**MEJO 531.001: Case Studies in Public Relations**

**Fall - 2019**

**8:00a.m. to 9:15 a.m., Tuesdays & Thursdays**

**Carroll Hall 283**

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Office Hours: Tuesdays and Thursdays 9:30-11:00a.m. or by appointment  
Office Location: Carroll Hall Room XXX

**PREREQUISITE:**  Successful completion of MEJO 137: “Principles of Advertising and PR”

**COURSE OVERVIEW**

“Someone posted a video on YouTube. Have you seen it? It’s really bad.” “Legal says we just got a subpoena.” “I just don’t understand it. Employees are really upset with our new client.” And the ever-popular “Oh-oh, it just hit the fan!”

These and other well-known expressions of frustration and, in many cases, desperation, are

uttered every day in organizations large and small and are usually followed by a simple question: “Now what do we do?” The question may be simple but, frequently, the answer is not.

As a public relations professional, you’ll be one of the individuals tasked with answering that question. And, as a public relations professional, you’ll be expected to help your organization or client think through the problem, develop a plan and manage the issue, always with an eye on reputation.

Using case studies as its foundation. this course examines complex and demanding real-world issues that public relations professionals found themselves having to manage. You’ll be expected to analyze the situation; understand the underlying issues, whether they be political, legal, financial, operational, cultural, ethical, or something completely unexpected; formulate a plan to address the issue; and present and defend your point of view.

This will require you to think both strategically and tactically. You’ll have the opportunity to grow and demonstrate those skills through class participation, through opportunities to lead class discussions, including making both formal and informal presentations, through your work on teams, and through your development of an original case study.

This course will advance your knowledge of the practice of public relations and help you better understand how to think and act as a public relations professional.

**COURSE OBJECTIVES**

By the end of the semester, you will be better equipped to:

* Analyze and critique public relations research, strategies and execution.
* Apply case study learnings to your real-world public relations practice.
* Demonstrate both strategic and tactical approaches to public relations problem solving.
* Present to groups with greater confidence and effectiveness.
* Work on and help lead teams.

**REQUIRED TEXTBOOK AND ADDITIONAL REQUIRED READING:**

* *Cases in Public Relations Management: The Rise of Social Media and Activism*, Second Edition, by Patricia Swann, published by Routledge.
* *Rules for Radicals: A Pragmatic Primer for Realistic Radicals,* by Saul D. Alinsky, published by Vintage Books.
* *Do/Lead. Share Your Vision. Inspire Others. Achieve the Impossible.* By Les McKeown, published by Do Book Company.

Additional readings to be assigned and posted to Sakai, made available in class or in the Park Library

**SUGGESTED READINGS**

Plan to scan the media regularly for “Cases in the News.” Your regular scan should include both public relations-related and general media.

Some public relations-related media include *PR Week, Ragan’s Public Relations Daily, PRSA Issues and Trends, PR News, Bulldog Reporter ‘Daily Dog,’ PRSA SmartBrief, PR Tactics, Public Relations Strategist, PRNewser, CommPRO Executive Briefing, Everything-PR*, and *the Holmes Report*.

General media you’ll want to scan include *The New York Times, The Washington Post, The Wall Street Journal, the Associated Press, USA Today, The Huffington Post, Buzz Feed, Forbes, CNN, Inc*. and others.

*The Associated Press 2019 Stylebook,* the online edition or any recent edition will be helpful, especially for the midterm and final case reports.

*The APA Style Guide* on-line edition has a helpful tutorial on formatting references.

**SAKAI**

The UNC Sakai service can be found at <http://sakai.unc.edu>. Important information, additional readings, assignments and changes to the syllabus can be found on Sakai. You are responsible for any course changes that may be made on Sakai, including changes to the syllabus or assignments.

**CLASS E-MAIL**

Check your school email. You are responsible for any course communications I send through email.

**PROFESSIONALISM**

Being a public relations professional requires that you are professional in all of your client and work-related activities and interactions. The same applies in this class. This includes treating any guest speakers and your classmates with the utmost respect and providing them with your full attention, as well as conducting yourself in a professional manner both during and outside of class.

On the days you are presenting to the class for Cases in the News or helping lead the assigned case discussion, and on those days when we have guest speakers visit the class, please ensure that you dress in a manner you consider to be professional. On the day that your team makes its final team presentation, the team to be dressed in business attire.

All written assignments should be proofread, correctly edited, grammatically correct and professionally presented. Written assignments should be typed, single-spaced unless otherwise noted, and in a 12-point font, preferably Times New Roman. Good writing is critical to success in public relations. Punctuation and grammatical errors will affect your grade. AP style is preferred.

During class, laptops may be used for taking class notes and doing in-class research. If seen using a laptop or mobile device for other purposes, you may lose this privilege for the remainder of the semester.

Laptop usage is not permitted when we have guest speakers, when one of your classmates is leading a discussion of Cases in the News, or during final case study presentations.

Please turn off your cell phones and put them away when in class. When you’re working at an agency or a company, getting distracted by your phone during a meeting with colleagues or your supervisor will not be tolerated. Start preparing for that now.

When we have outside guests, you will use tent cards with your names to help our guests call you by name and feel more at ease. I’ll provide those.

**GRADING AND ASSIGNMENTS**

The case study method is the major teaching tool for this course. While I will present material relevant to class cases and provide real-world examples of a variety of public relations situations when appropriate, group discussion of cases is the heart of the class. Each student is expected to have read assigned cases and other readings and be ready to discuss them critically in class.

Hard copies of the assignments are due at the start of the designated class (8:00 a.m.). I will not accept assignments by Sakai and email. If you do need to share something with me as an attachment to an email, please ensure it is a Word document, a pdf, or something else I can open.

Please keep copies of submitted assignments until the final grades have been posted at the end of the semester. While grades are non-negotiable, I’ll give every consideration to concerns you have about a grade, but you’ll need to address it with me within a week of receiving the grade. The only grades I’ll discuss with you at the end of the semester are on those assignments you complete at the end of the semester.

Unless we’ve agreed an assignment can be late, **late assignments (anything after 8:01 a.m.) will lose 10%.** No assignment will be accepted if it is turned in more than 24 hours after it was due.

***Grading Scale***

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = <60%

Also +/- as appropriate

***Course Grading***

Class Participation 200 points

Cases in the News 100

Midterm Case Study 200

Final Presentation 150

Final Case Study 350

**1000**

**REQUIREMENTS FOR THE COURSE**

**CLASS PARTICIPATION AND ATTENDANCE 200**

This is a discussion-based course. Participation points will be based on your engagement in our discussions, for example, by offering your thoughts or asking insightful questions, as well as your responses to questions I may ask you.

You also earn points when you help lead the assigned case discussions (this is different from your own Cases in the News).

For every case, unless otherwise stated, you’ll need to post two brief discussion points on Sakai by 7:00 am on the day when the case will be discussed. These points act as a starting point for your in-class discussion and can be key takeaways, your insights, criticisms or questions. Each day you fail to post, you will lose 5 points from the 200.

Other ways to lose points are negative participation, i.e., not paying attention, being late to class, inappropriate use of your laptop, distracting others, or not treating the course or others with respect.

A quiz is always a possibility if it becomes clear the class is not spending the time to thoroughly read and understand the assigned cases and readings.

Because our class discussions are such an integral part of the course, you cannot get an “A” in the participation section just by doing nothing wrong. In this course, you have to ***earn*** an “A” in participation, just as you will have to earn an “A” in participation in your professional life.

Also in the professional world, there’s no such thing as not attending a meeting or workday “just because.” Please treat attendance the same way…as a requirement.

That said, life happens. Family issues, health issues, and other concerns may, and do, occur. So, you get **THREE** absences with no penalty. They can be excused or unexcused. Note that you are still responsible for any material covered in the class.

Use your absences wisely. Anything beyond these absences, whether there is a good reason or not, will result in point deductions. Please don’t use up your three excused absences “just because.” Something may come up later in the semester when you really do need to miss class.

For every class beyond three absences, you will lose 15 points or 1.5% of your overall grade.

If you are more than 5 minutes late to class, it will count as ½ an absence. 15 minutes late and it will count as a whole absence.

**CASES IN THE NEWS BRIEFS 100**

“Cases in the News” items are real-world, current events that present a public relations issue for different organizations and personalities. They may be on-going affairs and may not have been previously briefed in a Cases in the News. These issues should come primarily from public relations news media sources, mainstream media, on-line news sources, journals and other media sources (see Suggested Readings section above).

As soon as you can but no later than one week before your assigned date, you need to share with me what issue you have chosen to brief. On your assigned briefing date, you’ll turn in a brief overview of the case or issue at the beginning of class. It should be typed, double-spaced, on no more than two 5x7 index cards. You will open class that day by briefing the class on the issue, with the cards serving as your briefing notes. You’re expected to engage the class in a vigorous discussion of the issue. You will open one class during the semester.

Your briefings should include:

* The news sources you’re using (aim for at least two);
* A brief introduction of the case or issue;
* The central organization’s (or person’s) name, mission, and general purpose;
* Key players/actors at the center of the case, who may be trying to manage the situation (different from stakeholders and publics affected by it);
* The main public relations issues, concerns, challenges or opportunities;
* Key external or internal publics, stakeholders or target audiences involved;
* Specific public relations strategies planned, or tactics implemented (to the extent known);
* Public relations -related outcomes;
* Your thoughts, reactions and suggestions **– all from a public relation point of view.**

Expect to brief the case for five to seven minutes You will be dressed professionally, briefing from the front of the class, but the presentation can be informal (i.e., no PowerPoint required). You should be prepared with three thoughtful questions to engage the class, and the class members are expected to engage in the conversation with comments and questions of their own.

You’ll engage the class in discussion for at least five to ten minutes.

In addition, I’d like to see you connect your case to other cases we have covered so far in the course,

If you choose to use PowerPoint or video, it is your responsibility to arrive early to ensure it is loaded in the class computer and works properly.

**MIDTERM CASE BRIEF 200**

**Due: October 15th at 8:00 a.m.**

A written case brief will serve as your midterm exam. Case briefs are seven to ten pages in length (not including citations), typed in 12-point font, preferably Times New Roman, and single-spaced. These must be turned in as a hard copy to me at the beginning of class (or before) on the day they are due.

Your brief will be graded in two parts: (1) the synopsis of the case situation/facts (30%), and (2) the analysis of the case, including course terminology (70%).

The synopsis (Part I) should include the pertinent facts of the case including the organization or person involved, a brief description of the situation, stakeholders and the outcome. Your critique/analysis should come in the second part. Use your own words; do not regurgitate what you’ve read. It’s important you present everything that’s important and relevant so that I can properly judge your analysis that follows.

In the analysis (Part II), examine what the organization did and then discuss whether its strategies and tactics would be considered effective public relations. Address whether the research used was appropriate given the situation (if available), whether the organization or person had measurable goals and objectives, and whether it accurately identified its publics. What messages were communicated? Did the organization or person formally evaluate its efforts (if known)? You should refer to other cases that we have discussed or will discuss to make a comparison or contrast. Your opinions should be based on what you have learned about effective public relations. Write this section from the first-person point of view. Use your own thoughts. What would you have done, or did they do a great job? Be thorough yet efficient and demonstrate your ability to think critically. Though this is in the first person, be extremely professional in your writing style.

Please note that grammar, spelling, formatting and other written presentation errors are looked upon harshly in professional life as they will be here. Typos, poor sentence structure, and related issues will lower your grade to at least a “B” on the assignment (one full letter grade). More pronounced presentation issues will result in a grade of “C” or lower (two full letter grades).

**TEAM CASE STUDY AND PRESENTATION 500**

**Written Case Due December 3rd at 8:00 a.m. 350**

The final team case study and presentation is intended to be the capstone of the course. Your team will select a public relations case to analyze that is no more than one year old, not previously discussed and not from any course materials, such as our textbook or other readings. Before finalizing the selections, your team will be asked to provide your top two or three final case preferences to avoid duplication with your classmates.

We will discuss the formation of the teams at the start of the semester. My preference is that you form the teams yourselves. If necessary, I will make the team assignments.

The study should be written to the Arthur W. Page Society/Institute for Public Relations case study standards: twenty pages in length (not including citations listed in APA style separately at the end of the study), accompanied by a PowerPoint presentation, teaching notes on the case and an analysis of the application of the Page Principals to the case.

**Your team will want the study to have:**

* A thorough description of the public relations and business challenge, threat or opportunity;
* A solid review of the organization or person at the center of the case;
* A discussion of any ethical, legal and financial considerations;
* The organization’s or person’s response to the challenge or opportunity;
* Media’s (mainstream, social, trade) coverage of the issue and the organization or individual’s response.
* Reputational, financial and employee impact on the organization or individual;
* Appropriate visuals to help tell the story;
* A review of how key publics/stakeholders/target audiences responded;
* An analysis of the organization or individual’s research efforts, public relations strategies and tactics, and its efforts to evaluate its response relative to its objectives;
* Perfect grammar, spelling, proper **AP style usage** for the text; and
* The soundness and variety of **citations in APA style** listed at the end of the report.

Remember, a case study sets the table and is designed to help the reader or class have an informed discussion and make evaluations. While there should be some analysis, save your recommendations and judgements about whether the organization or the individual did the right things and was successful for your oral presentation.

You may collect information using a variety of strategies, including the library, Internet searches and interviews with the organizations and individuals involved in the issue. Insight about the public relations response are valuable, but don’t overlook other aspects of the business response. Be sure to include communication materials and copies of significant media coverage, including web, newspaper or magazine articles where possible. (You may include some in the body of the study as examples, but many should go into an appendix.)

Your team’s written case study will be due at **8:00 a.m. December 3rd**. Hard copies must be submitted. **No late case studies will be accepted. Any late assignments will not be graded (i.e., will be a zero).**

**Team Presentations 150**

Together, the final case study report and class presentation comprises your final exam project for this course. Each member of the team should present information on the case. **Several presentations will be made during the scheduled three-hour, final exam day. Additional time for final presentations will be scheduled during the last two regular class sessions. We will discuss assigning dates voluntarily, then by lottery if necessary.**

Your team should plan a fifteen-minute briefing that includes PowerPoint or other technology that supports the presentation of your materials. We will save ten minutes for questions/discussion with other class members and me. You should be dressed in business attire for this presentation.

Your presentation should to demonstrate that you have a detailed knowledge of all aspects of the case. Unlike the written case, your presentation should also assess the success of the organization or individual’s handling of the issue, from a public relations, reputational, financial and organizational perspective, and share your insights what mistakes the organization or individual involved made in their response and what you believe they should have done instead.

**Please remember to provide a printout of your presentation deck with each slide printed legibly on a single sheet of paper. Also, it is the team’s responsibility to load any media into the classroom computer and ensure it works properly for the presentation.**

The class is expected to engage in a brief discussion with questions or comments following each presentation, which will be factored into the class participation portion of everyone’s course grade. How the presenters address questions/comments from the class will be considered in the presentation portion of each student’s final project grade.

**Grading Rubrics will be handed out to assist you with your assignments; those rubrics will be the basis of your grade for each assignment, so make sure to follow those rubrics when completing assignments.**

**PERSONAL SELF-ASSESSMENT**

At the end of the year, you will be required to complete a self-assessment of your class participation and of your work on your team, as well as your assessment of how effectively your team worked together to accomplish your assignment. The assessment will be due on the date scheduled for our final exam, **Tuesday, Dec. 12.**

**SPECIAL ACCOMODATIONS**

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/>

**SEEKING HELP**

If you need individual assistance, it’s your responsibility to meet with me. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, an illness, etc.

**HONOR CODE**

You are expected to conduct yourself within the guidelines of the University honor system ([http://honor.unc.edu](http://honor.unc.edu/)). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or my responsibility as a faculty member under the Honor Code, please see me, the Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

**DIVERSITY**

The University’s policy on Prohibiting Harassment and Discrimination is outlined in the Undergraduate Bulletin<http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and 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. Please see more about our MJ Diversity and Inclusion plan here: <http://mj.unc.edu/diversity-and-inclusion>.

**ACCREDITATION**

The School of Media and Journalism’s accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

**MEJO 531.001 Fall 2019 PLANNED WEEKLY SCHEDULE**

The syllabus is subject to change during the course of the semester. If it does, I’ll notify you of the changes.

**Week One**

Aug. 20 **Introduction**

Course overview, expectations, introductions

Aug. 22 **Public Relations Planning, Management and Leadership**

Swann, pp. 1-15; Appendices A, D & E (pp. 551-554; 563-570)

(Sakai) *Analyzing a Case Study*

(Sakai) Post discussion points on assigned readings.

(In-class) Sign up to brief “Cases in the News”

**Week Two**

Aug. 27 **Theoretical Foundations & Public Relations Contexts**

Swann, Appendix C (pp. 559-561)

(Sakai) Assignment: Identify a public relations examples for your assigned theory. Be prepared to discuss in class.

(Sakai) *The Page Principles*

Learn what you can about the Arthur W. Page Society and The Institute for Public Relations.

(In-class) Discussion of team formation for the final project.

Aug. 29 **Media Relations**

Swann, pp.94-100

Swann, Appendix B (pp.555-558)

Swann Case 9, Only in Texas (pp.133-143)

(Sakai) Deflated: The Strategic Impact of the “Deflategate” Scandal on the NFL and its Golden Boy.

(Sakai) Post discussion points on assigned cases

(In-class) Team sign-up for final project.

**Week Three**

Sept. 3 **Media Relations**

(Sakai) Flying High and Low with United Airlines

(Sakai) Post discussion points on assigned cases.

(Sakai) AWP/IPR Case Study Competition

(In-class) Cases in the News presentation.

(In-class) Confirm teams for final project.

Sept. 5 **Class Guest: Megan McCarthy**

Director-Global Communications, United Airlines

Learn about Megan.

(Sakai) Post two professional questions for Megan.

(In-class) Be sure to bring your tent cards.

**Week Four**

Sept. 10 **Activism, Issues Management, Conflict Management & Crisis Communication**

Swann, pp. 226-230.

Swann Case 17, Undercover Video Captures Chicken Abuse (PETA) (pp. 266-276)

Alinsky S. (1971) *Rules for Radicals: A Pragmatic Primer for Realistic Radicals.* (Read prologue- p.47, pp 126-196)

(Sakai) Derville, T. (2005). Radical activist tactics: Overturning public relations conceptualizations. *Public Relations Review*, *31*(4), pp. 527-533.

(Sakai) Post discussion points on assigned case and readings.

(Sakai) Assignment: Identify midterm and final case study topics.

(In-class) Cases in the News

Sept. 12 **Activism, Issues Management, Conflict Management & Crisis Communication**

Swan Case 15, Guitar Hero Strikes a Chord (pp. 248-255)

(Sakai) The #DeleteUber Social Media Storm: Corporate Reputation in an Era of “Alternative Facts”

(Sakai) Post discussion points on assigned cases.

(In-class) Cases in the News presentation. (2)

**Week Five**

Sept. 17 **Activism, Issues Management, Conflict Management & Crisis Communication**

Midterm case brief topics due.

(Sakai) Two Americanos to Go, Please: Starbucks’ Case of Racial Profiling in the Social Media Era.

(Sakai) Moving the Chains: Nike Scores with Future Generations.

(Sakai) Post discussion points on assigned cases.

(In-class) Cases in the News presentation.

Sept. 19 **Activism, Issues Management, Conflict Management & Crisis Communication**

Swann Case 13, Deepwater Horizon Blowout (pp. 202-225)

(Sakai) Len-Rios, M. E. (2010). Image repair strategies, local news portrayals and crisis stage: A case study of Duke University’s lacrosse team crisis. *International Journal of Strategic Communication, 4*, 267-287.

(Sakai) Coombs, W. T. (2014). State of crisis communication: Evidence and the bleeding edge. *Research Journal for the Institute of Public Relations, 1*(1).

(Sakai) Post discussion points on assigned case and readings.

(In-class) Cases in the News presentations. (2)

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**Week Six**

Sept. 24 **Activism,** **Issues Management, Conflict Management & Crisis Communication**

Final case study topics due

(Sakai) Wells Fargo & Company: Allegations of Illegal Customer Account Management

(Sakai) Wells Fargo Fraud-Ethics Unwrapped https://ethicsunwrapped.utexas.edu/video/wells-fargo-fraud

(Sakai) Post discussion points on assigned cases.

(In-class) Case Study in the News presentation, (2)

Sept. 26 **Culture**

Swann pp. 462-264

Swann Case 30, Quran Burning: Cultural Insensitivity Leads to

Deaths and Multiple Apologies.

Swann Case 32, Containing the Deadly Marburg Virus: Taking a Cultural Based Communications Approach.

(Sakai) Post discussion points on assigned cases.

(Sakai) Assignment: Final case study outline and reference list

(In-class) Case Study in the News presentation

**Week Seven**

Oct. 1 **Class Guest: Joel Curran**

ViceChancellor for Communications

The University of North Carolina at Chapel Hill

Learn about Joel.

(Sakai) Post two professional questions for Joel.

(In-class) Be sure to bring your tent cards.

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Oct. 3 **Corporate Social Responsibility and Diversity and Inclusion**

Swann pp. 39-42

(Sakai) Dove: A Purpose-Driven Brand in a Crisis of Sincerity.

(Sakai) Target’s Transgender Bathroom Policy: Missing the Target or hitting the bullseye?

(Sakai) Post discussion points on assigned cases.

(In-class) Case Study in the News presentation.

**Week Eight**

Oct. 8 **Employee Engagement and Organizational Culture**

(Sakai) Google and the #Me Too Movement: Responding to a Global Walkout in the Wake of Sexual Harassment Allegations.

(Sakai) Edelman, Ogilvy readings

(Sakai) Post discussion points on assigned case.

(In-class) Case Study in the News presentation. (2)

Oct. 10 **MIDTERM CASE BRIEF DUE**

**Class Guest: Keith Burton**

Founder and Senior Partner at Grayson Emmitt Partners and Chair, Plank Center Board of Advisors

Learn about Keith.

Learn about the Plank Center.

(Sakai) Keith’s Case

(Sakai) Post two professional questions for Keith and discussion points on the assigned case.

(In-class) Be sure to bring your tent cards.

**Week Nine**

Oct. 15  **Leadership**

McKeown, Les (2014) *Do/Lead. Share Your Vision. Inspire Others. Achieve the Impossible.*

(Sakai) Meng J., Berger B. (2013) An Integrated Model of Excellent Leadership on Public Relations: Dimensions, Measurement, and Evaluation. *Journal of Public Relations Research, 25, 141-167* (Read pp. 143-150)

(Sakai) Post discussion points on assigned text and reading.

(Sakai) Assignment: Final case study outline and reference list.

(In-class) Case Study in the News presentation.

Oct. 17 **NO CLASS: FALL BREAK**

**Week Ten**

Oct. 22 **Ethics and Law**

Swann, pp. 16-21, Appendix G (pp. 575-581) or <https://www.prsa.org/ethics/>

Swann Case 3: In Washington, I’m Karen Ryan, Reporting.

(Sakai) Craig, D. A. (2007) Wal-Mart public relations in the blogosphere. *Journal of Mass Media Ethics, 22*(2&3), 215-228.

(Sakai) Post discussion points on assigned cases.

(In-class) Case Study in the News presentation.

Oct. 24 **Ethics and Law**

(Sakai) The United States Olympic Committee: Protecting Their Girls or Their Gold?

(Sakai) Post discussion points on assigned case.

(In-class) Case Study in the News presentations. (2)

(In-class) Discussion/Questions on final project.

**Week Eleven**

Oct. 29 **Ethics and Law**

(Sakai) Unlike: When Facebook Shares Too Much

(Sakai) Post discussion points on assigned readings.

(In-class) Case Study in the News presentation

Oct 31 **Investor Relations & Financial Public Relations**

Final case study outline and reference list due.

Swann, pp. 528-534

(Sakai) Elon Musk Takes Tesla, Inc. On a Wild Ride

*National Investor Relations Institute website at* [*http://www.niri.org/*](http://www.niri.org/)

Security and Exchange Commission 4/2/13 announcement about social media at: <http://www.sec.gov/News/PressRelease/Detail/PressRelease/1365171513574#.Usm61-qx7yc>

(Sakai) Post discussion points on assigned case.

(In-class) Case Study in the News presentation.

**Week Twelve**

Nov. 5 **Investor Relations & Financial Public Relations**

Swann Case 34: Paychex Inc. Sees Big Payoff on First Investor Day

. Swann Case 35: Best Buy Fights for Survival

(Sakai) Post discussion points on assigned cases.

(In-Class) Case Study in the News presentation.( 2)

Nov. 7 **Class Guest: Bob Drennan**

Vice President (Investor Relations (retired), Duke Energy Progress

Learn about Bob.

(Sakai) Post two professional questions for Bob about financial communications/investor relations.

(In-class) Be sure to bring your tent cards

**Week Thirteen**

Nov. 12 **Class time for work/research on Final Case Study and Presentations**

(In-class) Case Study in the News presentation.

Nov. 14 **Entertainment and Leisure**

(Sakai) When You Wish Upon a Star: Disney/ABC Puts Corporate Values First in Cancelling “Rosanne.”

(Sakai) Post discussion points on assigned case.

(In-class) Case Study in the News presentations. (2)

(In-class) Discussion/Questions on final project

**Week Fourteen**

Nov. 19 **Politics and Government**

(Sakai) In-N-Out Burger: The Perils of Political Contribution

(Sakai) Facebook Inc: Who is Responsible for Hate Speech?

(Sakai) Post discussion points on assigned cases.

(In-class) Case Study in the News presentation.

Nov. 21 **Consultation and Career Day**

(Sakai) Assignment: Self-assessment

Team and individual consultation

Career Discussions

**Week Fifteen**

Nov. 26 **Final Case Study Presentations**

Nov. 28 \*\***NO CLASS: THANKSGIVING BREAK\*\***

**Week Sixteen/Final**

Dec. 3 **LDOC: Final Case Study Presentations**

(In-class) All written cases due 8:00 a.m. Please provide printouts of presentation decks with two slides printed per page.

Dec. 12 8:00 a.m**.Final Exam Day: Final Case Studies Presentations**

Self-assessment due

**Syllabus Agreement Form - MEJO 531.001: (White, Fall 19)**

Name: ­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing below, you acknowledge that you have read the syllabus in its entirety. Along with this, you agree to the information and the rules – and consequences – presented in the syllabus. If any questions should arise, please feel free to speak with me and/or email me at: [rick.white@unc.edu](mailto:rick.white@unc.edu).

\***Please return this by the second day of class.**

Signature: ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_