

**COM 355**  
**International Public Relations**  
**Fall 2017**

Instructor: Dr. J. L. Courtright

Office: Fell 428

Office Hours: MTW 1:15-2:45 p.m.

*other times by appointment*

Telephone: 438-7310; if no answer, please leave a message on voice-mail!

E-mail: [jlcourt@ilstu.edu](mailto:jlcourt@ilstu.edu)

MWF 5:30-6:45 p.m.

Fell 158

**Welcome to International Public Relations!**

During your lifetimes, public relations increasingly has gone global. In this course, we'll embark on a worldwide adventure. You will learn principles about professional practice that can help you in your careers as public relations counsels for multinational corporations (MNCs), nongovernment organizations (NGOs), and groups of people around the world. Even if you don't work internationally, what you learn in this course will help you to build bridges between organizations and audiences in public relations practice. This course will help you develop global systems thinking to understand the interplay of MNCs, NGOs, and others. You'll also learn how to facilitate dialogue with empathy and rhetorical sensitivity. This course also will improve your skills at looking at situations from different perspectives, enabling you to argue for issue positions with an understanding of the power and ethics involved in persuading corporations, nonprofits, governments, and others to make the world a better place. These principles therefore are applicable to any form of public relations, even if you don't work internationally during your career.

Let the adventure begin! —Dr. C

**Texts**

Alaimo, K. (2017). *Pitch, tweet, or engage on the street: How to practice global public relations and strategic communication*. New York, NY: Routledge.

[Paperback, 55.80; Kindle, 52.49]

Moua, M. (2011). *Culturally intelligent leadership: Leading through intercultural interactions*. New York, NY: Business Expert Press.

[Paper, \$34.95; eBook, 19.95]

In addition to assigned readings, useful books, readings, and links are on reserve or accessible via Milner Reserve, including these supplemental texts:

Bomann-Larsen, L., & Wiggen, O. (2004). *Responsibility in world business: Managing harmful side-effects of corporate activity*. New York, NY: United Nations University Press. FREE at <http://archive.unu.edu/unupress/sample-chapters/ResponsibilityWorldBusiness.pdf>

Brinkmann, U., & van Weerdenburg, O. (2014). *Intercultural readiness: Four competencies for working across cultures*. New York, NY: Palgrave Macmillan.

Lawrence, J. T., & Beamish, P. W. (Eds.). (2013). *Globally responsible leadership: Managing according to the UN Global Compact*. Los Angeles: Sage.

Sriramesh, K., & Verčič, D. (Eds.). (2012). *Culture and public relations: Links and implications*. New York: Routledge.

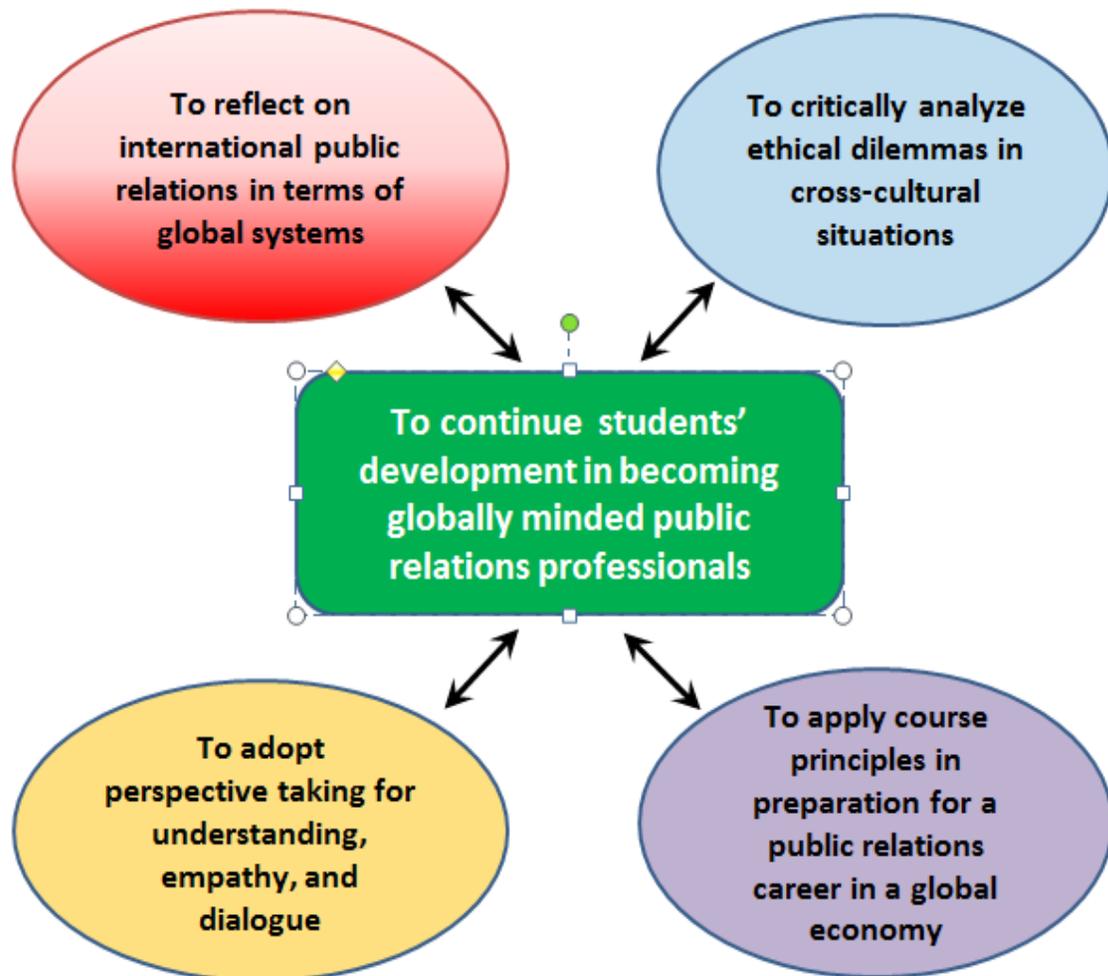
I also recommend to you a couple books to help you improve your writing. (We all can improve!)

Lederer, R., & Dowis, R. (1999). *Sleeping dogs don't lay: Practical advice for the grammatically challenged*. New York: St. Martin's Griffin.

Lederer, R., & Shore, J. (2005). *Comma sense: A fun-damental guide to punctuation*. New York: St. Martin's Griffin.

Course Catalog Description: Theory and research related to the practice of public relations across cultural and national boundaries. Application of theory to practical problems.

### Transformational Goal & Course Objectives



### COURSE EXPECTATIONS

#### ***HOW YOU CAN DO WELL IN THIS COURSE***

There are a few things that you can do to get the most out of this course and do well in it:

- Purchase the required textbook and view or download any readings.
- Read them prior to coming to class.
- **NOTE:** Class discussion will not highlight every key point from the readings that you need to know for the successful completion of assignments.
- You will be able to contribute meaningfully to class discussion by being prepared so that, together, we are starting, literally, from the same page(s).
- Come to class with any questions, comments, or critiques of the readings assigned for the day.
- If you find something that you think the class would find helpful, share it with me and I'll see if we can work it in at some point.

### **Course Assignments & Activities**

There are several components to this course: a "Where I'd Love to Work" research essay; in-class case study discussion and activities, a multipart team project, objectives & tactics sheets for senior portfolios, and class relations. *You can find handouts, reading files and links, and assignment information on ReggieNet "Assignments" and "Resources," under specific folders.*

**Class Activities:** For some class meetings, I expect you to be active participants in individual, paired, and group exercises designed to complement the day's readings.

- When an exercise requires minor advance preparation, I announce such requirements with enough advance notice so that you may prepare for the planned exercise.
- Other activities may require only that you've done the reading for the day.
- Most of these activities are credit/no credit unless otherwise announced.

In either case, all students should read the assigned chapters and packet articles **prior to coming to class.**

- Come prepared to each class period with any questions or comments you have regarding the readings.
- After we address those, we'll build upon specific ideas in the readings, with material drawn from other sources.
- **You should come prepared to discuss the questions found at the ends of book chapters and case studies, as well as question prompts I provide on ReggieNet for other cases.**

**Team Project:** This project allows you to apply course principles to real-world applications.

- Teams are comprised of **three** students each.
- You will select one of the issues found in the [U.N. Global Compact's](#) ten principles and "[Our Global Strategy](#)," both linked on ReggieNet.
- Your team must agree on the issue AND the specific region of the world where this issue is being addressed by corporate or non-government organizations.
- **You must have your topic and location approved at the outset of the project.**

Each team will develop material and communication strategies needed for a press conference in which you'll announce a new or extended hypothetical initiative for your organization.

The communication material takes the form of a Press Kit with the following items:

- organizational backgrounder
- white paper
- news release
- frequently asked questions sheet (FAQ)
- other materials appropriate to rounding out the press kit (e.g., photographs, article reprints)

The White Paper is your organization's official position on the selected issue.

- From this white paper, your team should derive talking points with which to frame the press conference.
- At the end of the semester, each team has 6-8 minutes to present its organization's plans.
- (A) visiting reporter(s) evaluate(s) your presentation and will ask questions at the end of each press conference.

Peer Evaluations: Team members will evaluate their partners—and themselves—twice during the term. The final project therefore includes the following components:

- *Press Conference*
- *Visiting Reporter Evaluation*
- *Self- and Peer Evaluations*

**IMPORTANT:** Each team will have a liaison ***responsible for meeting at least every other week with me.*** Your team also can consult me during in-class team worktime at the end of some class periods.

**Class Relations:** We'll use our class periods for answering questions, short lectures, and discussion of international public relations principles applied to case studies and particular assignments.

- Because this is an elective course, I expect you to use this course to build professional relational skills as an important part of career socialization.
- Your score is based on the degree to which you participate in discussion and behave professionally in class or when interacting with the instructor.

### ASSIGNMENTS & POINTS AVAILABLE

Assignment	Points
Class Activities & Case Study Discussion	75
"Where I'd Love to Work" essay	50
<b>Semester Project Components</b>	
<i>Organizational Backgrounder</i>	50
<i>White Paper</i>	100
<i>Press Conference</i>	75
<i>Frequently Asked Questions (FAQ) sheet</i>	25
<i>Press Kit</i>	100
<i>Visiting Reporter Evaluation</i>	25
<i>Peer Evaluations (2 x 50)</i>	100
Objectives/Tactics Portfolio Sheets	50
Class Relations (face-to-face & online)	100
<b>TOTAL POINTS AVAILABLE</b>	<b>750</b>

*I compute final grades on a 90-80-70-60 scale. You must have a score of 450 or higher to pass the course.*

**For details about each grading component, please look under "Assignments" on ReggieNet.**

### PLANNED SCHEDULE OF ACTIVITIES

**Note:** I reserve the right to modify the schedule and/or content of the course in order to meet educational objectives. Students are responsible for adjusting to any changes announced in class, via ReggieNet, or through university e-mail.

Readings and resources found on ReggieNet are marked as [R].

Date		Topic/Activity	Assignments Given; Readings Due	Assignments Due
M	Aug 21	Introduction to the Course	Course expectations, syllabus highlights & overview of assignments	
W	Aug 23	Global and Local Approaches to International Public Relations	<ul style="list-style-type: none"> <li>• Moua, "Preface" &amp; "Introduction"</li> <li>• Alaimo, "Note from the Author"; Ch. 1</li> </ul>	
M	Aug 28	Culture is the Key	"Where I'd Love to Work" Research Essay; <ul style="list-style-type: none"> <li>• Alaimo, Ch. 2</li> <li>• Wadham (2009) [R]</li> </ul>	
W	Aug 30	Basics for the Term Project	Assignment of Term Project & Teams; <a href="#">United Nations Global Compact</a> [R]; <a href="#">"Our Global Strategy"</a> [R]	<b>TAKE TIME IN THE COMING WEEK TO RESEARCH YOUR TEAM'S TOP THREE ORGANIZATION &amp; ISSUE CHOICES. Run them past me for advice and approval!</b>
M	Sept 4	<b>LABOR DAY HOLIDAY</b>		

W	Sept 6	Understanding Culture; Culturally Intelligent Leadership	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 2</li> <li>• Moua, Ch. 1</li> </ul>	
M	Sept 11	Intercultural Communication	Lecture	<b>TERM PROJECT ORGANIZATION &amp; ISSUE APPROVALS DUE</b>
W	Sept 13	What Is Culture Shock?	<ul style="list-style-type: none"> <li>• Ting-Toomey and Chung, Ch. 5 [R]</li> </ul>	<b>"Where I'd Love to Work" essay DUE; Examples of Culture Shock</b>
M	Sept 18	Application of Intercultural Communication Principles	<ul style="list-style-type: none"> <li>• Courtright, Wolfe &amp; Baldwin (2011) [R]</li> <li>• Michels (2001) [R]</li> </ul>	
W	Sept 20	Global Public Relations for Corporations	<p>Organizational Backgrounder assignment discussed</p> <ul style="list-style-type: none"> <li>• Alaimo, Ch. 4</li> <li>• Case Study, Alaimo, pp. 105-107</li> <li>• Najjar (2017) [R]</li> </ul>	
M	Sept 25	Application of Course Principles	<p>Discussion of White Paper, Press Conferences &amp; Visiting Reporter Evaluations</p> <ul style="list-style-type: none"> <li>• DeBeers Diamonds case study folder [R]</li> </ul>	<b>ORGANIZATIONAL BACKGROUNDER DUE</b>
W	Sept 27	Cultural Intelligence Defined; Thinking About Thinking	<p>Class Discussion: What were they thinking?</p> <ul style="list-style-type: none"> <li>• Moua, Chs. 3 &amp; 4</li> <li>• Brønn (2006) [R]</li> </ul>	
M	Oct 2	Public Relations on Global Issues	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 5</li> </ul>	
W	Oct 4	More about NGOs	<i>Class Discussion:</i> NGOs as Watchdog Organizations	<b>Examples of NGO Messages</b>
M	Oct 9	Global Public Relations for Governments	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 6</li> <li>• Milam &amp; Avery (2012) [R]</li> <li>• Molleda &amp; Roberts (2008) [R]</li> <li>• Juan Valdez advertisements, old &amp; new [R]</li> </ul>	<b>BACKGROUNDER REVISION DUE</b>
W	Oct 11	Global Media and Social Networks	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 7</li> </ul>	
M	Oct 16	An Ethics of Rhetoric	<p>Discussion of Peer Evaluations</p> <ul style="list-style-type: none"> <li>• Johnstone (1981) [R]</li> <li>• Pouillard (2013) [R]</li> <li>• Bernays (1965) [R]</li> </ul>	
W	Oct 18	I Think, I Can, and I Will; Adapting and Performing	<ul style="list-style-type: none"> <li>• Moua, Chs. 5 &amp; 6</li> </ul>	
M	Oct 23	Review of business presentation best practices	Press Conference Presentations discussed	<b>FIRST PEER EVALUATIONS DUE</b>

W	Oct 25	Grunig's "Excellence" Model	<ul style="list-style-type: none"> <li>• Grunig &amp; Hunt's Four Models of Public Relations Practice (table) [R]</li> <li>• Roper (2005) [R]</li> </ul>	
M	Oct 30	Alternative Public Relations Approaches from Europe	<ul style="list-style-type: none"> <li>• Verčič, van Ruler, Bütschi &amp; Flodin, (2001) [R]</li> <li>• Holmström &amp; Kjaerbeck (2007) [R]</li> <li>• Burkart, R. (2004) [R]</li> </ul>	
W	Nov 1	Public Relations in Europe	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 9</li> <li>• Case Study, Alaimo, pp. 287-289</li> <li>• García (2014) [R]</li> <li>• Kelleher (2017) [R]</li> </ul>	<b>WHITE PAPER DUE</b>
M	Nov 6	Public Relations in Asia & the Pacific	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 8</li> <li>• Montgomery (2017) [R]</li> <li>• Associated Press (2017) [R]</li> <li>• Cunningham, Huijbens, &amp; Wearing, (2012) [R]</li> </ul>	
W	Nov 8	Public Relations in North and Latin America	<p>FAQ Sheets assigned</p> <ul style="list-style-type: none"> <li>• Alaimo, Ch. 11</li> <li>• Bernays (1965) [R]</li> <li>• Sustainable Brands (2017) [R]</li> </ul>	
M	Nov 13	Public Relations in the Middle East and North Africa	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 10</li> <li>• Case Study, Alaimo, pp. 314-318</li> </ul>	<b>WHITE PAPER REVISION DUE</b>
W	Nov 15	Public Relations in Sub-Saharan Africa	<ul style="list-style-type: none"> <li>• Alaimo, Ch. 12</li> <li>• Panford, Nyaney, Amoah &amp; Adoo (2001) [R]</li> </ul>	
<b>THANKSGIVING BREAK: November 19-27</b>				
M	Nov 27	Where is international public relations headed?	Moua, Ch. 8	<b>FAQ Sheets DUE</b>
W	Nov 29	Preparation for Press Conferences	<b><u>Come to Fell 158 first</u></b>	
M	Dec 4	Term Projects	<b>PRESS CONFERENCES</b>	<b>PRESS KITS DUE</b>
W	Dec 6	Term Projects	<b>PRESS CONFERENCES</b>	
<b>TBA</b>	<b>Dec --</b>	<b>FINAL EXAM PERIOD</b>	<b>REVISED PRESS KITS, SENIOR PORTFOLIO SHEETS and SECOND PEER EVALUATIONS ALL DUE</b>	

## COURSE POLICIES

Student Responsibilities: I expect all students to have read course material prior to the class period for which I've assigned reading(s).

- Your participation in class discussion is essential to the course, and failure to prepare for class interaction could affect your grade negatively.
- Students are accountable for any such information announced in class or online.

**If you miss class, it is your responsibility to obtain notes from a classmate FIRST.**

Use of Technology: Laptops and other electronic devices are to be used only for class notes or searching for information to contribute to class discussion or assignments.

- Use of technology for playing games, e-mailing, texting, or other non-class related activities is inappropriate.
- Please turn your cell phone to "vibrate," "silent," or off.
- Ringtones are unnecessary distractions.

Consultation: Feel free to contact me with any questions regarding your progress in COM 378 (see office hours on first page).

- As a matter of priority, if you have a question or concern, or if you need to notify me about missing a class or assignment, **contact me via e-mail and/or telephone as soon as possible.**
- If using the phone, please leave a message if I am not in my office.
- Use of two channels of communication is also helpful, should one fail to reach me! Use university e-mail ([jlcourt@ilstu.edu](mailto:jlcourt@ilstu.edu)) rather than ReggieNet mail.

Attendance & Make-up Work: Your presence in class is your responsibility.

- Work cannot be made up in the case of unexcused absences.
- Should an illness prevent your attendance on the day of an in-class activity, documentation will be required in order for you to make it up.
- Unless cleared with me beforehand, extracurricular activities and family emergencies do **not** excuse you from turning in an assignment on time.

Assignment Deadlines & Late Work: All written assignments are due at the beginning of class on the day listed in the syllabus schedule.

- This means that any item turned in after 5:30 p.m. I will count as late.
- Assignments turned in late receives a 5% deduction for each day they are late, including weekends.
- After one week, any assignment, turned in or not, is given a zero.
- **NOTE: Extra credit is NOT offered in COM 355.**
  - Please do not ask if you can make up an assignment.
  - For special circumstances, see the previous subsection.

Academic Dishonesty: Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the **ISU Code of Student Conduct, §V.B.1.**

- You must appropriately cite references when borrowed, directly or indirectly, from another source.
- Unauthorized and unacknowledged collaboration on assignments and/or the presentation of someone else's work as your own is **plagiarism**.
- Students found to commit inadvertent acts of dishonesty will receive:
  - appropriate penalties specific to the assignment in question OR
  - possibly including failure on the assignment or in the course.
- Students found to commit intentional acts of dishonesty will be referred to Student Dispute Resolution Services for appropriate disciplinary action.

Grade Reporting: All assignments will be graded and returned within one week after the due date.

- Once you receive the results, please wait at least 24 hours before contacting me for any questions and concerns you have about your work.
- After that date, you have **one week** to discuss the results with the instructor and/or to submit a written grade appeal. (Grade appeals must be in writing and include specific reasons for each contention the student or team wishes to make.)
- **Fifteen days after any due date, all grades are final and cannot be appealed.**
- **The University posts your final grade on My.IllinoisState.edu as a service both to you and your instructors.**
  - This service, along with ReggieNet, constitutes the PRIMARY GRADE NOTIFICATION MECHANISMS for this course.
  - Student privacy laws forbid communicating grades via e-mail or telephone.

#### **DISABILITY OR MEDICAL CONDITIONS ACCOMMODATION**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit <https://studentaccess.illinoisstate.edu>.