

UNIVERSITY OF FLORIDA  
College of Journalism and Communications – Department of Public Relations  
PUR 6608: International Public Relations (☼)

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

**Office:** 3046 Weimer Hall – 352-273-1223 (o) – [jmolleda@jou.ufl.edu](mailto:jmolleda@jou.ufl.edu)

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

**Course description:** International public relations is practiced by all types of private, public, non-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. For instance, the course includes an evaluation of the various factors that determine the profession's evolution and practice in different countries. 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.

**This course has the following 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 13 modules. The content will be delivered through video lectures, outline notes as PowerPoint presentations, assigned readings, assignment guidelines, quizzes, and discussion rooms. Your participation is essential and required, with online posts comprising a portion of your final grade. The quality of your participation in online discussions and video 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, therefore, if you need further explanations or clarifications please consult with the instructor.

**Required readings:** Sets of required readings are available on Sakai. Please see the course schedule for the complete list of readings. There may be additional readings in the form of handouts or Sakai postings at various times during the term.

**Online course administration—Sakai:** <https://lss.at.ufl.edu/> will be used to administer the course communication, materials (i.e., PowerPoint files, reaction comments / discussions, readings, assignment guidelines, quizzes) and grades.

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

	<b>Percentage Allocation</b>
• Eleven online posting (reading reactions)	33% (3% each)
• Four quizzes	20% (5% each)
• Brief case study (transnational corporation in your home country)	17%
• Government website analysis (public diplomacy content)	15%
• <u>Home country transnational corporation (authenticity website analysis)</u>	<u>15%</u>
<b>Total</b>	<b>100%</b>

*The grading scale for the course is as follows:*

Grading Scale:	A	92-100 points
	A-	90-91 points
	B+	87-89 points
	B	82-86 points
	B-	80-82 points
	C+	77-79 points
	C	72-76 points
	C-	70-71 points
	D+	67-69 points
	D	62-66 points
	D-	60-62 points
	E	below 60 points

FYI, University’s Grading Policy:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Grades for this graduate course will be based on the total points earned over the term

#### ASSIGNMENTS

**Eleven postings [33% total, 3% each]. See online class schedule for topics and due dates:**

- A written critique based on one of the readings of the week and any additional consulted materials.
- Length: a minimum of 250 words is due on Sakai according the class schedule.
- Specifically, analyze, support, or critic one or various key points that caught your attention from one of the readings assigned for each module.

**Four quizzes [20% total, 5% each]:**

- The four (4) quizzes of the course are designed to test the graduate student’s knowledge of the main ideas covered in each of the modules, including readings, handouts, and online discussions as specified in the syllabus.
- The quizzes will be multiple-choice and **non-cumulative**. Study guides will be provided for each quiz. Grades will be posted on Sakai.

- An online discussion board will be available for suggested quiz questions for the tests during the development of the online course.

**Brief case study (transnational corporation in your home country) (17%):**

- 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 articulated by the instructor of the course [module 5].
- The length of the case study is seven pages minimum and 10 pages maximum, double spaced, and 12-point Times Roman font. It should closely follow the *Publication Manual of the American Psychological Association* (APA).

**Government website analysis (public diplomacy content) (15%):**

- Select a government-sponsored website of your home country or any country in the world oriented to audiences or publics in other parts of the world.
- Identify and analyze the target audiences and strategies used using the readings on public diplomacy as theoretical framework [module 8].
- The length of the analysis is five pages minimum and 10 pages maximum, double spaced, and 12-point Times Roman font. It should closely follow the *APA Publication Manual*.

**Home country transnational corporation (authenticity website analysis) (15%):**

- Identify a transnational corporation based in your home country with operations in other markets.
- Analyze the corporate narrative of the corporation as it is presented in its website. Use the readings on authenticity and the authentic index articulated by the instructor of the course [module 13].
- The length of the analysis is five pages minimum and 10 pages maximum, double spaced, and 12-point Times Roman font. It should closely follow the *APA Publication Manual*.

**CLASS POLICIES**

- The University of Florida Honor Code applies to all work related to this online graduate course (see page 10). All students are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. Students are expected to participate in online discussions. Assigned readings should be completed in addition to follow topical outlines and watching video class lectures. Any material discussed and/or covered in the assigned readings may be included on examinations. Students will not be allowed to make up assignments outside the timeline set for the online course. Exceptions to this policy will be limited to documented exceptional (as defined by the professor) circumstances and at the discretion of the professor.
- The professor reserves the right to make changes, if necessary, to the grading system, schedule, or other matters pertaining to the class.
- The professor may also be reached via e-mail and the telephone, but please be aware that the professor will not be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response. Therefore, barring an emergency situation, it is advisable to contact the

instructor well in advance of a deadline in order to give the professor adequate time to respond you.

- Each of you plays a role in shaping this course. I encourage you to be actively involved in class discussions and activities. Please also be respectful of the contributions of others, and help create an online class environment that is welcoming and inclusive.
- If you notice yourself having trouble in the course, it is crucial that you contact me immediately. Please feel free to approach me about any concerns or comments you might have about this online class.
- Any evidence of plagiarism or cheating will result in an “E” for the course and possible disciplinary action.
- Do not submit the same work to more than one class without prior written permission from both instructors. Do not adapt work from another class for this class without my prior written permission. Do not adapt someone else's work and submit it as your own. This online graduate course requires original work, created at this time, for this purpose.
- Spelling counts. So does grammar, punctuation and professional presentation techniques.
- An assignment turned in passed the deadline will be penalized one letter grade for each weekday it is late. This is a business where deadlines count. You cannot make excuses to your boss or a client if your work is late.

**Students with challenges:** I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. In order to address academic needs, I must be informed of the student’s circumstance at the beginning of the semester *before* performance becomes a factor. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student’s ability to succeed in this course.

## ONLINE CLASS AND READING SCHEDULE

### **Module 1 – Introduction and Overview**

***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.*

Molleda, J.C. (2009, March). Global public relations. Institute for Public Relations. Available at <http://www.instituteforpr.org/topics/global-public-relations/>

Sharpe, M.L., & Pritchard, B.J. (2004). The historical empowerment of public opinion and its relationship to the emergence of public relations as a profession. In D.J. Tilson & E.C. Alozie (Eds.), *Toward the common good; perspectives in international public relations* (pp. 14-36). Boston, MA: Allyn and Bacon.

Wakefield, R.I. (2008). Theory of international public relations, the Internet, and activism: A personal reflection. *Journal of Public Relations Research*, 20, 138-157.

## **Module 2 – Contextualized Research & Practice**

### **[First online posting due – first quiz]**

*Objective: To explain the contextual aspects that determine specific public relations practices in different nations, including media relations, government relations, and community relations.*

Holtbrügge, D., Ber, N., & Puck, J.F. (2007). To bribe or to convince? Political stakeholders and political activities in German multinational corporations. *International Business Review*, 16, 47-67.

Sriramesh, K., & Verčič, D. (2009). A theoretical framework for global public relations research and practice. In K. Sriramesh & D. Verčič (Eds.), *The global public relations handbook: Theory, research, and practice* (2<sup>nd</sup> ed.) (pp. 3-21). New York, NY: Routledge.

Molleda, J.C., & Moreno, A. (2008). Balancing public relations with socioeconomic and political environments in transition: Comparative, contextualized research of Colombia, México and Venezuela. *Journalism and Mass Communication Monographs*, 10(2), 116-174.

## **Module 3 – Circuit of Culture and other Theoretical Perspectives**

### **[Second online posting due]**

*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, such as the African perspective.*

Gaither, T.K., & Curtin, P.A. (2008). Examining the heuristic value of models of international public relations practice: A case study of the Arla Foods crisis. *Journal of Public Relations Research*, 20, 115-137.

Holmström, S., Falkheimer, J., & Nielsen, A.G. (2010). Legitimacy and strategic communication in globalization: The cartoon crisis and other legitimacy conflicts. *International Journal of Strategic Communication*, 4(1), 1-18.

Rensburg, R. (2007). Communications management in the Africa context: Implications for theory, research, and practice. *International Journal of Strategic Communication*, 1(1), 37-51.

## **Module 4 – The European Union Perspective**

### **[Third online posting due at 12 noon – second quiz]**

*Objective: To articulate and identify the unique characteristics of the European perspective on public relations education, research, and practice.*

Fawkes, J., & Moloney, K. (2008). Does the European Union (EU) need a propaganda watchdog like the US Institute of Propaganda Analysis to strengthen its democratic civil society and free markets? *Public Relations Review*, 34, 207-214.

Ławniczak, R. (2007). Public relations role in a global competition “to sell” alternative political and socio-economic models of market economy. *Public Relations Review*, 33, 377-386.

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

## **Module 5 – Transnational Crisis or Cross-National Conflict Shifting and Global Coordination** **[Fourth online posting due]**

*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.*

Lindholm, K., & Olsson, E.K. (2011). Crisis communication as a multilevel game: The Muhammad cartoons from a crisis diplomacy perspective. *International Journal of Press/Politics*, 16(2), 254-271.

Molleda, J.C. (2010). Cross-national conflict shifting: A transnational crisis perspective in global public relations. In R. Heath (Ed.), *Handbook of public relations* (2<sup>nd</sup> ed.) (pp. 679-690). Thousand Oaks, CA: Sage Publications.

Molleda, J.C. (2011). Advancing the theory of cross-national conflict shifting: A case discussion and quantitative content analysis of a transnational crisis’ newswire coverage. *International Journal of Strategic Communication*, 5(1), 49-70.

## **Module 6 –Coordination and Control to Manage a Global Function** **[Fifth online posting and case study due]**

*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.*

### **Case study: *Champions Drink Responsibly* of Bacardi Limited**

Lim, S.L. (2010). Global integration or local responsiveness? Multinational corporation’s public relations strategies and cases. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 299-318). New York, NY: Routledge.

Molleda, J.C., & Laskin, A. (2010). Coordination and control of global public relations to manage cross-national conflict shifts: A multidisciplinary perspective for research and practice. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 319-344). New York, NY: Routledge.

Newbury, W., & Neveda Yakova. (2006). Standardization preferences: A function of national culture, work interdependence and local embeddedness. *Journal of International Business Studies*, 37, 44-60.

**Module 7 – Influence of International Public Relations on Foreign Nations’ Perceptions**  
**[Sixth online posting due – third quiz]**

*Objective: To help students understand the influence of international public relations on foreign nations’ identities and reputations.*

Kiousis, S., & Wu, X. (2008). International agenda-building and agenda-setting: Exploring the influence of public relations counsel on US news media and public perceptions of foreign nations. *The International Communication Gazette*, 70(1), 58-75.

Lee, S. (2007). International public relations as a predictor of prominence of US news coverage. *Public Relations Review*, 33, 158-165.

Yang, S.U., Shin, H., Le, J.H., & Wrigley, B. (2008). Country reputation in multidimensions: Predictors, effects, and communication channels. *Journal of Public Relations Research*, 20(4), 421-440.

Zhang, J. (2005). World system and its agents: Analysis of the registrants of Foreign Agent Registration Act (FARA). *Public Relations Review*, 31, 47-54.

**Module 8 – Public Diplomacy, Corporate Foreign Policy, and Image of Nations**  
**[Seventh online posting due]**

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

Gilboa, E. (2008). Searching for a theory of public diplomacy. *The ANNALS of the American Academy of Political and Social Science*, 616, 55-77.

Molleda, J.C. (2011). Global political public relations, public diplomacy, and corporate foreign policy. In S. Kiousis, & J. Strömbäck (Eds.), *Political public relations: Principles and applications* (pp. 274-292). New York, NY: Routledge.

Signitzer, B., & Wamser, C. (2006). Public diplomacy: a specific governmental public relations function. In C.H. Botan and H. Vincent (Eds.), *Public Relations Theory II* (pp. 435-464). Mahwah, NJ: Lawrence Erlbaum Associates.

**Module 9 – Global Corporate Social Responsibility and Sustainability**  
**[Eighth online posting and government website analysis due]**

*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.*

Husted, B., & Allen, D.B. (2006). Corporate social responsibility in the multinational enterprise: Strategic and institutional approaches. *Journal of International Business Studies*, 37, 838-849.

Scherer, A.G., & Palazzo, G. (2007). Toward a political conception of corporate responsibility: Business and society seen from a Habermasian perspective. *Academy of Management Review*, 32(4), 1096-1120.

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

Waldam, D.A., de Luque, M.S., Washburn, N., & House, R.J. (2006). Cultural and leadership predictors of corporate social responsibility values of top management: A globe study of 15 countries. *Journal of International Business Studies*, 37, 823-837.

### **Module 10 – Preparation for International Assignments**

#### **[Ninth online posting due]**

*Objective: To encourage students to learn and apply the preparation and training required for international assignments in all types of organizational settings.*

Freitag, A.R. (2002). Ascending cultural competence potential: An assessment and profile of U.S. public relations parishioners' preparation for international assignments. *Journal of Public Relations Research*, 14(3), 207-227.

Harris, P.R., Moran, R.T., & Moran, S.V. (2004). *Managing cultural differences; global leadership strategies for the 21<sup>st</sup> century (6<sup>th</sup> ed.)*. Burlington, MA: Elsevier.  
Chapter 6: Managing transitions and relocations

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

### **Module 11 – Cross-cultural Competence and Employee Relations**

#### **[Tenth online posting due – fourth quiz]**

*Objective: To motivate students to develop the most-needed cross-cultural competencies required for international assignments in all types of national and regional contexts.*

Johnson, J.P., Lenartowicz, T., & Apud, S. (2006). Cross-cultural competence in international business: Toward a definition and a model. *Journal of International Business Studies*, 37, 525-543.

Ni, L. (2009). Strategic role of relationship building: Perceived links between employee-organization relationships and Globalization Strategies. *Journal of Public Relations Research*, 21(1), 100-120.

Shapiro, J.M., Ozanne, J.L., & Saatcioglu, B. (2008). An interpretative examination of the development of cultural sensitivity in international business. *Journal of International Business Studies*, 39, 71-87.

## **Module 12 – International Government Relations**

**[Eleventh online posting due]**

*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.*

Chen, Y.R. (2004). Effective public affairs in China: MNC-government bargaining power and corporate strategies for influencing foreign business policy formulation. *Journal of Communication Management*, 8(4), 395-413.

Hillman, A.J., & Wan, W.P. (2005). The determinants of MNE subsidiaries' political strategies: Evidence of institutional duality. *Journal of International Business Studies*, 36, 322-340.

Steiner, G.A., & Steiner, F.F. (2003). *Business, government, and society; a managerial perspective text and cases (10<sup>th</sup> ed.)*. New York: McGraw-Hill Irwin.

Chapter 12: Multinational corporations and government relationships

## **Module 13 – The Construct Authenticity and “Glocal” Campaigns**

**[Home country transnational corporation authenticity analysis due]**

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

Camilleri, C.S. (2008). True blue: Authenticity and Yalumba's journey of discovery. *Australian Journal of Communication*, 35(3), 41-67.

Molleda, J.C. (2010). Authenticity and the construct's dimensions in public relations and communication research. *Journal of Communication Management*, 14(3), 223-236.

Molleda, J.C., & Roberts, M. (2010). Colombia's Juan Valdez campaign: Brand revitalization through “authenticity” and “glocal” strategic communications. In G.J. Golan, T.J. Johnson, & W. Wanta (Eds.), *International media communication in a global age* (pp. 380-400). New York, NY: Routledge.

Molleda, J.C., & Jain, R. (2011, October). Testing a perceived authenticity index with triangulation research: the case of Xcaret in Mexico. Paper presented at the Educators Academy of the Public Relations Society of America, 2011 PRSA International Conference, Orlando, USA. (PRSA Top Research Paper Award)

**Recommended online resources:**

Molleda, J.C. (2009, March). Global public relations. Institute for Public Relations' Essential Knowledge Project. Available at [www.instituteforpr.org](http://www.instituteforpr.org)

Global Alliance for Public Relations and Communication Management [www.globalalliancepr.org](http://www.globalalliancepr.org)

Public Relations Society of America [www.prsa.org](http://www.prsa.org)

Institute for Public Relations [www.instituteforpr.com](http://www.instituteforpr.com)

Chartered Institute of Public Relations (United Kingdom) [www.cipr.co.uk/](http://www.cipr.co.uk/)

International Public Relations Association [www.ipra.org](http://www.ipra.org)

Canadian Public Relations Society [www.cpr.ca](http://www.cpr.ca)

UF Business Library: International Business Center

[businesslibrary.uflib.ufl.edu/internationalbusiness](http://businesslibrary.uflib.ufl.edu/internationalbusiness)

World Citizens Guide [www.worldcitizensguide.org](http://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 (2<sup>nd</sup> 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.

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

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

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

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

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

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