

MEJO 531.2 – Case Studies in Public (Pivot?) Relations: Spring 2022 Edition

Classroom: Carroll 283

Time: 9:30-10:45 a.m. Tuesdays and Thursdays

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Office hours: M 10-11:30 a.m. and 2-4 p.m.;

TR 11 a.m.– 1 p.m.,

W 10-11 a.m. -Zoom only;
and by appointment.



<http://www.clouseronbusiness.com/is-hindsight-really-20-20/>

*See Sakai for Zoom details

Here we go again!

Yep, we're meeting in person this semester ... unless we're not! That's why I thought about renaming the class *Case Studies in Pivot Relations*. We're going to have to play it by ear and pivot if/when we have to.

As I noted in the Jan. 6 email message, the success of this class relies on our ability to have meaningful discussions, which are most effective when we're able to talk face-to-face (or, mask-to-mask, as the case may be).

No doubt, we will have some challenges. To lessen some of them, here are 2 resources:

- ♦ I'll record class meetings and post on Sakai.
- ♦ I'll live-stream class meetings via Zoom without active engagement for the first 3 weeks for those who have mitigating COVID circumstances that may require isolation or quarantine.

Masks? Yep!

'COVID Community Standards are applicable to all students ... and are a precondition to University enrollment and access to University facilities. The COVID-19 Community Standards are also applicable to recognized student organizations.'

'Failure by students or student organizations to adhere to these Community Standards may result in administrative and/or disciplinary action, up to and including disenrollment from the University or loss of University recognition.'

'Students who have an authorized accommodation from ARS have an exception.'

More information [here](#).

Please note that Zoom is only available for serious emergencies and not as an acceptable alternative to attending class in person.



Where's it at? Syllabus contents:

- ♦ Attendance – p. 3
- ♦ Participation criteria – p. 3

- ♦ What's on the Sakai site – p. 4
- ♦ Grades/grading – p. 5
- ♦ Research requirement – p. 6

- ♦ Accrediting council professional values and competencies – p. 8
- ♦ Week by week – pp. 9-14

on with the show!

[ABOUT]

This class will help you think and act as a public relations professional who deals with the demanding, dynamic environment of corporate, government, and nonprofit public relations. You'll examine real-world situations and strategies and discuss factors that affect how we practice public relations, including identifying stakeholders, developing strategies, embracing diversity and recognizing ethical issues.

Prereq - Just 1

MEJO 137 -

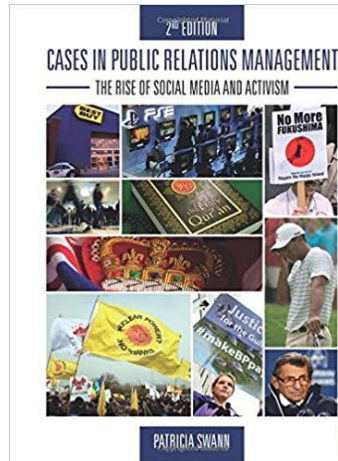
Principles of Advertising and Public Relations



Objectives

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

- ① Critically analyze a wide spectrum of public relations cases and their research, strategies, executions, and evaluations;
- ② Research and examine recent real-world public relations cases and make recommendations;
- ③ Identify and address today's public relations challenges and opportunities; and
- ④ Research and write case studies that reflect your knowledge and expertise as a public relations practitioner.



📖 **Don't need to buy the book!**

Swann, P. (2014). *Cases in public relations management, 2nd ed.* is available on UNC Library website: Search title at <https://catalog.lib.unc.edu/>

And...

Readings on [Sakai](#) Resources Folder

🔗 Full text available via the UNC-Chapel Hill Libraries

➔ All assigned readings should be completed before the appropriate class sessions for which they are assigned to ensure that you're ready to discuss, ask questions, offer opinions, disagree, argue, share knowledge, etc. That's what will make this class fun!



UNC E-Mail: Check your school email – at least once daily. You're responsible for course communications I send via email.



Always Be Curious

This is a real-world class in which we'll examine the challenges of today's public relations professionals. Please keep up with what's going on in the world and in our profession through regular reading/viewing of traditional and evolving media channels.

Some resources:

- [The Skimm](#): sign up for M-F e-blasts
- [Commpro](#) also has daily e-blasts
- [Ragan's PR Daily](#) runs the gamut,
- [O'Dwyer's](#) Inside News of PR & Marketing Communications
- [PR Week](#): what's going on in the PR/strategic comm biz
- [PR News](#): news, cases, etc.
- [Public Relations Today](#)
- [Provoke Media](#) – News, reports, stats, da works!
- [Everything PR](#) – name sez it all!

See something interesting? Bring it to class! You don't have to wait for your PR in the News day.

Attendance and Participation

This is a discussion-based course. To promote interesting and insightful discussion, you must be present and be prepared. **Effective participation** requires you to arrive on time for class and to be prepared to discuss the assigned readings.

If speaking up hasn't been your thing, consider this a safe environment in which to practice.

In addition to warming a chair twice a week, I expect everyone to be **active** participants in the class and online.

Employers don't hire people to sit quietly and nod in agreement, or multitask on some other activity. They invest in people who will boldly share ideas, even if those ideas don't ultimately make the cut.

Negative participation includes not paying attention, being late to class, using social media, distracting others, or not treating the course or others with respect. Don't do that.

Attendance-ing

I consider this a professional environment and you to be the professionals (OK, I'll be professional, too!). In the professional world, there's no such thing as not attending a meeting or workday "just because."

Bottom line: You can't contribute to class discussion if you're not in class.

Therefore, the following **attendance policy** will be in effect this semester. This policy aligns with the [university's class attendance policy](#), which states in part, "No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences" – authorized university activities, [religious observances](#), disability, serious health problem, or emergency approved by dean of students.

You may be absent from class **3 times** (excused or unexcused) before I take points off for missed classes.

For each class you miss after 3 –your final grade will be lowered by 3 points. For example, if your grade average is a B- (81) and you have four absences, your final grade will be C+ (78).

DO NOT waste your absences on "the weather's too nice (or too lousy) to come to class" and then ask for an exception to the attendance policy if you are ill.

Please note that you are accountable for any material covered during class, and you will lose credit for any in-class assignment or activity you miss because you did not attend. Plus, in-class work is, as the name suggests, to do in class.

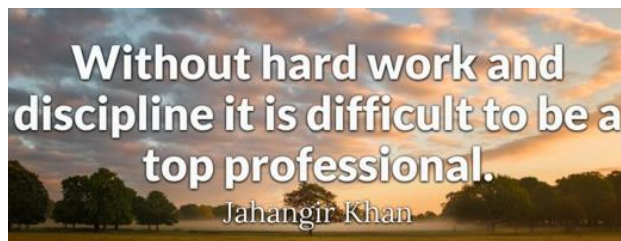
Chances are EXCELLENT that you will need all your absences for sick days, other types of emergencies or opportunities. I strongly suggest you save your absences for these purposes.

And, remember: Zoom-ing is only an emergency option.



- ♦ **Syllabus** – you know, this thing you’re reading now ...
- ♦ **Resources** – supplemental readings and optional readings
- ♦ **Assignments** – in-class and homework. Any homework assignments announced in class will be posted after that class period.
- ♦ **Gradebook:** I will post grades. If you have a question about a grade, please bring it to my attention within a week of it being posted (rather than waiting until the semester ends).
- ♦ **Attendance:** Yep... record of your presence!

Sakai-ing:
 ← What you’ll find online



Class Preparation

The case study method is the major learning tool for this course. Group discussion is the heart of the class. You are expected to have read assigned cases, complete case discussion prep activity and be ready to discuss them critically come class time.

By discussion, I mean **voluntarily** offering your thoughts or asking questions. I also will call on you and ask questions about the readings and about your thoughts beyond the readings.

NOTE: Class attendance is **essential**. It will be impossible to get an "A" in this course without active and **thoughtful** participation in the discussion of the cases along with additional research. I will ask students to present case facts, analyze public relations strategies, and make additional recommendations related to assigned readings.

Professionalism of Work

I expect all your work to be properly edited and professionally presented. Written assignments must be typed using professional guidelines, single-spaced and in a 12-point font. Please turn in assignments on Sakai, and maintain a copy of each assignment until final grades have been reported at the end of the semester.



Assignments and Deadlines

Unless otherwise noted, all homework assignments are due at the beginning of the designated class period (aka, 9:30 a.m.). Late papers (9:31 a.m. and later) will lose 10 points unless you and I agree before the assignment is due that it can be late. No assignment will be accepted if it is turned in more than 24 hours after its deadline – it’ll get ya a zero.

In-class assignments are just that – you’ll work on them in class and turn them in when class ends. **Missing an in-class assignment constitutes a zero for that item.**

Your final grade will be based upon		Grading Scale
*Homework and in-class assignments, quizzes	20%	A = 90-100
*Participation and attendance	10%	B = 80-89
*Follow a professional on social media	10%	C = 70-79
*Research participation	5%	D = 60-69
*Midterm case brief	20%	F = <60
*Final case study	35%	(and +/- as appropriate)

❖ **Extra credit opportunities are unusual in this course. In the rare event that they occur, they will be class-wide, so please don't ask for individual extra credit assignments.**



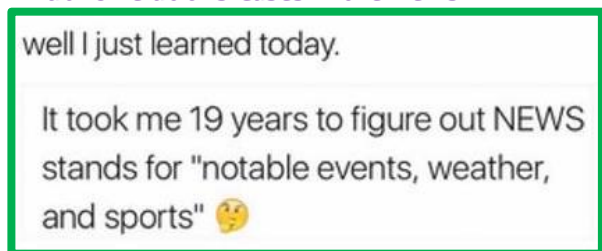
A Few Words on Grades: I follow the [University's Grading Standards](#), adopted by the Faculty Council. *Fabulous* reading, I assure you!!

Although grades are not negotiable, I will give every consideration to concerns you have about a grade, IF the concern is identified **promptly**. If you have questions about or dispute a grade, please speak with me within a week of receiving that grade. The only grades I'll discuss at the end of the semester are those assignments you complete at the end of the semester.

Where the grades come from:

Below are *brief descriptions* of the assignments. I will provide full instructions and grading rubrics for each assignment during the course of the semester – See the Sakai Assignments tab. You are responsible for following these assignment rubrics and requirements.

I – Public Relations Cases in the News



I hope this will be a fun way to keep up with real-world, current (**in the last 3 months**) and/or ongoing news events that present a public relations issue for an individual, a corporation or a nonprofit organization that you find on your own. These can come from traditional and non-mainstream news outlets, the InterWebs, books, trade publications, magazines, and occasional activities in the Pit.

II – Follow a public relations/strategic communications professional

Learn what the pros think about and do on the job by following one on Twitter, Instagram or LinkedIn. You decide who you'd like to observe. You will submit 3 synopses of what you're learning about your profession through this activity.

III – In-class activities and homework assignments

You'll get to work with concepts through in-class work and homework assignments, some of which I've identified in the syllabus.

III – Midterm Case Study

A written case brief will serve as your midterm test. Case briefs are several pages in length (not including citations), typed in 12-point, and single-spaced. Your brief will have two parts: a synopsis with pertinent facts (30%) and analysis of the organization's effectiveness (70%), based on your growing expertise as a public relations/strategic communications practitioner. You pick the topic!

IV – The pièce de resistance! Final Case Study

The purpose of this assignment is to act as a capstone of all that you have learned in this course. You will select a case topic that is different from your midterm assignment. This case study is longer, allowing you space to offer a more-critical examination of your topic, based on all the skills and knowledge you've gained this semester.

NOTE ON ASSIGNMENTS: You will find additional instructions and grading rubrics on Sakai to assist you with your assignments; these instructions and rubrics will be the basis of your grade, so make sure to follow them when completing assignments. The information in this syllabus merely acts as a summary of each assignment.



Guess what?! You get to complete 2 hours of research this semester! How, you ask? Allow me to expound:

Option 1: Participate in two academic research studies in the Hussman School of Journalism and Media.

Participating in studies is a valuable way for you to receive first-hand experience with public relations and media research.

You will be able to sign up online to participate in these studies – and, double-dipping is allowed if you are taking another class that requires research participation!

Option 2: Write article summaries – **due by May 3, noon.** Each summary counts for 1 research hour.

(a) write assessment (2 pages each) of a study topic in [Journalist's Resource](#) with public relations/strategic communications ramifications;
and/or

(b) write two-page summary/critique of an academic research article no older than 2 years. Among the journals to consult: *Journal of Public Relations Research*, *Public Relations Review*, *Public Relations Journal* (online), *Journalism & Mass Communication Quarterly*, *Journal of Advertising Research*, *Journal of Media Ethics*, *Mass Communication and Society*, and *Journal of Broadcasting & Electronic Media*. Others you like? Run it by me!

Option 3: Combo! 1 research study and 1 assessment

Need assistance? Set an appointment with Park Library director extraordinaire Stephanie Brown.

University support services just 4u!

Class Accommodations: If you require accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about classroom/building access, please visit the Accessibility Resources & Service Office [website](#), call 919/962-8300, or use NC Relay 711.

If you need **individual assistance**, it's your responsibility to meet with the instructor (that's me!). If you are serious about improving 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, a disability, or an illness.



If you have difficulty affording groceries or accessing sufficient food to eat every day, UNC has a great resource called Carolina Cupboard – <https://carolinacupboard.web.unc.edu/>

- ♦ [Counseling and Psychological Services](#) (aka, CAPS) - Go to its website or visit its facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.
- ♦ CAPS [Multicultural Health Program](#) for Black, Indigenous, and students of color
- ♦ [Community Clinic](#), UNC Department of Psychology in-person and teletherapy services
- ♦ [Student care hub questions](#)
- ♦ [COVID-19 Emergency Grant Funding](#)
- ♦ [COVID-19 Community Standards](#)

And... [Hussman's Student Hub](#) for academic advising, career services, and global/immersive programs.

Diversity, Equity and Inclusion:

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, 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, ethnicity, 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.

[Honor Code](#)

You are expected to conduct yourself within the guidelines of the University honor system. 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. You may retrieve the full document, *The instrument of student judicial governance*, [here](#).

The University's *Policy on Prohibited Discrimination, Harassment and Related Misconduct* is outlined [here](#).



If you need assistance with a harassment issue or problem, bring it to my attention or The Office of the Dean of Students, dos@unc.edu or 919/966-4042.

UNC supports an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities based on age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Discrimination violates the university's [Honor Code](#), Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments.

**BE
NICE
WORK
HARD
HAVE
FUN**

A few additional reminders:

- ♦ **Be respectful** – We need to hear what everyone has to say. I hope we have some lively discussions, but we don't all have to agree! So, I request that you be respectful in your disagreement.
- ♦ **Give social media a rest!** Your laptops and other digital tools are for note-taking and assignments for THIS class. Please postpone social chats, shopping, and doing homework for another class. We only meet 75 minutes twice a week. Focus that time on case studies!

BTW, research shows there is a high correlation between cybersurfing and below average course grades [[Education Psychology](#)]. Just sayin'.


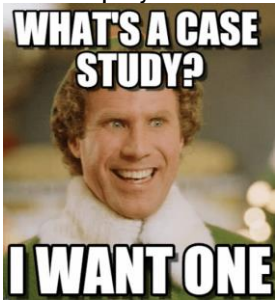

Professional values and competencies: The Hussman School's accrediting body outlines values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#). No single course could possibly give you all these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. The values and competencies in bold are most relevant for this course:

- ♦ Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- ♦ **Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;**
- ♦ **Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;**
- ♦ **Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;**
- ♦ Understand concepts and apply theories in the use and presentation of images and information;
- ♦ **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;**
- ♦ **Think critically, creatively and independently;**
- ♦ Conduct research and evaluate information by methods 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;**
- ♦ Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- ♦ Apply basic numerical and statistical concepts;
- ♦ Apply tools and technologies appropriate for the communications professions in which they work.

Week by Week – MEJO 531.2 | Case Studies in Public Relations | Spring 2022 edition


Please note: this schedule may change if speaker opportunities arise, we have a snowstorm, etc. I will advise.


Readings: textbook and in Sakai's Resources tab
 Assignments: in Sakai's Assignment tab. Due 9:30 a.m.
 Please save/submit assignments in Word or PDF

Date	Topic	Readings and Assignments for this day
Jan. 11	Welcome! Introductions, remembering those PR foundations...	Whine about winter break being over... ☹️ 
Jan. 13	It's déjà vu all over again! Public relations theories and plans	<p>Read for this class period:</p> <ul style="list-style-type: none"> ▪ Ch. 1 intro (pp. 1-15) and Appendices C, D, E, F ▪ <i>This is why you need PR objectives to get budget and support</i> ▪ Optional: <i>PR planning 101: Defining objectives, strategies and tactics</i> <p>Homework: Doing theory. Sources for this assignment are on Sakai, Resources tab, <i>Public relations theories</i> folder.</p>
Jan. 18	How to play with case studies 	<ul style="list-style-type: none"> ▪ Appendix A – Guidelines for case study ▪ Appendix B – Case preparation ▪ ‘Patchwriting’ is more common than plagiarism <p>Homework: Create citations – this assignment gives you an opportunity to get into the nitty-gritty of developing an APA reference list.</p>
Jan. 20	Ethics 	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 2 intro, pp. 16-18 ▪ Appendix G – PRSA Member Code of Ethics; it's also online at https://www.prsa.org/about/prsa-code-of-ethics) ▪ Video news release definition ▪ Case 3: ‘In Washington, I’m Karen Ryan Reporting’ (pp. 32-38) <p>Homework:</p> <ul style="list-style-type: none"> ▪ ID the PR professional you will follow this semester. ▪ Class discussion prep for Case 3 + Find a VNR

Date	Topic	Readings and Assignments for this day
Jan. 25	Consumer relations 	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 7 Introduction, pp. 277-279 ▪ <i>The world needs more veterinarians. Banfield Pet Hospital and SNL's Kenan Thompson are trying to fix that</i> <p>Homework: Class discussion prep – Banfield & Kenan Thompson</p>
Jan. 27	Consumer relations, con't	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Inside the (Fender) campaign that got 800,000 people to learn guitar in quarantine</i> <p>Homework: Case discussion prep for Fender</p>
Feb. 1	Consumer relations, con't and Thinking about your midterm case study	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>SheaMoisture: A historically black brand in a crisis of reputation</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Synopsis 1: Follow a professional ▪ Case discussion prep for SheaMoisture
Feb. 3	Community relations	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 9 Introduction, pp. 422-424 ▪ <i>What does a community relations specialist do?</i> ▪ <i>How Power the Polls helped to solve Election Day poll worker shortage</i>
Feb. 8	Community relations con't	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Just one trip – King County Metro/Seattle area public transit</i> ▪ <i>4 ways to build your community relations strategy</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for <i>Just one trip</i> ▪ What is your midterm case study idea?
Feb. 10	<p>Case study work day! No formal class meeting. I'm Zoom-able.</p> <p>[You're welcome!]</p>	
Feb. 15	Cultural considerations, diversity and inclusion	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 10 Introduction, pp. 462-464 ▪ Case 30: <i>Quran burning</i>, pp. 465-488 ▪ <i>6 dimensions of national culture and Hofstede's cultural dimensions: Understanding different countries (same document)</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Midterm case brief outline and 5 citations

Date	Topic	Readings and Assignments for this day
Feb. 17	More diversity and inclusion	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Bringing the Pulitzer Prize-winning '1619 Project' to a wider audience</i> ▪ <i>Standpoint theory</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for 1619 Project
Feb. 22	Media relations	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 4 introduction, pp. 94-100 ▪ <i>Confessions of a veteran media specialist</i> ▪ <i>Why an all-female Delta crew flew 120 girls to NASA</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Delta case
Feb. 24	Media relations, again!	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>How to nail a big media interview</i> (features alum LaToya Evans) ▪ <i>How LGBTQ organizations are helping the media cover Elliot Page's announcement</i> ▪ <i>When PR becomes a HIPAA problem</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Synopsis 2: Follow a professional ▪ Case discussion prep for Elliot Page case
March 1	Corporate social responsibility	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 3 Introduction, pp. 39-42 ▪ <i>Why your CSR programs require authentic storytelling</i> ▪ <i>Samsung Good Vibes: Now, words aren't just heard, but felt.</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Samsung
March 3	CSR continued	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Purpose principles: Motivation and best practice in social activations</i> ▪ <i>Triscuit takes on food deserts with first purpose-driven Campaign</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Triscuit campaign
March 8	Possible guest speaker - TBD Government relations/ public affairs	<ul style="list-style-type: none"> ▪ <i>What does a government public information officer do?</i> ▪ <i>City of Chula Vista districting: Multicultural outreach effort</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Chula Vista districting ▪ What's your final case idea?

Date	Topic	Readings and Assignments for this day
March 10	Midterm case study due by 5 p.m.	Early case assignments gratefully accepted! No class meeting! 😊
	Spring break!! March 11, 5 p.m.	through March 20 
March 22 Welcome back! I know you're thrilled...	Social media strategies	PR in the News discussion <ul style="list-style-type: none"> ▪ Starbucks - #WhatsYourName ▪ Every name's a story - #whatsyourname Homework: <ul style="list-style-type: none"> ▪ Case discussion prep for #whatsyourname
March 24	Crisis communication and Chat about your final case study	PR in the News discussion <ul style="list-style-type: none"> ▪ Ch. 5 intro, pp. 154-161 ▪ Situational crisis communication theory and how it helps a business ▪ VW and Dieselgate - What really happened Homework: <ul style="list-style-type: none"> ▪ Outline for your final case study and 5 citations ▪ Case discussion prep for VW and Dieselgate
March 29	Crisis communication and employee relations	PR in the News discussion <ul style="list-style-type: none"> ▪ UNC Food Workers' Strike of 1969 + Cafeteria opens amid pickets, protests (same document) ▪ Retailers are increasingly uncomfortable with employee influencers Homework: <ul style="list-style-type: none"> ▪ Case discussion prep for UNC Food Workers' Strike
March 31	More employee relations, internal communication	PR in the News discussion <ul style="list-style-type: none"> ▪ Sherwin-Williams criticized for 'hilariously stupid' firing of Tik Tok star employee <u>and</u> Florida Paints hires TikTok star fired by Sherwin-Williams and gives him art studio (same document) Homework: <ul style="list-style-type: none"> ▪ Case discussion prep for Sherwin-Williams
April 5	Advocacy and activism	PR in the News discussion <ul style="list-style-type: none"> ▪ How one British Isle persuaded its citizens to get vaccinated Homework: What's the latest on requiring vaccines?

Date	Topic	Readings and Assignments for this day
April 7	Activism and advocacy	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Going viral: What social media activists need to know</i> ▪ <i>Clean Creatives ties agencies to fossil fuel companies in Polluted PR Report</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Look through the homepage of Clean Creatives website to prepare for in-class activity ▪ Something to think about: what's the difference between activism and advocacy? ▪ Synopsis: Last update on your professional!
April 12	Activism and Advocacy	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Read intro to Activism chapter, pp. 226-230 ▪ <i>National Center for Missing and Exploited Children – Runaway Train 25 (PR Week case + couple of articles)</i> <p>Homework</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Runaway Train 25
April 14 + 15	<p>Spring holiday No class meeting</p> 	
April 19	Entertainment and leisure	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ Ch. 8 Introduction, pp. 360-364 ▪ <i>'We wanted to capture his reaction': How Ancestry told Tom Hanks he's related to Mister Rogers</i> <p>Homework:</p> <ul style="list-style-type: none"> ▪ Case discussion prep for Tom Hanks case
April 21	Entertainment & leisure	<p>PR in the News discussion</p> <ul style="list-style-type: none"> ▪ <i>Instagram influencer marketing case study: Hulu influencers turned professional sellouts</i> <p>Homework:</p> <p>Case discussion prep for Hulu influencers</p>

Date	Topic	Readings and Assignments for this day
April 26	<p>LDOC! Case study check-in, last-minute reminders, yada, yada, yada 😊</p>	<p>Homework:</p> <ul style="list-style-type: none"> ▪ Bring your questions, etc. about your final case
<p>May 3, 8 a.m. We will meet at 10 a.m.</p>	<p>'Exam' Day</p>	<p>Please note date and time! Final case study due by 10 a.m. – turn in on Sakai. Earlier is fine! We will gather briefly at 10 a.m., as required by university administration.</p>

