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)
- non-governmental organizations (NGOs)
- national governments, 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

Texts
[Paperback, 55.80; Kindle, 52.49]

[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:


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


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**

To reflect on international public relations in terms of global systems

To critically analyze ethical dilemmas in cross-cultural situations

To continue students’ development in becoming globally minded public relations professionals

To adopt perspective taking for understanding, empathy, and dialogue

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

**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 because some ideas are more manageable than others!

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activities &amp; Case Study Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Cultural Sensitivity Paper</td>
<td>50</td>
</tr>
<tr>
<td>Objectives/Tactics Portfolio Sheets</td>
<td>50</td>
</tr>
<tr>
<td>Class Relations (face-to-face &amp; online)</td>
<td>100</td>
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<tr>
<td>Semester Project Components</td>
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<tr>
<td>Organizational Backgrounder</td>
<td>50</td>
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<tr>
<td>White Paper</td>
<td>100</td>
</tr>
<tr>
<td>Press Kit</td>
<td>100</td>
</tr>
<tr>
<td>Frequently Asked Questions (FAQ) sheet</td>
<td>25</td>
</tr>
<tr>
<td>Press Conference</td>
<td>75</td>
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<tr>
<td>Visiting Reporter Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>Peer Evaluations (2 x 50)</td>
<td>100</td>
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<tr>
<td>TOTAL POINTS AVAILABLE</td>
<td>775</td>
</tr>
</tbody>
</table>

Unexcused Absences -20 each → Perfect Attendance Bonus 20 →

I compute final grades on a 90-80-70-60 scale. You must have a score of 465 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].

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Assignments Given; Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Aug 21 Introduction to the Course</td>
<td>Course expectations, syllabus highlights &amp; overview of assignments</td>
<td></td>
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<tr>
<td>R</td>
<td>Aug 23 Global and Local Approaches to International Public Relations</td>
<td>Moua, “Preface” &amp; “Introduction”&lt;br&gt;Alaimo, “Note from the Author”&lt;br&gt;Ch. 1</td>
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<td>T</td>
<td>Aug 28 Culture is the Key</td>
<td>Cultural Sensitivity Essay discussed;&lt;br&gt;Alaimo, Ch. 2&lt;br&gt;Wadham (2009) [R]</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Assignments</td>
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<td>Aug 30</td>
<td>T</td>
<td>Basics for the Term Project</td>
<td>Assignment of Term Project &amp; Teams; United Nations Global Compact [R]; “Our Global Strategy” [R]</td>
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<td></td>
<td>R</td>
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<td>Sept 4</td>
<td>T</td>
<td>Understanding Culture; Culturally Intelligent Leadership</td>
<td>Alaimo, Ch. 2; Moua, Chs. 1 &amp; 2; Michels (2001) [R]</td>
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<td>Sept 6</td>
<td>R</td>
<td>Cultural Intelligence Defined; Thinking About Thinking</td>
<td>Moua, Chs. 3 &amp; 4 Class Discussion: What were they thinking? Brønn (2006) [R]</td>
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<tr>
<td>Sept 11</td>
<td>T</td>
<td>I Think, I Can, and I Will; Adapting and Performing</td>
<td>Moua, Chs. 5 &amp; 6</td>
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<tr>
<td>Sept 13</td>
<td>R</td>
<td>Cultural Intelligence in Action; Culture Shock</td>
<td>Moua, Ch. 7; Ting-Toomey and Chung, Ch. 5 [R]</td>
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<tr>
<td>Sept 18</td>
<td>T</td>
<td>Global Public Relations for Corporations</td>
<td>Organizational Backgrounder assignment discussed Alaimo, Ch. 4</td>
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<tr>
<td>Sept 20</td>
<td>R</td>
<td>Topic continued</td>
<td>Case Study, Alaimo, pp. 105-107 Najar (2017) [R]</td>
</tr>
<tr>
<td>Sept 25</td>
<td>T</td>
<td>Application of Course Principles</td>
<td>Discussion of White Paper, Press Conferences &amp; Visiting Reporter Evaluations DeBeers Diamonds case study folder [R]</td>
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<td>Sept 27</td>
<td>R</td>
<td>Public Relations on Global Issues</td>
<td>Alaimo, Ch. 5</td>
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<td>Oct 2</td>
<td>T</td>
<td>More about NGOs</td>
<td>Class Discussion: NGOs as Watchdog Organizations</td>
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<td>Oct 4</td>
<td>R</td>
<td>Global Public Relations for Governments</td>
<td>Alaimo, Ch. 6; Readings on public diplomacy TBA</td>
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<td>Oct 9</td>
<td>T</td>
<td>Topic continued</td>
<td>Milam &amp; Avery (2012) [R]; Molleda &amp; Roberts (2008) [R]; Juan Valdez advertisements, old &amp; new [R]</td>
</tr>
<tr>
<td>Oct 11</td>
<td>R</td>
<td>Global Media and Social Networks</td>
<td>Alaimo, Ch. 7</td>
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<tr>
<td>Oct 16</td>
<td>T</td>
<td>An Ethics of Rhetoric</td>
<td>Discussion of Peer Evaluations Johnstone (1981) [R]</td>
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<tr>
<td>Oct 18</td>
<td>R</td>
<td>Ethics Case Studies</td>
<td>Pouillard (2013) [R]; Bernays (1965) [R]</td>
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<tr>
<td>Oct 23</td>
<td>T</td>
<td>Review of business presentation best practices</td>
<td>Press Conference Presentations discussed</td>
</tr>
<tr>
<td>Oct 25</td>
<td>R</td>
<td>Grunig’s “Excellence” Model</td>
<td>Grunig &amp; Hunt’s Four Models of Public Relations Practice (table) [R]; Roper (2005) [R]</td>
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</tbody>
</table>
| T | Oct 30 | Alternative Public Relations Approaches from Europe | Verčič, van Ruler, Bütschi & Flodin, (2001) [R]  
Holmström & Kjaerbeck (2007) [R]  
Burkart (2004) [R] |
|---|---|---|---|
| R | Nov 1 | Public Relations in Europe | Alaimo, Ch. 9  
Case Study, Alaimo, pp. 287-289  
García (2014) [R]  
Kelleher (2017) [R] |
| T | Nov 6 | Public Relations in Asia & the Pacific | Alaimo, Ch. 8  
Montgomery (2017) [R]  
Associated Press (2017) [R]  
Cunningham, Huijbens, & Wearing, (2012) [R] |
| R | Nov 8 | Public Relations in North and Latin America | FAQ Sheets assigned  
Alaimo, Ch. 11  
Bernays (1965) [R]  
Sustainable Brands (2017) [R] |
| T | Nov 13 | Public Relations in the Middle East and North Africa | Alaimo, Ch. 10  
Case Study, Alaimo, pp. 314-318 |
| R | Nov 15 | Public Relations in Sub-Saharan Africa | Alaimo, Ch. 12  
Panford, Nyaney, Amoah & Adoo (2001) [R] |

**THANKSGIVING BREAK: November 17-25**

<table>
<thead>
<tr>
<th>T</th>
<th>Nov 27</th>
<th>Where is international public relations headed?</th>
<th>Moua, Ch. 8</th>
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</thead>
<tbody>
<tr>
<td>R</td>
<td>Nov 29</td>
<td>Preparation for Press Conferences</td>
<td>Come to Fell 158 first for attendance</td>
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</table>

**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) rather than ReggieNet mail.

Online Communication
All messages you send to me should be sent through ReggieNet e-mail, with the box, “send to email” checked so that I can see that you’ve sent me a message. I can check my cell phone for university mail for alerts that you’ve sent an e-mail in ReggieNet, but the system itself doesn’t send me alerts.

Attendance
You can gain points for attendance or lose points for excessive absences.

- Students who have perfect attendance will receive 20 bonus points.
- Any student who misses eight or more class meetings will fail the course, due to excessive absences.
- Contact me in advance, if possible, of an absence. I will determine if the absence is excusable.
- In case of illness, please bring documentation from a physician as soon after your absence as possible.
- If you miss class, it is your responsibility to obtain notes from a classmate.
- Contact me only for clarifications regarding specific points from lecture.

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 12:35 p.m. will be counted late and deducted 5% of the total points possible.
- Assignments turned in late will receive a 5% deduction for each day they are late, including weekends. After one week, any assignment, turned in or not, will be given a zero.

Make-up Work
- Because all assignments include several days to be submitted online, no make-up work requests for submission after a due date will be granted.
- Therefore, get the assignment done prior to your absence.
- Only extended illnesses or family emergencies, documented through notification through the Dean of Student’s office, allow you to make up any assignment.

Extra Credit
There will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies posted to the School of Communication’s Research Announcement Board. The Research Announcement Board is updated as research studies are opened/closed, and it is your responsibility to access the Board and be aware of available opportunities. The Research Announcement Board can be accessed via https://sites.google.com/site/ilstusocstudies.

In general, each 30 minutes of participation in an extra credit study will earn you 0.5 Research Credits, but please see the call for participants for the Research Credits associated with each study. Each Research Credit is worth an additional 10 points toward your total possible final grade in this course. For example, if you participate in a research study worth 0.5 Research Credit, your participation would provide 5 points to your final grade. Each project listed on the Research Announcement Board will indicate the specific number of Research Credits associated with the project. The course instructor will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is your responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, please be sure to have your name, ULID (i.e., the part of your email before @ilstu.edu), instructor name, and course and section number ready, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified
otherwise on the Research Announcement Board. A maximum of \( \sim 2.2\% \) of your final course grade (i.e., 25 points) can be earned from extra credit opportunities via the Research Announcement Board.

There are no other opportunities for extra credit or to otherwise improve your grade.

**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.
- 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](https://studentaccess.illinoisstate.edu).