROPES Process Model: Conducting Research.

**Readings:**        See Readings List.

**Guest Speaker:**    TBA.

*Week #4*

Sept. 11     **Topics:**            Effectiveness & Measurement; Relationship Theory.

**Dis. Leader:**      Angela Zhang.

**Readings:**        See Readings List.

**Guest Speaker:**    Dr. Linda Hon, Professor, Public Relations, UF (W: 4:10-5 p.m.).

*Week #5*

Sept. 18     **Topics:**            Rhetorical & Critical Theories. ROPES Process Model: Setting Objectives.

**Dis. Leader:**      Kelsey Mulligan.

**Readings:**        See Readings List.

**Field Trip:**        *Only 1 of 3 Required:* Thursday, Sept. 19 – FPRA Gainesville Chapter Meeting, Sweetwater Branch Inn (11:30 a.m. – 1 p.m.).

*Week #6*

Sept. 25     **Topics:**            Global & International Theories.

**Dis. Leader:**      Stephenie Livingston.

**Readings:**        See Readings List.

**Guest Speaker:**    Dr. Juan-Carlos Molleda, Professor, Public Relations, UF (W: 4:10-5 p.m.).

*Week #7*

Oct. 2        **Topics:**            Philanthropy, Nonprofit Management, & Fundraising Theories.

**Dis. Leader:**      Bridget Robinson.

**Readings:**        See Readings List.

**Guest Speaker:**    TBA.

*Week #8*

Oct. 9        **Topics:**            Feminist, Gender, & Diversity Theories. ROPES Process Model: Planning & Implementing Programming.

**Dis. Leader:**      Ellen Ellick.

**Readings:**        See Readings List.

*Weekly Course Plan Cont.*

*Week #9*

Oct. 16      **Topics:**            Media Theories: Agenda Building, Agenda Setting, & Innovative Media. ROPES Process Model: Conducting Evaluation & Stewardship.  
**Dis. Leader:**        Chris Moran.  
**Readings:**            See Readings List.  
**Field Trip:**            *Only 1 of 3 Required:* Thursday, Oct. 17 – FPRA Gainesville Chapter Meeting, Sweetwater Branch Inn (11:30 a.m. – 1 p.m.).

*Week #10*

Oct. 23      **Topics:**            Public Relations Crisis & Corporate Social Responsibility Theories. Review for Exam.  
**Dis. Leader:**        Han (Coco) Gao.  
**Readings:**            See Readings List.  
**Guest Speaker:**    Dr. Sora Kim, Assistant Professor, Public Relations, UF (W: 4:10-5 p.m.).

*Week #11*

Oct. 30      **EXAM:**              **Semester Exam – 4:05 – 5:35 p.m..**  
**Topics:**              Persuasion Theories & Integrated Marketing Communication.  
**Dis. Leader:**        Jing Zhang.  
**Readings:**            See Readings List.  
**Due:**                  Research Proposal Check-Up Form on Wednesday, Oct. 30, at 4:05 p.m.

*Week #12*

Nov. 6        **Topics:**            Exam Results. Research Papers. Activism & Conflict Resolution. Investor Relations.  
**Dis. Leader:**        Jonelle Reed.  
**Readings:**            See Readings List.

*Week #13*

Nov. 13      **Topics:**            History, Legal, & Ethical Theories. Course Evaluation Reminder.  
**Dis. Leader:**        Anna Edwards.  
**Readings:**            See Readings List.  
**Field Trip:**            *Only 1 of 3 Required:* Thursday, Nov. 21 – FPRA Gainesville Chapter Meeting, Sweetwater Branch Inn (11:30 a.m. – 1 p.m.).

*Week #14*

Nov. 20      **Topics:**            Oral Presentations on .Scholar Interviews.

*Week #15*

Nov. 27      No Class            Thanksgiving Holiday Break: Work on Research Paper.

*Week #16*

Dec. 4        **Topics:**            Course Evaluation Research Paper Presentations (8-10 minutes). End-of-Semester Celebration (Location TBD).  
**Due:**                  Research Paper due Wednesday, Dec. 4, at 4:05 p.m.  
FPRA Professional Meeting Summary by Dec. 4, 4:05 p.m.

*Happy Holidays!*

**PUR 6005 (9499)—THEORIES OF PUBLIC RELATIONS  
READINGS LIST KEYED TO WEEKLY COURSE PLAN**

**Week #2**

August 28

**Theoretical Frameworks for Understanding Public Relations**

Botan, C. H., & Hazleton, V. (2006). Public relations in a new age. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 1-18). New York: Routledge.

Pasadeos, Y., Berger, B., & Renfro, R. B. (2010). Public relations as a maturing discipline: An update on research networks. *Journal of Public Relations Research*, 22(2), 136-158.

Sallot, L. M., Lyon, L. J., Acosta-Alzuru, C., & Jones, K. O. (2003). From aardvark to zebra: A new millennium analysis of theory development in public relations academic journals. *Journal of Public Relations Research*, 15(1), 27-90.

Sisco, H. F., Collins, E. L., & Zoch, L. M. (2011). Breadth or depth? A content analysis of the use of public relations theory. *Public Relations Review*, 37(2), 145-150.

**Week #3**

September 4

**Excellence, Role, & Contingency Theories**

Cancel, A. E., Cameron, G. T., Sallot, L. M., & Mitrook, M. A. (1997). It depends: A contingency theory of accommodation in public relations. *Journal of Public Relations Research*, 9(1), 31-63.

Dozier, D. M., & Broom, G. M. (2006). The centrality of practitioner roles to public relations theory. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 137-170). New York: Routledge.

Grunig, J. E., Grunig, L. A., Dozier, D. M. (2006). The excellence theory. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 21-62). New York: Routledge.

Waters, R. D., Kelly, K. S., & Walker, M. L. (2012). Organizational roles enacted by healthcare fundraisers: A national study testing theory and assessing gender differences. *Journal of Communication Management*, 16(3), 244-263. DOI: 10.1108/13632541211245802 (**E-mailed to students**)

**Week #4**

September 11

**Effectiveness & Measurement; Relationship Theory**

Grunig, L. A., Grunig, J. E., & Dozier, D. M. (2002). The value of public relations. *Excellent public relations and effective organizations* (pp. 90-139). Mahwah, NJ: Erlbaum.

Hon, L. C., & Grunig, J. E. (1999). Guidelines for measuring relationships in public relations. Research. Institute for Public Relations. Retrieved August 20, 2011, at [http://www.instituteforpr.org/wp-content/uploads/Guidelines\\_Measuring\\_Relationships.pdf](http://www.instituteforpr.org/wp-content/uploads/Guidelines_Measuring_Relationships.pdf)

Kelly, K. S. (2001). Stewardship: The fifth step in the public relations process. In R. L. Heath (Ed.), *Handbook of public relations* (pp. 279-289). Thousand Oaks, CA: Sage. (**E-mailed to students**)

Ledingham, J. A. (2006). A general theory of public relations. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 465-483). New York: Routledge.

### **Week #5**

September 18

#### **Rhetorical & Critical Theories**

Berger, B.K. (2005). Power over, power with, and power to relations: Critical reflections on public relations, the dominant coalition, and activism. *Journal of Public Relations Research*, 17(1), 5-28.

Heath, R. L. (2006). A rhetorical theory approach to issues management. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 63-99). New York: Routledge.

Roper, J. (2005). Symmetrical communication: Excellent public relations or a strategy for hegemony? *Journal of Public Relations Research*, 17(1), 69-86.

### **Week #6**

September 25

#### **Global & International Theories**

Chen, Y.R. (2007). The strategic management of government affairs in China: How multinational corporations in China interact with the Chinese government. *Journal of Public Relations Research* 19(3), 283-306.

Molleda, J-C. (2001). International paradigms: The Latin American school of public relations. *Journalism Studies*, 2(4), 513-530.

Taylor, M., & Kent, M. L. (2006). Public relations theory and practice in nation building. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 341-359). New York: Routledge.

Wakefield, R. I. (2007). Theory of international public relations, the Internet, and activism: A personal reflection. *Journal of Public Relations Research*, 20(1), 138-157.

### **Week #7**

October 2

#### **Philanthropy, Nonprofit Management, & Fundraising Theories**

Kelly, K. S. (2008). Fundraising. In W. Donsbach (Ed.), *International encyclopedia of communication*, 5 (pp. 1914-1917). Oxford, UK: Wiley-Blackwell. **(E-mailed to students)**

Kelly, K. S. (1998). The parameters of fund raising. In K. S. Kelly, *Effective fund-raising management* (pp. 39-68). Mahwah, NJ: Lawrence Erlbaum Associates. E-book available free online through UF Libraries.

Weeden, C. (2011). Introduction: Why more corporations are giving less. In C. Weeden, *Smart giving is good business: How corporate philanthropy can benefit your company and society* (pp. v-xviii). San Francisco, CA : Jossey-Bass. E-book available free online through UF Libraries.

### **Week #8**

October 9

#### **Feminist, Gender, & Diversity Theories**

Aldoory, L., Jiang, H., Toth, E. L., & Sha, B. (2008). Is it still just a women's issue? A study of work-life balance among men and women in public relations. *Public Relations Journal*, 2(4), 1-20. Retrieved August 20, 2011, at [http://www.prsa.org/SearchResults/download/6D-020401/0/Is It Still Just a Women s Issue A Study of Work L](http://www.prsa.org/SearchResults/download/6D-020401/0/Is%20It%20Still%20Just%20a%20Women%27s%20Issue%20A%20Study%20of%20Work%20Life%20Balance%20Among%20Men%20and%20Women%20in%20Public%20Relations)

Grunig, L. A. (2006). Feminist phase analysis in public relations: Where have we been? Where do we need to be? *Journal of Public Relations Research*, 18(2), 115-140.

Pompper, D. (2005). "Difference" in public relations research: A case for introducing critical race theory. *Journal of Public Relations Research*, 17(2), 139-170.

### **Week #9**

October 16

#### **Media Theories: Agenda Building, Agenda Setting, & Innovative Media**

Levenshus, A.L. (2010). Online relationship management in a presidential campaign: A case study of the Obama campaign's management of its Internet-integrated grassroots effort. *Journal of Public Relations Research*, 22(3), 313-335.

Miller, B.M. (2010). Community stakeholders and marketplace advocacy: A model of advocacy, agenda building, and industry approval. *Journal of Public Relations Research*, 22(1), 85-112.

Zoch, L. M., & Molleda, J-C. (2006). Building a theoretical model of media relations using framing, information subsidies, and agenda-building. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 279-309). New York: Routledge.

### **Week #10**

October 23

#### **Public Relations Crisis & Corporate Social Responsibility Theories**

Coombs, T. (2006). Crisis management: A communicative approach. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (171-197). New York: Routledge.

Gilpin, D., & Murphy, P. (2006). Reframing crisis management through complexity. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 375-392). New York: Routledge.

Kim, S. (2011). Transferring effects of CSR strategy on consumer responses: The synergistic model of corporate communication strategy. *Journal of Public Relations Research*, 23(2), 218-241.

### **Week #11**

October 30

#### **Persuasion Theories & Integrated Marketing Communication**

Huang, Y-H., & Hagan, L. M. (2011). The role of market-oriented relations in public relations: *Public Relations Review*, 37, 297-304.

Pfau, M., & Wan, H-H. (2006). Persuasion: An intrinsic function of public relations. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 101-136). New York: Routledge.

### **Week #12**

November 6

#### **Activism & Conflict Resolution. Investor Relations.**

Derville, T. (2005). Radical activist tactics: Overturning public relations conceptualizations. *Public Relations Review*, 31(4), 527-533.

Kelly, K. S., Laskin, A. V., & Rosenstein, G. A. (2010). Investor relations: Two-way symmetrical practice. *Journal of Public Relations Research*, 22(2), 182-208.

Stokes, A. Q., & Rubin, D. (2010). Activism and the limits of symmetry: The public relations battle between Colorado GASP and Philip Morris. *Journal of Public Relations*, 22(1), 26-48.

### **Week #13**

November 13

#### **History, Legal, & Ethical Theories**

Bowen, S. A. (2007). Ethics and public relations. Research. Institute for Public Relations. Retrieved August 20, 2011, at <http://www.instituteforpr.org/topics/ethics-and-public-relations/>

Gower, K. (2008). Doing the right thing. *Legal and ethical considerations for public relations* (2<sup>nd</sup> ed; pp. 1-24). Long Grove, IL: Waveland.

Lamme, M. O., & Russell, K. M. (2010). Removing the spin: Toward a new theory of public relations history. *Journalism and Communication Monographs*, 11(4), 281-362.