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 will also 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

Course Catalog Description: Theory and research related to the practice of public relations crosscultural and national boundaries. Application of theory to practical problems. Prerequisites: COM 111 and 178 or consent of the instructor.

Texts

OR (either version)

In addition to assigned readings, useful books, readings, and links are on reserve or accessible via Milner Reserve and through the Milner Library COM 355 course website: [URL to be supplied after the Martin Luther King holiday]

Highly Recommended Texts:

Supplemental Texts:

Transformational Goal & Course Objectives

To understand international public relations in terms of global systems

To apply course principles in preparation for a career in a global economy

To continue student development in becoming globally minded public relations professionals

To analyze ethics dilemmas in cross-cultural situations

To adapt messages based on perspective taking, for understanding, empathy, and dialogue

Course Assignments & Activities
I’m very excited about the direction and focus of this course for Spring 2016. There are several components to this course: a “doing business in . . .” paper; case study activities, a multipart team project, and class relations.

You can find handouts, question prompts, reading files and links, and assignment information on ReggieNet under “Resources and Materials” and “Assignments.”
**Class Activities:** For some class meetings, students are expected 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 will announce such requirements with enough advance notice that you may be prepared for the planned exercise. Other activities may require only that you’ve done the reading for the day and will not be announced in advance. 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 those are addressed, I will build upon specific ideas in the readings with material drawn from other sources.

**Team Project:** This project allows you to apply course principles to real-world applications. Teams will be comprised of 2 students each. (Graduate students will work individually.) In coordination with two other teams (grad students, two others), you will select one of the issues found in the U.N. Global Compact’s ten principles and/or the U.N. Millennium Development Goals. The three teams/grad students must agree on the issue AND the specific region of the world where this issue is being addressed by corporate, nonprofit, and government entities.

Therefore, for both groups of 3 teams, one team will represent a multinational corporation (MNC) currently addressing the selected issue; another team/grad will represent a global nongovernment organization (NGO; e.g., Greenpeace, Amnesty International, Doctors Without Borders) whose mission includes oversight of the issue and how MNCs and governments address it; the third team/grad student will represent a local government agency with power over the issue.

Each team will develop material and communication strategies needed for a press conference in which all three organizations will address the issue. The communication material takes the form of a press kit, comprised of:

- **News Release**
- **Organizational Backgrounder**
- **White Paper**
- **Frequently Asked Questions (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 will derive talking points with which to frame a press conference. At the end of the semester, the three teams will have 8-10 minutes to share in presenting its organization’s position(s) on the chosen issue. Presentations will be evaluated by (a) visiting reporter(s) who also will ask questions at the end of each press conference.

Additionally, each team will create a mask to express their organization’s identity.

Teams will evaluate their partners—and themselves—twice during the term. As a final assessment for the term, all students will turn in a separate reflection paper, guided by question prompts designed to debrief the semester’s assignments/experiences.
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 every week with Dr. C.** I also will work with your team during in-class team work time at the end of some class periods.

### Assignment Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Activities &amp; Case Study Discussion</td>
<td>130</td>
</tr>
<tr>
<td>“Doing Business in . . .” Précis</td>
<td>50</td>
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<tr>
<td>Mask Making Design, Report &amp; Presentation</td>
<td>120</td>
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<tr>
<td><strong>Semester Project Components</strong></td>
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<tr>
<td>Organizational Backgrounder</td>
<td>50</td>
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<tr>
<td>White Paper</td>
<td>50</td>
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<tr>
<td>Frequently Asked Questions (FAQ) sheet</td>
<td>25</td>
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<tr>
<td>Press Conference</td>
<td>75</td>
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<tr>
<td>Visiting Reporter Evaluation</td>
<td>25</td>
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<tr>
<td>Press Kit</td>
<td>150</td>
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<tr>
<td>Peer Evaluations (2 x 100)</td>
<td>200</td>
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<tr>
<td>Individual Reflection Survey (ONLINE)</td>
<td>25</td>
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<tr>
<td>Class Relations (face-to-face &amp; online)</td>
<td>100</td>
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<tr>
<td><strong>TOTAL POINTS AVAILABLE</strong></td>
<td><strong>1000</strong></td>
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You are allowed **TWO unexcused absences** before point deductions.

**Class Relations:** We’ll use our class periods for answering questions, short lecture modules, and discussion of international public relations principles applied to case studies and particular assignments. Since this is an elective course, it is expected that students are engaged in building professional relational skills as an important part of socialization into your chosen field. Your score will be based on the degree to which you participate in discussion and behave professionally in class or when interacting with the instructor. More than three unexcused absences will affect your grade.

*Total points for the term are 1000.* Only top-quality work on any assignment warrants a grade of 90% or more; the remainder of the scale is a standard 80-70-60. A grade of D or lower will indicate that the student’s effort did not approach the minimum requirements for the assignment or examination. Failure for the course is any score below 600 points for the semester.

**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. First, purchase the required textbook and (download the) Reggienet-linked readings, and read them prior to coming to class. Brief lectures and PowerPoint presentations will not highlight every key point from the readings that you need to know for exams. Indeed, you will be able to contribute meaningfully to class discussion by being prepared so that the instructor and the class are starting, literally, from the same page(s). Discussion will extend beyond assigned material. Second, learn from each other through class activities and the team project. Be willing to receive constructive criticism from your peers as well as give it.
Writing Standards. All written assignments must be completed before the beginning of the class period for which they are due. Moreover, as with all budding professionals, students should submit written work in legible, standard book-sized font, prepared on a laptop, PC, or other form of word processor. Most important, these assignments should be largely free of errors, be they typographical, grammatical, or orthographical (i.e., spelling). So please spell check and proofread! Following formatting instructions are also part of this. Your future employers expect you to be good communicators, and so should you! (This means that you should go beyond the basic computer spell check, although that’s a good start.)

To that end, such errors will result in a deduction of 0.2 points for each error. Repeated errors will receive deductions of no more than ½ point. All reference lists should be in American Psychological Association (APA) style guide; any campaign message writing will conform to the Associated Press (AP) Style Guide. Sources:

A note about sources: Wikipedia and online dictionaries are not acceptable sources but can be good places to start. ALWAYS confirm information found in these sources with others more credible.

COURSE SCHEDULE
Note: The instructor reserves 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 not found in the assigned textbooks** are available under COM 355 through Milner Reserve [ML], as book chapters in eBooks or article PDFs with Permalinks. Some material must be downloaded from ReggieNet [RN].

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
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<tbody>
<tr>
<td>Jan 12</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Read Introduction to Culture, Shock &amp; Re-Entry</td>
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<tr>
<td>Jan 19</td>
<td>ORGANIZATION OF PROJECT TEAMS AND ISSUE DETERMINATIONS</td>
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<tr>
<td></td>
<td>Read Curtin &amp; Gaither, Chs. 1 &amp; 2 (as general background)</td>
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<tr>
<td></td>
<td><strong>Book chapter to read:</strong></td>
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<td><strong>Supplemental webpage readings:</strong> the <a href="http://www.unglobalcompact.org">United Nations Global Compact</a> and the <a href="http://www.un.org/millenniumgoals/">2015 Millennium Development Goals</a> links [RN]</td>
</tr>
<tr>
<td>Jan 21</td>
<td>Read Moua, Preface &amp; Introduction [RN] AND Molinsky, Preface, Chs. 1 &amp; 2; “<strong>Doing Business in . . .</strong>” Précis assigned</td>
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<tr>
<td>Jan 26</td>
<td>Read Moua, Chs. 1-3</td>
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<td>Jan 28</td>
<td>Read Molinsky, Chs. 3 &amp; 4</td>
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<tr>
<td>Feb 2</td>
<td>“<strong>Doing Business in . . .</strong>” Précis DUE</td>
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<td></td>
<td>Read Molinsky, Chs. 5 &amp; 6</td>
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<td></td>
<td><strong>Case studies to read:</strong></td>
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<tr>
<td>Date</td>
<td>Activity</td>
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| Feb 4 | Read: Curtin & Gaither, Chs. 3 & 4;  
Read: “Ghana Is Good” case study materials [RN]  
Class Activity: Circuit of Culture in-class application, “Ghana Is Good” campaign  
Link one international public relations campaign example on Reggienet course blog before Tuesday, Feb. 9 (Activity for Feb. 11 announced) |
| Feb 9 | Organizational Backgrounder & Mask-Making components assigned  
Read: Curtin & Gaither, Ch. 8 |
| Feb 11 | SUBMIT your reflection paper for Activity credit and DISCUSS your posted campaign link’s messages (posted before previous class period)  
Read: Curtin & Gaither, Ch. 5 |
| Feb 16 | Read: Curtin & Gaither, Ch. 6  
Class Discussion: Perspectives on Globalization, Resistance, and Hybridity  
Class activity: Circuit of Culture application to the following case studies  
**Case studies to read:**  
| Feb 18 | Read: Curtin & Gaither, Ch. 7  
*Circuit of Culture applications for the following case study materials—and article—to read:*  
DeBeers Diamonds case study material [RN]  
| Feb 23 | ORGANIZATIONAL BACKGROUNDER DUE; assignment of team White Paper  
Class Discussion: Production, Consumption, and Resistance to Globalization  
**Article to read:**  
Sarawak case study materials, Part 1 [RN] |
| Feb 25 | Curtin & Gaither, Ch. 9; final *Circuit of Culture applications:* TBA |
| Mar 1 | Read: Curtin & Gaither, Chs. 6 & 11  
Lecture: An Ethics of Rhetoric  
**Article to read:**  
| Mar 3 | Special Topic: TBA  
**March 5-13**  
SPECIAL BREAK
T    Mar 15  ORGANIZATIONAL MASKS DUE – TEAM PRESENTATIONS in class
R    Mar 17  Lecture: The Principle of the Double Effect
           MASK PAPERS DUE; FIRST PEER EVALUATIONS DUE

T    Mar 22  Topic continued; case studies provided for discussion (TBD)
R    Mar 24  Read  Moua, Chs. 4-6; Molinsky, Ch. 7
           Technological Systems & the Principle of the Double Effect—Sarawak case study,
           Part 2 materials [RN]

T    Mar 29  In-Class Team Work Period
R    Mar 31  In-Class Team Work Period

T    Apr  5  WHITE PAPERS DUE; FAQs and Senior Portfolio sheets assigned
           Book chapter to read:
           concept for planning and evaluating public relations. In B. van Ruler & D. Verčič (Eds.),
           Public relations and communication management in Europe: A nation-by-nation introduction to
           public relations theory and practice (pp. 459-465). Berlin, Germany: Mouton de Gruyter. [RN]
           Download diagram of the COPR model for class discussion [RN]
R    Apr  7  Activity: Press conference presentations discussed, including things you should have
           remembered from COM 110, plus common PowerPoint mistakes.
           Remainder of Class: Team Work Period

T    Apr 12  Read  Moua, Ch. 7
R    Apr 14  Read  Molinsky, Chs. 8 & 9

T    Apr 19  Read  Moua, Ch. 8; Molinsky, Ch. 10
R    Apr 21  Final Preparation for Press Conferences

T    Apr 26  TEAMS’ PRESS CONFERENCES
R    Apr 28  TEAMS’ PRESS CONFERENCES

TBD  May --  FINAL EXAM PERIOD: Senior portfolio sheets, second peer evaluations, and online
           Individual Reflection Survey DUE

COURSE POLICIES

Writing Standards. All written assignments must be completed before the beginning of the class period
for which they are due. Moreover, as with all budding professionals, students should submit written
work in legible, standard book-sized font, prepared on a laptop, PC, or other form of word processor.
Most important, these assignments should be largely free of errors, be they typographical, grammatical,
or orthographical (i.e., spelling). So please spell check and proofread! Following formatting instructions
are also part of this. Your future employers expect you to be good communicators, and so should you! (This means that you should go beyond the basic computer spell check, although that’s a good start.)

All reference lists should be in American Psychological Association (APA) style guide; any campaign message writing will conform to the Associated Press (AP) Style Guide. A note about sources: Wikipedia and online dictionaries are not acceptable sources but can be good places to start. ALWAYS confirm information found in these sources with others more credible.

Attendance

- Initial the attendance sheet no later than 2:00 p.m.
- If you arrive late, it is your responsibility to see me after class to sign the sheet. If you forget to do so, I reserve the right to count you absent because I’ll have no documentation to verify your attendance.
- When you are late, please enter with as little distraction as possible for other students. (For extreme situations, see the Illinois State University Code of Conduct, §VI.A.2.a (p. 7).
- If you are longer than 20 minutes late, I cannot award you full attendance for the class session; even then, come to class, because it will count only one-half (10 points) of an unexcused absence.
- There is a perfect attendance bonus of 20 points for students with no more than two excused absences.
- Otherwise, students are allowed two unexcused absences without penalty.
- For an absence to be excused, you must communicate with me in advance of the given class whenever possible.
  - I excuse pre-professional activities and service to Illinois State.
  - I also am flexible with family events and obligations—excluding family vacations and other matters of choice—with discussion of circumstances.
- Every unexcused absence above two receives a 20-point deduction from your Student Engagement & Professionalism score at the end of the term.
- Eight such absences—one-quarter of the class—constitute failure for the course.

Instructions and Other Assignment Materials

For all assignments worth 50 points or more, instructions and grading rubrics are currently available under Reggienet “Resources” and also under the particular Assignment’s folder once it has been opened for submission.

Assignment Submission and Strict Late-Work Policy

Unless announced otherwise, all work is to be uploaded on Reggienet under “Assignments” into the folder labeled with the assignment’s name. Sending assignments to me via email is unacceptable.

Assignment Deadlines: It is your responsibility check the Reggienet “Assignments” page for dates that the folder for a given assignment is open for submission and when it is to close. 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 2:00 p.m. on the day it is due will be counted late and deducted 20% of the score you would have earned. I will not accept late work after midnight without prior approval and documentation of extenuating circumstances such as illness.
NOTE: No extra credit, except for a short reflection paper in response to a Com Week session is offered in this course, unless announced and available for everyone, not just one person. When students will benefit from changes to the schedule, assignments, and grading, the instructor reserves the right to make any adjustments so that all students are treated in a fair and equal manner.

Academic Dishonesty: Plagiarism, cheating on exams and other forms of academic dishonesty will not be tolerated. Any of these will result in failure for that particular assignment or the entire course. For specifics, see the Illinois State University Code of Conduct, §VI.A.1.

Grade Reporting: All assignments will be graded and returned within one week after the due date, the next class period, when possible. Once you receive the results, please wait at least 24 hours before contacting me for any questions and concerns you have about your grade. 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.)

The University posts your final grade through My.IllinoisState.edu as a service both to you and your instructors. This service, and grade posting during the term on Reggienet, constitutes the PRIMARY GRADE NOTIFICATION MECHANISMS for this course. Student privacy laws prevent me from communicating grades via e-mail or telephone without your written permission.

Testing Conditions: Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD). Those students who do not do so must expect to take quizzes and exams under the same conditions as their classmates. For guidelines and information about accommodations, see the Office of Disability Concerns web