Welcome to International Public Relations for Nonprofit Organizations!

During your lifetime, 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 do not 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.

Let the adventure begin!—Dr. C

Texts


Optional Texts:


A limited number of additional readings on the syllabus are on Reggienet for you. The citations for these are in the course schedule.
Here’s our global map for the summer:

**Transformational Goal & Course Objectives**

*Transformational Goal*

To prepare students for global careers that will involve principles and strategies designed to advance ethical communication on behalf of organizations involved with human rights issues around the world.

Specifically, for your directed study, we’ll focus on NGOs and their roles before the global court of public opinion.

*Objectives*

By the end of this course, you will:

- be able to discuss the roles, structures and functions of NGOs;
- gain a working understanding of, and ability to discuss cogently, global systems of power; e.g., political, economic, technological, and cultural;
- further develop your respect for diversity and capacity for perspective taking;
- hone your public relations skills through principles of sensitivity, empathy and true dialogue; and
- be able to apply and demonstrate, online and in your career, application of the principles related to advocacy, power, and ethics.
**Course Assignments & Activities**

I’m very excited about the direction and focus of this course for this summer. There are two main components to assess your learning: online discussion and public relations praxis. For the former, we’ll use Skype—or any other electronic means worked out with me—and, for the latter, you’ll develop a multipart a multipart project, built over the coming weeks.

**Online Discussion:** Once you have read course materials, **prior to** the due date on the course schedule (see *infra*), you are to provide me your comments and questions regarding each item via email.

**Term Project:** This project allows you to apply course principles to real-world applications. 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](#). You must focus on a specific issue AND the region of the world where this issue is being addressed by corporate, nonprofit, and government entities.

For your directed study, you should identify an NGO, the human rights issue, and the location of NGO involvement. **These must be approved by me before you proceed.**

You will develop material and communication strategies needed for a press conference on behalf of your NGO. The communication material will be comprised of a press kit that comprises:

- News Release
- Extended News Release
- Organizational Backgrounder*
- White Paper*
- Frequently Asked Questions (FAQ)*
- Other materials appropriate to rounding out the press kit (e.g., photographs, article reprints)

*These three assignments will be turned in at strategic points in the semester so that you may receive feedback from me. These best drafts will be graded in the same manner as the final drafts in your press kit—with the exception of the FAQ, which I’ll grade only in best-draft form.

The White Paper is your organization’s official position on the selected issue. From this white paper, you will derive talking points with which to frame a press conference.

At the end of the semester, you will have will have 8-10 minutes to present your organization’s position(s) on the chosen issue. Presentations will be evaluated by (a) visiting reporter; i.e., professors and/or news professionals, who also will ask questions at the end of the press conference.

Additional, brief assignments also will add to your learning experiences along the way:

- case study applications to create your best four (of five) sets of *Circuit of Culture diagrams*;
- a research memo regarding the history and practices of public relations activity in the country where your client organization is addressing the issue you’ve chosen;
- a mask-making exercise, in connection with Curtin and Gaither’s chapter on organizational and publics’ identities, for which you will:
  - create a non-textual “face” of your organization, sans use of corporate identifiers (e.g., logo, slogan);
  - present to a graphic design professional and me, via Skype, an explanation of your design choices; and
  - a 2-3 page, single-spaced reflection paper about this learning experience; and
- an overall reflection paper at the end of term.
COURSE GRAADING

Online Discussion 120
Mask-Making Design, Presentation, & Report 120
Circuit of Culture diagrams (best 4 cases of 5) 100
[ @ 25 points each]
Organizational Backgrounder (Best Draft & Revision) 75
White Paper (Draft & Final) 125
Frequently Asked Questions (FAQ) sheet 30
Press Conference 75
“Visiting Reporter” Evaluation 25
Press Kit 100
Individual Reflection Paper 50

TOTAL POINTS AVAILABLE 820

Total points for the term are 820. 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 492 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 textbooks, (download the) Reggienet-linked readings—found in dated folders under “Resources and Materials”—and read them prior to the Skype session for which the readings (and any supplemental materials) are assigned.

Writing Standards. All written assignments must be submitted on or before the day listed on the course schedule, unless worked out with me. (However, with a directed study, I am flexible as long as time doesn’t get away from us.) Moreover, as with all professionals, you 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). Use of Spell Check and proofreading is expected.

Therefore, any such errors will result in a deduction of ½ point for every three errors. Repeated errors are not penalized. All reference lists should be in American Psychological Association (APA) style guide; any public relations writing should conform to the Associated Press (AP) Style Guide. (Additionally, references within public relations writing should use an oral citation style, citing the source, the person’s title when needed to indicate source credibility, and a very brief mention of the date. Sources from the current year should ONLY REFER TO THE MONTH [and date, when appropriate] WITH NO MENTION OF THE YEAR—you may use “this year” when it fits the writing style. A note about sources: You should use a combination of academic journal, trade publications, popular books, and other media to inform your assignments.

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. When defining terms for an academic paper, use an academic source so that you avoid the use of what I call “armchair definitions.”
SCHEDULE OF ACTIVITIES

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

READINGS and Internet links are available within folders for each due date. You’ll find these folders under “Resources & Materials,” which can be accessed through the COM 400 site on Reggienet.

T June 9  CHAPTERS: Curtin & Gaither, Chs. 1 & 2; Bomann-Larsen & Wiggen, Chs. 1 & 2; Brinkmann & van Weerdenburg, Chs. 1 & 2.

R June 11  INTERNET READINGS: the United Nations Global Compact and the 2015 Millennium Development Goals (Links available on ReggieNet)
CHAPTER: Curtin & Gaither, Ch. 3

T June 16  Dr. C returned from COCE, Boulder, CO

R June 18  CHAPTERS: Curtin & Gaither, Ch. 4; Bomann-Larsen & Wiggen, Chs. 3 & 4; Moua, Ch. 3
Circuit of Culture Application: Government Systems
POWERPOINT illustration of Circuit of Culture applications

ORGANIZATIONAL BACKGROUNDER BEST DRAFT DUE

T June 23  CHAPTERS: Curtin & Gaither, Ch. 5; Brinkmann & van Weerdenburg, Ch. 3; Bomann-Larsen & Wiggen, Ch. 8

R June 25  CHAPTERS: Curtin & Gaither, Chs. 6 & 10; Moua, Ch. 6; Bomann-Larson & Wiggins, Ch. 10
Perspectives on Globalization, Resistance, and Hybridity
Circuit of Culture Application: Cultural Systems


First Circuit of Culture diagram(s) DUE, based on 2nd reading

T       June 30  Sabrina in Puerto Rico this week
CHAPTERS: Curtin & Gaither, Ch. 7; Bomann-Larsen & Wiggen, Ch. 12
CASE STUDIES: Circuit of Culture applications: Goodwin (2008) [“Gambia Is Good”] and (2) DeBeers Diamonds case studies (materials on Reggienet)

2nd & 3rd Circuit of Culture diagrams DUE (do diagrams for both case studies)

White Paper assigned

R       July 2
CHAPTERS: Curtin & Gaither, Ch. 8; Bomann-Larsen & Wiggen, Ch. 7; Moua, Chs. 4 & 5
SUPPLEMENTAL READING

Mask-Making Exercise & Paper assigned

T       July 7  Curtin & Gaither, Ch. 11; Brinkmann & van Weerdenburg, Chs. 6 & 7; Bomann-Larsen & Wiggen, Ch. 9

R       July 9  CHAPTER: Brinkmann & van Weerdenburg, Ch. 4
ONLINE handout with diagrams of Grunig’s Four Models of Public Relations

MASK & EXPLANATORY PAPER DUE

T       July 14  CHAPTERS: Brinkmann & van Weerdenburg, Ch. 5; Bomann-Larsen & Wiggen, Ch. 5
July 16  CHAPTERS: Moua, Ch. 7; Bomann-Larsen & Wiggen, Ch. 6
CASE STUDY: Bomann-Larsen & Wiggen, Ch. 14

4th Circuit of Culture diagrams DUE

July 21  CHAPTER: Curtin & Gaither, Ch. 9

July 23  CHAPTERS: Curtin & Gaither, Ch. 12; Moua, Ch. 8; Bomann-Larsen & Wiggen, Ch. 8
5th Circuit of Culture diagrams DUE (OPTIONAL) [apply to B-L & W, Ch. 8]

July 28  CONSULTATION for Final Assignments
FAQ Sheet best draft DUE

July 30  CONSULTATION for Final Assignments
SCHEDULE PRESS CONFERENCE FOR Week of July 27 OR August 3

August 4  PRESS KIT DUE

FINAL  PRESS CONFERENCE, TBD; Reflection Paper DUE by Friday, August 7

Course Policies
Student Responsibilities: You are expected to have read course material prior to the class period for which the reading has been assigned.

Any changes to the course schedule will be announced during, via email, and through ReggieNet. Students are accountable for any such information announced in class or online.

Consultation: I will be available for questions and comments regarding your progress in COM 400 (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! I will use university e-mail rather than ReggieNet.

Make-up Work: As mentioned earlier, I’m quite flexible. Should an illness or family emergency prevent meeting a deadline, simply let me know.

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.

**Grade Reporting:** All assignments will be graded and returned as soon as possible 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 exam. After that date, the grade is 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, will constitute the PRIMARY GRADE NOTIFICATION MECHANISMS for this course. Student privacy laws prevent me from communicating grades via e-mail or telephone.

**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.