MEJO 830: Public Relations Theory and Research

School of Media and Journalism | University of North Carolina at Chapel Hill

Fall 2016 M/W at 9:05–11:55 a.m. in CA 340A

Instructor: Adam Saffer, Ph.D.	*Phone:* 919-962-3372 or 719-688-3378 (c)
Office hours: M/W 9 a.m.–12 p.m. (email first)*	*Email:* adam.saffer@unc.edu (preferred)
Office: 378 Carroll	*Skype:* Adam.Saffer

Course Overview

This graduate-level class is designed to provide an opportunity to explore concepts and frameworks in public relations, how they are applied academically and professionally, and how you can employ them in your research and practice. In addition to the basic theoretical foundations, we will explore some areas of particular interest to you and your work. Master's and Ph.D. students may participate in this class and should use the course to prepare their thesis literature review or proposal; Ph.D. students should produce a paper suitable for conference or journal submission.

Course Objectives

➔ Gain an understanding of academic research in public relations theory
➔ Synthesize academic research to have have application to "the real world"
➔ Critique and evaluate existing theoretical literature through written reports and group discussions
➔ Make an independent argument (your paper) to utilize or modify existing theoretical concepts, or to propose new directions for theory that affects the public relations theory and practice

Readings

Required

➔ Selected readings that include book chapters, journal articles and professional research brief. These readings are listed on the schedule below and will be provided on Sakai when possible.

Suggested:

American Psychological Association. (2009).*Publication manual of the American Psychological Association* (6th ed.).
　　　　Washington DC: American Psychological Association.
　　　　*Available on Amazon on $28.42 | ISBN: 978-1433805615
　　　　　　**You can also use Purdue OWL website as a resource in a pinch but it is not complete.

Accessing readings and other scholarly articles: Some of the required readings will be available to you on Sakai under "Resources' but I have also tried to link to the articles when possible in the schedule below. You must be on campus (or have a VPN connection) to access those articles for free. To find the full text of these and other scholarly articles from off-campus locations, log in to the university library system first. Then search for the article on Google Scholar or an electronic research database. The links below will send you to these sources via the university library system.

➔ Google Scholar via UNC library system
➔ Academic Search Complete, Communication & Mass Media Complete, and Business Source Complete

*Please note that regular office hours will start the second week of class. On Monday, October 17, 2016, Professor Saffer's office hours will go to M/W 9:30 a.m. to 12:30 p.m. Office hours will end on Monday, November 21, to accommodate the high demand of grading, doctoral committee work and final projects/presentations.

Participation: One goal of graduate seminars is to promote peer discussion. I have assembled a selection of readings to serve as the springboard for our weekly discussions. Please keep up with the readings and be prepared for a critical discussion of the material. There are list of required readings and a selected readings listed. Based on your level of study, please select the appropriate number of selected readings indicated below in the schedule.

Research project: You will research an area of public relations of interest to you. The main objectives are 1) to summarize the current literature in a specific area, with emphasis on the role of theory in that area, and 2) to propose a theory-based research study/professional project. The assignment will put to work many of the skills that you are learning in your graduate program, including: reviewing and synthesizing the literature, proposing innovative ideas in a field of study, and applying research methods to a proposed study. More details on the paper will be provided. You will turn in the paper in stages (synopsis, annotated bibliography, first draft, and final draft).

The choice of topic for the paper should be one that will advance your research and professional interests. The basic requirement is a proposal for a theory-based study or professional project. **However, if you are a Ph.D. student beyond your first year (or if you already have solid background in theory and methods), you are expected to carry out a study/paper within the semester that must be submitted to the National Communication Association's annual conference**. All students should submit the paper to a conference, and ideally later to a journal. Alternative projects meeting special needs and interests of graduate students may also be proposed with my prior approval.

Grades: The graduate scale (H, P, L, F) is in effect for all assignments for this seminar. Yes, it's a bit ambiguous, so I have given you a *general* idea of how the assignments are distributed with the "points" listed below. Here are the basic grading criteria I will follow:

- **H** = Your very best work. You have read and critically engaged with all materials. Your class participation and written assignments demonstrate the ability to apply the materials, extrapolate ideas, expand the material into new areas of thought, and contribute to the body of scholarship in the area. *Reserved for truly extraordinary work – I will actually say "wow!"*
- **P** = You present acceptable work. You read and critically engage with all materials. You are able to apply the material and to extrapolate ideas in many instances.
- **L** = You read most of the material but do not often critically engage with it. You are able to apply the material and extrapolate ideas in some instances.
- **F** = You miss one or more classes without prior arrangement, do not always read the material, and fail to critically engage with it.

Basic ground rules:
- There are no stupid questions or dumb ideas in this class, and no one's opinion or thoughts are privileged. Questions are meant to inform us despite what others think. Ideas are ugly at the beginning and that's why we surround ourselves with people who help us refine our ideas.
- Effective learning and development takes place amidst active discussions. During discussions, you should carefully construct a sound argument in support of your ideas, defend them in the face of respectful and constructive criticism, and begin to question your ideas and try new ones on for size. You don't have to like them all or use them in the end, but make the effort to be open, listen, and apply the feedback that is most applicable.
- Your feedback is appreciated! I want to be sure the class is useful for you. Your willingness to be flexible as we adjust through the semester and work through issues is greatly appreciated.
- There's a lot to this class, but let's have fun and grow from our time together.

Academic integrity: As UNC-CH students, you are required to adhere to the UNC Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity; and the Campus Code, which prohibits students from significantly impairing the welfare or educational opportunities of others in the University community. Please read before our second class http://honor.unc.edu/.

Special accommodations: If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities, visit the Accessibility Services website at https://accessibility.unc.edu/

Diversity: The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

ACEJMC Competencies
The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:
- Understand concepts and apply theories in the use and presentation of images and information;
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Contribute to knowledge appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Apply tools and technologies appropriate for the communications professions in which they work

The full list of competencies is available here.

MEJO 830 ASSIGNMENTS

This is a preview of the assignments. Detailed instructions will be provided on Sakai under the "Assignments" tab. Please check there for the latest version of the assignments.

Grades	%	Points
Engaged classroom participation	10%	100
Discussion questions	10%	100
Discussion coordinator	10%	100
Research project participation	20%	200
Paper and presentation	50%	500
Total	100%	1,000

1. **Engaged classroom participation (10% of overall grade, 100 points)**: This is a graduate seminar, which means everybody participates every class period. Please keep up with the readings for each class, prepare questions you would like to ask, challenge, or disagree with, whatever. The more discussion the merrier!

2. **Discussion questions (10% of overall grade, 100 points):** Prior to class, you must draft three questions from the readings. Your questions must be written to start a discussion in class. Therefore, you should give context to your questions and explain what prompted your questions. Your questions might stem from what the researchers investigated and found, and how that contrasts to what other articles found. Your questions should be broad, not narrowly asking why they studied a specific element. You need to consider the broader implications of the research. Remember, there are no dumb questions.

   Your questions must be posted to Sakai in the appropriate discussion forum 24 hours before class begins (that is, 9 a.m. on the Thursday before class). No late questions will be accepted. The discussion coordinator will use these questions in class. Remember, you must have three good questions.

3. **Discussion coordinator (10% of overall grade, 100 points):** Master's students will serve as the discussion coordinator once and Ph.D. students will serve as the discussion coordinator twice during the semester. You will sign up as coordinator for a week with a topic that is most relevant to your research interests, if possible.

   Coordinators, you are not lectures. You are presenting to prime the class for a good discussion. Make your presentations are lively and interactive when possible. Others in the class are expected to contribute just as much. I may chime in to offer my expertise when necessary. My comments are just to help clarify or expand the discussion, not a critique of you. Here are your responsibilities for serving as the discussion coordinator:

   a. Prepare a presentation (no Prezi presentations, PowerPoint or Google Slides preferred) that summarizes the readings for the week. You do not need to cover every chapter, article or research brief. Give us about a 20-minute overview of the readings. You can integrate examples, if possible.
   b. After your brief presentation, you will lead the discussion. You should begin by posing questions to the class. These can be your own or could address some of the questions others have posted on Sakai forum. The discussion should last about 45 minutes to an hour. Your entire time as the discussion coordinator will be the first half of the class period.

4. **Research project participation (20% of overall grade, 200 points):** One goal of this class is to expose you to public relations theory and how it has developed. I have designed a class project that will do just that by having you read some additional articles, content analyze them and examine the theory development from a network perspective–my research area! This is part of a larger research project I am conducting and is an opportunity for you to get a glimpse at the research process. More details will be provided.

5. **Paper and Presentation (50% of overall grade, 500 points)**:
   This is a five-part assignment worth a plurality of the "points" in the course. I have designed the overall assignment to help you prepare a final paper that you will present to the class. The portions of the assignment are listed in sequential order and each percentage of the total grade is listed.

   a. **Paper Synopsis**: **(2.5% of overall grade, 25 points)** This assignment is a one-page synopsis or outline of the topic you plan to address in your final paper. Tell me what you are personally and professionally interested in, as well as what the contribution to the field/organization will be. Pitch me your idea!

   b. **Annotated Bibliography (7.5% of overall grade, 75 points)**: Critical assessment of at least <u>ten</u> sources that will help you develop your final paper. These sources should be academic in nature – books, academic journals (e.g., *Public Relations Review*, *Journal of Public Relations Research*, etc.). Although trade magazines (*PR Week*, *Advertising Age*) may have useful background, they should not be the focus of this exercise. Instead, "roll your sleeves up" and get into theoretical literature. Below are a few sources to help guide you in this endeavor.
      i. UCSC Library – How to write an annotated bibliography: http://library.ucsc.edu/ref/howto/annotated.html
      ii. Online Writing Lab (OWL) – Annotated bibliographies http://owl.english.purdue.edu/owl/resource/614/01/

   c. **First Draft (15% of overall grade, 150 points)**: This assignment is designed to provide feedback on your progress on your final paper.
      i. Master's student, if you are doing a literature review for your thesis, you should include as far as you've gotten on: (1) Introduction to your topic – what is the purpose of this paper? (2) Critical assessment of relevant literature related to your topic. What have others discussed? What areas could still use some attention? (3) Research questions – how will you apply the theory/theories you've explored in your thesis? You may access copies of completed theses projects and traditional research theses through the Park Library website. There should be a clear structure and direction in the paper at this point in the semester.
      ii. Ph.D. students or anyone planning to submit a conference paper, you should have the same as the above description for the master's students' paper with a more detailed outline of the methods section, including proposed study design, measures, analysis plan, etc. An excellent paper will be nearly done; thus, you can take my feedback, make adjustments and submit for the final paper.

   d. **Final Paper (20% of overall grade, 200 points)** Your masterpiece (in progress because research is in a continue state of progress)! This assignment is the full proposal or conference paper. Revise your paper based on comments I made on the first draft. Anyone aiming for conference submission should now write up the methods and also include as much of the results and discussion as possible. A deadline is provided, but if you are submitting to a conference, consider turning in your paper early so you have time to receive feedback and incorporate it into your submission.

   e. **Presentation of Final Paper (5% of overall grade, 50 points)**: This assignment is designed to give you practice presenting in a conference-style format and to receive feedback on your work.

Date	Week	Topic, Discussion Coordinator, Readings, Application, and Assignment Due Dates
8/26	1	Meet and greet, discuss course goals, go over syllabus, discuss research interests, etc.
9/2	2	**Topic:** Thinking About Public Relations Theory and Practice **Discussion Coordinator:** Professor Saffer **Required Readings:** Botan, C. H., & Taylor, M. (2004). Public relations: State of the field. *Journal of Communication, 54*(4), 645-661. Link to article. Broom, G.M. (2006). An open-system approach to building theory in public relations. *Journal of Public Relations Research 18*(2), 141-150. Link to article. Grunig, James. E. (2006). Furnishing the edifice: Ongoing research on public relations as a strategic management function. *Journal of Public Relations Research, 18*(2), 151-176. Link to article. Ihlen, Ø., & van Ruler, B. (2007). How public relations works: Theoretical roots and public relations perspectives. *Public Relations Review, 33*(3), 243-248. Link to article. **Selected Readings (M.A. pick 1, Ph.D. pick 3):** Craig, R. T. (1999). Communication theory as a field. *Communication Theory, 9*(2), 119-161. Link to article. Chaffee, S. H., & Berger, C. R. (1987). What communication scientists do. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 99-122). Newbury Park, CA: Sage. Link to PDF. Hainsworth, B. E., & Wilson, L. J. (1992). Strategic program planning. *Public Relations Review, 18*(1), 9-15. Link to article. Kelly, K. S. (2001). Stewardship: The fifth step in the public relations process. In R. L. Heath (Ed.), *Handbook of public relations* (pp. 279-289). Thousand Oaks, CA: Sage. **Application:** Theory Checklist and How Theory Applies to Public Relations Research **Assignments Due: None**

9/9	3	**Topic:** Symmetry, Excellence Theory, & Practitioners' Roles in Theory **Discussion Coordinator: Seoyeon** **Required Readings:** Dozier, D. M., & Broom, G. M. (2006). The centrality of practitioner roles to public relations theory. In C. H. Botan & V. Hazleton (Eds.), Public relations theory II (pp. 137-170). New York: Routledge. Grunig, J. E., & Grunig, L. A. (2008). Excellence Theory in Public Relations: Past, Present, and Future. In *Public Relations Research*, 327-347. Link to chapter. Karlberg, M. (1996). Remembering the public in public relations research: From theoretical to operational symmetry. *Journal of Public Relations Research, 8*(4), 263-278. **Selected Readings (M.A. pick 1, Ph.D. read all):** Blog and interview with Grunig: THE TWO-WAY SYMMETRICAL MODEL OF COMMUNICATION Rawlins, B. L. (2006). Prioritizing stakeholders for public relations. *Institute for Public Relations.* Murphy, P. (1991). The limits of symmetry: A game theory approach to symmetric and asymmetric public relations. *Journal of Public Relations Research, 3*(1-4), 115-131. **Application:** Theory Checklist & Measurement/Barcelona Principles **Assignments Due:** Paper Synopsis (submit to Sakai under Assignment)
9/16	4	**Topic:** Relationship Management **Discussion Coordinator: Professor Saffer** **Required Readings:** Heath, R. L. (2013). The journey to understand and champion OPR takes many roads, some not yet well traveled. *Public Relations Review, 39*(5), 426-431. Link to article. Huang, Y. H. C., & Zhang, Y. (2013). Revisiting organization–public relations research over the past decade: Theoretical concepts, measures, methodologies and challenges. *Public Relations Review, 39*(1), 85-87. Link to article. Ledingham, J. A. (2003). Explicating relationship management as a general theory of public relations. *Journal of Public Relations Research, 15*(2), 181-198. **Selected Readings (M.A. pick 1, Ph.D. pick 3):** Hon, L. C., & Grunig, J. E. (1999). Guidelines for measuring relationships in public relations. Ledingham, J. A. (2006). A general theory of public relations. In C. H. Botan & V. Hazleton (Eds.), Public relations theory II (pp. 465-483). New York: Routledge. Levenshus, A.L. (2010). Online relationship management in a presidential campaign: A case study of the Obama campaign's management of its Internet-integrated grassroots effort. Journal of Public Relations Research, 22(3), 313-335. Kent, M. L., & Taylor, M. (2002). Toward a dialogic theory of public relations. *Public Relations Review, 28*(1), 21-37. Saffer, A. J., Sommerfeldt, E. J., & Taylor, M. (2013). The effects of organizational Twitter interactivity on organization–public relationships. *Public Relations Review, 39*(3), 213-215.

9/23	5	Application: [Theory Checklist](#) & OPR Measurement Assignments Due: TBA
		No class: We will not have class this week as I will be in Jakarta, Indonesia for a conference. **Application:** Begin Working on Research Project **Assignment due:** Annotated Bibliography Due
9/30	6	**Topic:** Media Theories: Agenda building/Agenda Setting, Framing, & Persuasion **Discussion Coordinator: Seoyeon** **Required Readings:** Entman, Robert M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication, 43*(4), 51-58. Kiousis, S., Popescu, C., & Mitrook, M. (2007). Understanding influence on corporate reputation: An examination of public relations efforts, media coverage, public opinion, and financial performance from an agenda-building and agenda-setting perspective. *Journal of Public Relations Research*, *19*(2), 147-165. Pfau, M., & Wan, H-H. (2006). Persuasion: An intrinsic function of public relations. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 101-136). New York: Routledge. **Selected Readings (M.A. pick 1, Ph.D. pick 3):** Dorfman, L., Wallack, L., & Woodruff, K. (2005). More than a message: Framing public health advocacy to change corporate practices. *Health Education & Behavior*, *32*(3), 320-336. Kiousis, S., & Ragas, M. (2015). Implications of third-level agenda building for public relations and strategic communication. In *The Power of Information Networks: New Directions for Agenda Setting*. [Link to book chapter.](#) Parmelee, J. H. (2013). The agenda-building function of political tweets. *New Media & Society*, 1461444813487955 Reich, Z. (2010). Measuring the impact of PR on published news in increasingly fragmented news environments. *Journalism Studies, 11*(6), 799-816. Taylor, M. (2000). Media relations in Bosnia: A role for public relations in building civil society. *Public Relations Review*, *26*(1), 1-14. **Application:** [Theory Checklist](#) & Using in Media Theories in Campaigns **Assignments Due:** None

10/7	7	**Topic:** Network Theories in Public Relations **Discussion Coordinator:** Professor Saffer **Required Readings:** Yang, A., & Taylor, M. (2015). Looking over, looking out, and moving forward: Positioning public relations in theorizing organizational network ecologies. *Communication Theory, 25*(1), 91-115. [Link to article.](#) Himelboim, I., Golan, G. J., Moon, B. B., & Suto, R. J. (2014). A social networks approach to public relations on Twitter: Social mediators and mediated public relations. Journal of Public Relations Research, 26(4), 359-379. Sommerfeldt, E. J., & Taylor, M. (2011). A social capital approach to improving public relations' efficacy: Diagnosing internal constraints on external communication. *Public Relations Review, 37*(3), 197-206. Uysal, N., & Yang, A. (2013). The power of activist networks in the mass self-communication era: A triangulation study of the impact of WikiLeaks on the stock value of Bank of America. *Public Relations Review, 39*(5), 459-469. **Selected Readings (M.A. pick 1, Ph.D. pick 3):** Kent, M. L., Sommerfeldt, E. J., & Saffer, A. J. (2016). Social networks, power, and public relations: Tertius Iungens as a cocreational approach to studying relationship networks. *Public Relations Review, 42*(1), 91-100. Saffer, A. J., Taylor, M., & Yang, A. (2013). Political Public Relations in Advocacy: Building Online Influence and Social Capital. *Public Relations Journal, 7*(4), 1-35. Sommerfeldt, E. J. (2013). Networks of social capital: Extending a public relations model of civil society in Peru. *Public Relations Review, 39*(1), 1-12. Taylor, M., & Doerfel, M. L. (2005). Another dimension to explicating relationships: Measuring inter-organizational linkages. *Public Relations Review, 31*(1), 121-129. **Application:** [Theory Checklist](#) & Applied Uses of Network Analysis **Assignments Due:** <mark>Research Project Progress Update</mark>

10/14	8	**Topic:** Apologia and Crisis Communication
		Discussion Coordinator: Mary Lindsaye
		Required Readings:
		Coombs, W. T. (2014). State of Crisis Communication: Evidence and the Bleeding Edge. *Research Journal of the Institute for Public Relations.*
		Coombs, W. T. (2016). Reflections on a meta-analysis: Crystallizing thinking about SCCT. Journal of Public Relations Research, 1-3.
		Seeger, M. W. (2006). Best practices in crisis communication: An expert panel process. *Journal of Applied Communication Research*, *34*(3), 232-244.
		Selected Readings (M.A. pick 1, Ph.D. read all):
		Benoit, W. L., & Hanczor, R. S. (1994). The Tonya Harding controversy: An analysis of image restoration strategies. *Communication Quarterly*, *42*(4), 416-433.
		Bentley, J. M. (2015). Shifting identification: A theory of apologies and pseudo-apologies. Public Relations Review, 41(1), 22-29.
		Walker, Gael (2006). Sense-making methodology: A theory of method for public relations. In Carl H. Botan and Vincent Hazleton. *Public relations theory II*. Mahwah, NJ: Erlbaum.
		Application: [Theory Checklist] for SSCT & Breaking down a crisis response
		Assignments Due: <mark>Any drafts of your paper (not required, just offering feedback)</mark>
10/21	9	NO CLASS! HAPPY FALL BREAK!
		Work on your research project assignments.
10/28	10	**Topic:** Corporate Social Responsibility
		Discussion Coordinator: Gabe
		Required Readings:
		Devin, B. L., & Lane, A. B. (2014). Communicating engagement in corporate social responsibility: A meta-level construal of engagement. *Journal of Public Relations Research*, *26*(5), 436-454. Link to article.
		Heath, R. L. (2006). A rhetorical theory approach to issues management. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 63-99). New York: Routledge.
		Kim, S. (2011). Transferring effects of CSR strategy on consumer responses: The synergistic model of corporate communication strategy. *Journal of Public Relations Research, 23*(2), 218-241.
		Selected Readings (M.A. pick 1, Ph.D. read all):
		Chernev, A., & Blair, S. (2015). Doing Well by Doing Good: The Benevolent Halo of Corporate Social Responsibility. *Journal of Consumer Research*, *41*(6), 1412-1425. doi:10.1086/680089
		Devin, B. (2016). Half-truths and dirty secrets: Omissions in CSR communication. Public Relations Review, 42(1), 226-228.
		Huang, Y-H., & Hagan, L. M. (2011). The role of market-oriented relations in public relations. *Public Relations Review, 37*, 297-304.
		Application: Examining a CSR campaign

		Assignments Due: <mark>Research Project Progress Update</mark>
11/4	11	**Topic:** Activists/Activism, Mobilization, Advocacy strategies **Discussion Coordinator: Mariana** **Required Readings:** Kim, J., & Sriramesh, K. (2009). Activism and public relations. In *The global public relations handbook. Theory, research and practice.* New York: Routledge. Link to chapter. Servaes, J., & Malikhao, P. (2010). Advocacy strategies for health communication. Public Relations Review, 36(1), 42-49. Sommerfeldt, E. J., Kent, M. L., & Taylor, M. (2012). Activist practitioner perspectives of website public relations: Why aren't activist websites fulfilling the dialogic promise?. *Public Relations Review, 38*(2), 303-312. Stokes, A. Q., & Rubin, D. (2010). Activism and the limits of symmetry: The public relations battle between Colorado GASP and Philip Morris. *Journal of Public Relations, 22*(1), 26-48. **Selected Readings (M.A. pick 1, Ph.D. 2):** Berger, B.K. (2005). Power over, power with, and power to relations: Critical reflections on public relations, the dominant coalition, and activism. *Journal of Public Relations Research, 17*(1), 5-28. Derville, T. (2005). Radical activist tactics: Overturning public relations conceptualizations. *Public Relations Review, 31*(4), 527-533. Guo, C., & Saxton, G. D. (2013). Tweeting social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly*, 0899764012471585. Mundy, D. E. (2013). The spiral of advocacy: How state-based LGBT advocacy organizations use ground-up public communication strategies in their campaigns for the "Equality Agenda". Public Relations Review, 39(4), 387-390. Nisbet, M. C., & Kotcher, J. E. (2009). A two-step flow of influence? Opinion-leader campaigns on climate change. *Science Communication, 30*(3), 328-354. Watts, D. J., & Dodds, P. S. (2007). Influentials, networks, and public opinion formation. *Journal of Consumer Research, 34*(4), 441-458. **Application:** **Assignments Due:** <mark>First Draft</mark>
11/11	12	No class. I am currently scheduled to attend the National Communication Association conference in Philadelphia. **Assignments Due:** <mark>Work on your research project assignments.</mark>

11/18	13	**Topic: Global PR** **Discussion Coordinator: Pablo** **Required Readings:** Jain, R., De Moya, M., & Molleda, J. C. (2014). State of international public relations research: Narrowing the knowledge gap about the practice across borders. Public Relations Review, 40(3), 595-597. Lee, S. (2005). The emergence of global public and international public relations. *Public Relations Quarterly, 50*(2), 14. Taylor, M., & Kent, M. L. (2006). Public relations theory and practice in nation building. In C. H. Botan & V. Hazleton (Eds.), *Public relations theory II* (pp. 341-359). New York: Routledge. **Selected (M.A. pick 1, Ph.D. read all):** Ice, R. (1991). Corporate publics and rhetorical strategies: The case of Union Carbide's Bhopal crisis. *Management Communication Quarterly, 4*(3), 341-362. Molleda, J.C. (2001). International paradigms: The Latin American School of Public Relations. Journalism Studies, 2(4), 513-530. Molleda, J., Kochhar, S., & Wilson, C. (2015). Tipping the balance: A decision-making model for localization in global public relations agencies. *Public Relations Review, 41*(3), 335-344. doi:10.1016/j.pubrev.2015.05.004 **Application:** **Assignments Due:**
11/25	14	**HAPPY THANKSGIVING BREAK!**
12/2	15	**Required Readings:** Botan, C. H., & Taylor, M. (2004). Public relations: State of the field. *Journal of Communication, 54*(4), 645-661 Sallot, L. M., Lyon, L. J., Acosta-Alzuru, C., & Ogata Jones, K. (2003). From aardvark to zebra: A new millennium analysis of theory development in public relations academic journals. Journal of Public Relations Research, 15(1), 27-90. Kim, S. Y., Choi, M. I., Reber, B. H., & Kim, D. (2014). Tracking public relations scholarship trends: Using semantic network analysis on PR Journals from 1975 to 2011. *Public Relations Review, 40*(1), 116-118. **Assignments Due:** ➔ Presentations ➔ Research project: Turn in data
12/9	16	**No class. Fall semester ends Dec. 9** **Assignments Due:** Final papers due at 5 p.m. but accepted early

*The schedule is subject to change. Generally, changes will be made as quickly as possible to give students plenty of time to adjust. All changes will be announced via email.