

**School of Integrated Communications
Faculty of Communications, Media and Design
National Research University Higher School of Economics
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109028 Moscow, Russia**

**Global and International Public Relations/
Strategic Communication Inquiry: Current Theory and Practice**
Monday, 21 November, through Saturday, 10 December, 2016

Instructor:
Dr. Dean Kruckeberg, APR, Fellow PRSA

**NOTE: Correspondence from students must be sent to Dr. Kruckeberg's personal
UNC Charlotte e-mail address: dkruckeb@uncc.edu.**

SYLLABI--PART I

PURPOSE OF THIS COURSE:

People throughout the world, including most university students, usually have an incomplete and thereby inadequate—and oftentimes highly inaccurate—understanding of the essential role and function of public relations in their own nation-states. Extend this lack of understanding to a global level, and students who are studying public relations—as well as many of their practitioner counterparts worldwide—are oftentimes (quite understandably) parochial in their understanding of public relations, its role, function and practice in a global environment; furthermore, public relations students and many practitioners most often are (again, quite understandably) provincial in their knowledge about how geo-political-socio-economic systems and cultures impact upon public relations practice.

This course is designed to help educate students about public relations as it is practiced throughout the world and to help those students who are preparing for public relations professional careers to practice in a global environment. The course is designed to be comprehensive in its examination of public relations as a global practice and will require: reading the required textbooks and listening to the lectures while viewing the accompanying PowerPoint slides; completion of group learning assignments; and full participation in class discussions.

The course is designed as much as possible to provide opportunities for students to pursue individual interests in global public relations. Students may want to further examine public relations in specific nation-states or regions of the world, explore its practice in specific cultures and geo-political-socio-economic systems or pursue topics as these, which list should not be construed as exhaustive:

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- Interdisciplinary Theoretical Foundations of Global Public Relations.
- Global and Specific Practices of Public Relations, including transparency issues: Evidence from regions and nation-states.
- Strategic Cooperative Communities: A Synthesis of Strategic, Issues-Management and Relationship-Building Approaches in Public Relations.
- Transnational Corporate Ethical Responsibilities.
- Gender Issues in Global Public Relations Practice.
- The role of public relations in public diplomacy, nation-building and in nongovernmental organizations (NGOs)/civil society organizations (CSOs).

OBJECTIVES OF THE COURSE:

- Have students become as knowledgeable as possible about global public relations' role, function and practice worldwide and, for those planning public relations careers, to be more professionally proficient in global public relations.
- Provide a basic understanding of how public opinion formation and public relations strategies are impacted by global factors, such as indigenous cultures, traditions and histories as well as by past and present political and economic systems.
- Review research methodology distinctions globally and examine cultural and political exigencies that influence public relations practice worldwide.
- Learn to prepare programming-and-planning strategies that are appropriate for global audiences as well as for regional audiences beyond Russia.
- Present a range of theoretical and strategic, as well as tactical and technical, variables that must be considered in global public relations practice.
- Prepare students to continue their global experiential learning throughout their academic and professional careers.
- Help students prepare to become responsible and productive global citizens.

These objectives are within the framework and context of public relations professional ethics and diversity and the latter's requisite appreciation for cultural sensitivity, which will be integrated throughout the learning assignments. Also important are issues throughout the world that have become more pronounced and critical, not only after the fall of the Berlin Wall in 1989 and after the attacks on U.S. soil on 9/11/01, but more recently the Arab spring of 2011, continuing warfare in the Middle East and the accompanying migration of war refugees, racial and ethnic unrest and the social climate that has resulted from countries' need to protect themselves from terrorism, e.g., the Boston Marathon bombings April 15, 2013, and more recent ones in Europe and elsewhere.

GLOBAL PUBLIC RELATIONS IN THE PAST, TODAY AND TOMORROW:

Public relations has existed globally for as long as there have been professional public relations practitioners, i.e., for well over a century and arguably much longer, even as far back as antiquity. However, it is only during the past several decades that most public relations practitioners and scholars have given primary attention to the global environment, which is of geometrically increasing importance regardless of a practitioner's client/employer or professional specialization. The problems evident in today's emerging global society have made it clear that public relations as practiced in one geo-political-socio-economic system and culture may not be effective or appropriate elsewhere. Furthermore, public relations as it has been practiced in the United States may not be inherently more sophisticated and professional than is public relations as practiced elsewhere throughout the world, e.g., in Western and Eastern Europe, the Middle East, Asia and the Pacific Rim countries as well as in other countries within the Americas and throughout Africa—all of which have thriving and highly professional practices that oftentimes successfully compete with U.S. practitioners for global and indigenous clients and for professional positions worldwide and whose organizations likewise must have satisfactory, indeed mutually beneficial, relationships with global publics.

From a theoretical perspective that is based primarily upon U.S. professional practice, students in this class will comparatively examine contemporary public relations as it is practiced elsewhere throughout the world and, more importantly, will explore public relations as it is evolving as a universal global practice. Furthermore, students will examine how public relations as it is performed in other indigenous areas throughout the world will impact upon U.S. practice. It may (or may not) be true that the United States has been predominantly responsible for the evolution of contemporary public relations throughout the rest of the world; furthermore, the United States often has been regarded as the most sophisticated nation in its public relations practice, which may be another invalid—or at least highly contestable—assertion. U.S. public relations, to a great extent, was exported after World War II to Great Britain, and some argue that only later did the remainder of Europe show abiding interest in public relations. However, establishment of the European Union undoubtedly has helped define and unify European public relations into a "Pan-European" practice—at least at the strategic macro-level. Also, political and economic development in the emerging democracies and new marketplace economies of Eastern European countries and Russia have created strong interest in public relations and a burgeoning and highly sophisticated professional practice in those regions—together with oftentimes excellent public relations education.

The implications are profound! Such evolving unification resulting in a pan-European practice may result in models and theories of public relations that are considerably different from those exemplified in present-day United States—or from practices elsewhere in the world. Furthermore, European companies have purchased U.S. public relations firms the past four decades, furthering the likelihood that a European influence will continue to exhibit a major impact on U.S. practice.

Sophisticated public relations also is being practiced in the Middle East and on the Indian Sub-continent and in such regions as Eastern and Western Siberia; also, for several decades, Pacific Rim countries have been developing a highly sophisticated public relations professional practice that, as in other regions, remains somewhat ethnocentric. South Korea's public relations professional practice and education are highly sophisticated and advanced, with many new public relations scholars and education programs there, and many of the top scholars in the United States are from South Korea. Other Pacific Rim countries that have sophisticated public relations practice and practitioners include Singapore, Australia and New Zealand, as well as Hong Kong and the People's Republic of China as well as Taiwan.

And, as has been already noted, public relations has evolved quickly in Eastern Europe and throughout Asia and in Africa, and the models that are being used in those parts of the globe have not necessarily been based on U.S. or other Western-oriented or U.S.-predicated public relations practice. Public relations students intending to practice in a 21st Century in which communication technology is an intervening variable that has created globalism and its obverse, multiculturalism, must know and understand public relations as it is practiced elsewhere throughout the world.

THE GLOBAL PUBLIC RELATIONS PRACTITIONER:

The successful public relations practitioner must be highly intelligent and inordinately literate and well-read. She must be a true intellectual, having an exceptionally strong liberal arts background and a cosmopolitan worldview, i.e., he must be a highly educated—indeed urbane—global citizen. The practitioner must possess excellent professional communication skills (both mass and interpersonal), and she must have depth and breadth in understanding public relations theory and its application. He must be well-focused in public relations within the communication discipline, and she must be passionately interested in lifelong learning to satisfy her fascination with her immediate environment and with the world in which she lives.

The practitioner must be a team player within his administrative unit and organization, and she must know how to practice public relations with requisite wisdom and understanding as well as with superlative knowledge, skills and abilities. The successful public relations practitioner is ambitious and focused in his role and is understanding, appreciative and respectful of his professional responsibilities—both within his organization as well as in his external environment, which today unquestionably encompasses the world. The practitioner has a penchant for—indeed thrives upon—hard work. The timely completion of multiple tasks—which oftentimes are a combination of strategic, tactical and technical responsibilities that have tight deadlines—means public relations practitioners commonly work long hours far in excess of a traditional 40-hour workweek.

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Research by Toth, Shen and Briones (2012, Jan. 1) identified what contemporary public

relations practitioners and educators consider to be requisite knowledge, which includes strategic management, business, theoretical foundations and globalization—with the most highly rated knowledge category being ethics. The highest-rated skill is “mastery of language in oral and written form.” Employers emphasize the importance of “characteristics of applicants when hiring.” Higher-level positions in public relations require an understanding of how business is conducted and the ability to develop strategies based on practitioners’ understanding of their clients’ needs, their organizations’ competition and those organizations’ specific business settings—which today is unquestionably multicultural and most likely global. Employers seek practitioners who have “intellectual capabilities and leadership potential” that help these practitioners to be “creative and innovative.” The emphasis is on business knowledge. Desired individual traits include critical thinking, intellectual capability and curiosity.¹ Of course, such knowledge and traits are of like value to public relations practice for governments and civil society organizations. The public relations practitioner must thoroughly understand, not only her own geographic community and her organization’s industry-specific publics (all of which publics in contemporary global society have become increasingly diverse and multicultural in-and-of-themselves), but today’s public relations professional also must thoroughly understand global society as it exists idiosyncratically within the world and synergistically throughout the world. In myriad and inextricable ways, hitherto unrecognized or ignored publics in the global environment increasingly will impact the practitioner’s organization; conversely, the public relations professional’s organization increasingly will affect innumerable—and in many cases yet unidentified and even categorically unrecognized—global publics, both overtly and in more subtle—but, nevertheless, critically important—ways. These publics may include expanding global markets, international labor resources and distant suppliers of raw materials; however, they also will include those with whom the practitioner’s organization must build and maintain satisfactory and productive relationships simply because that organization must share the world with these publics. Indeed, it is difficult today for organizations *not* to be global, and it is impossible for publics worldwide *not* to impact in significant—and oftentimes critical—ways the organizations that public relations practitioners serve. And, although today’s world is complex, yet more daunting challenges will come. Thus, even more essential must be the preparation of today’s public relations students, who as tomorrow’s scholars and practitioners are destined to have public relations challenges placed before them that we cannot fully predict, appreciate or, in some cases, even fathom.

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This is because communication/transportation technology is an intervening variable that will continue to create an irreversible globalism—socially, politically, economically and

¹Toth, E. L., Shen, H., & Briones, R. (2012, Jan. 1). *Summary of research on the state of public relations/communication management: Master’s degree education in the United States*. Available from (<http://www.prsafoundation.org/research.html>).

culturally. Importantly, this globalism, in itself, makes no promise of a concurrent multicultural harmony among the diverse peoples of the world. If anything, the obverse may be true as publics from diverse cultures—which members may be heterogeneous in and among themselves—will be forced through globalization to live with those who have highly disparate beliefs and value systems that have resulted from these publics’ different cultural heritages, traditions, belief systems and values norms. Organizations will be challenged in unprecedented ways, particularly in the clarification of their own ethical values and in the reconciliation of disparate values in the global arena. The public relations practitioner will be the “point person” and “lead architect” in reconciling these differences among her organization’s publics within the global arena, and it behooves him to thoroughly understand the ethical ramifications of this awesome responsibility.

EDUCATION FOR GLOBAL PUBLIC RELATIONS:

The course Global and International Public Relations satisfies an area recommended by the 2006 Commission Report at both the undergraduate and at the master’s levels, the latter for which the Commission notes:

Global public relations. This area should address public relations practice in the international and transnational environment, covering global trends and topics such as multicultural communication knowledge and skills, public diplomacy, multiple cultures and diversity within nations, international legal and ethical codes and political systems. http://www.commpred.org/_uploads/report2-full.pdf (p. 52)

The Commission on Public Relations Education’s report on master’s degree education (2012, October) notes that:

Public relations is a global profession that reflects a global economy and a desire to relate to and communicate with global audiences. As a professionalized occupation, it is more than a century old throughout most of the world. The body of knowledge in public relations — originally created largely, but not exclusively, in the United States — has seen a steady increase in contributions from scholars in Europe, Africa, Oceania, Asia and Latin America. It is estimated that today fewer than one quarter of the 2.5 to 3 million public relations professionals in the world practice in the United States (Muzi Falconi, 2003)² (p. 38).³

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This course is designed to educate students about public relations as it is practiced in other regions of the world. The course will encourage students to think like global citizens, helping them to longitudinally and latitudinally understand the world and its

² Muzi Falconi, T. (2003). Personal research on behalf of The Global Alliance for Public Relations and Communication Management.

³ Commission on Public Relations Education. (2012, October). Educating for complexity: Standards for a master’s degree in public relations education. New York: Public Relations Society of America.

indigenous peoples who in a global society increasingly comprise organizations' publics. From a theoretical perspective that examines social, political, economic and cultural variables, students will explore public relations as an evolving universal practice. Importantly, students will examine how public relations as it is practiced elsewhere in the world influences U.S. practitioners and their organizations.

Regardless of whether students are enrolled in this class to help prepare for a public relations career, either as a practitioner or an educator-scholar, or as educational enrichment, the course's mission is to teach students to think like global public relations practitioners who have a worldview that allows them to longitudinally and latitudinally understand the world and its people who comprise the public relations practitioner's publics, to know how public relations is practiced elsewhere throughout the world and to be informed about the increasingly universalization of public relations theories and best practices that are applicable worldwide.

READINGS:

Freitag, A. R., & Stokes, A. Q. (2009). *Global public relations: Spanning borders, spanning cultures*. London: Routledge.

Newsom, D. (2007). *Bridging the gaps in global communication*. Malden, MA: Blackwell.

In class, we will view these films: “The Fog of War”; “Distorted Morality”; “Bamako”; “One Day in September”; and “In My Country.” The assigned DVDs will be shown in class, as well as “U.S. Senate Foreign Relations Committee Testimony.”

Other information sources are available on the Internet. International news media are of considerable value to this class, e.g., *The Economist* and the *Financial Times* as well as British Broadcasting Corporation (BBC) newscasts and, of course, Russian media. Students are encouraged to peruse newspapers from other countries that are available in the HSE Library and on the Web, and they are particularly encouraged to seek out news and information sources other than those that are based in—or have perspectives predominantly from—indigenous media. In addition, several other books and journals that may be available to students deal specifically with public relations in various geographic regions. Also, students will find directly applicable a range of books dealing with culture and the cultural nuances that impact on the practice of public relations throughout the world.

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COURSE PATTERN:

The assigned readings and other learning materials, as well as the lectures and accompanying PowerPoint slides and class discussions, will allow public relations students to develop a cosmopolitan worldview that will hold them in good stead in

professional careers that will inevitably be global, and the course will encourage all students in the class to think like global citizens—helping them to longitudinally and latitudinally understand the world and its indigenous peoples who, in a global society, increasingly comprise organizations' publics. Student groups will present case analyses based on the three DVDs, one about the 1972 Olympic massacre in Munich, another about post-apartheid reconciliation attempts in South Africa and the other that examines the global economic system's impact on Africa. These DVDs will require students to examine the timeframe as well as the then-existing social, political and economic dimensions and global cultural environments of those times, contrasting then-present communication technology with what is happening in today's global environment.

BASIS FOR GRADING:

Grades will be awarded based on five group projects, although individuals in a group will not necessarily be given the same grade. Each individual within a group will be evaluated separately according to the professor's criteria. Each project will comprise 20 percent of a student's total grade. The group assignments will be:

- 20% Report and Analysis of Global Current Event.
- 20% Public Relations Topic Report.
- 20% Readings Report I.
- 20% Readings Report II.
- 20% Case Analysis Based on One of These Films: *Bamako*; *One Day in September*; *In My Country*

The current event assignment should represent thorough research of a significant event or situation as well as an informed analysis of the global public relations significance and recommended resolution of this global public relations problem. The topic report will address knowledge practitioners must have about global public relations practice. The two readings reports will be from the assigned readings.

ABSENTEEISM:

Please attend and be on time for each lecture and each seminar. Public relations is a highly satisfying, prestigious and lucrative career, and therefore it is a highly competitive area. Its practitioners are highly adept at and knowledgeable about communication, both applied and theoretical. Many argue convincingly that public relations is a profession. Whether or not you accept that argument, public relations professional education is taught in much the same way as are the traditional professions, i.e., law, medicine and the clergy, as well as are many other generally accepted contemporary "professional" occupations.

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A FEW FINAL WORDS:

For those students planning public relations careers, remember that public relations is a highly satisfying, prestigious and lucrative career, and therefore it is a highly competitive area. Its practitioners are highly adept at and knowledgeable about communication, both applied and theoretical. Many argue convincingly that public relations is a profession.

Whether or not you accept that argument, public relations professional education is taught in much the same way as are the traditional professions, i.e., law, medicine and the clergy, as well as are many other generally accepted contemporary “professional” occupations. Professional public relations is among the most competitive of career choices, and there is no room for mediocrity or half-hearted effort in learning and in other classroom performance. *The Professional Bond—Public Relations Education and the Practice*, which is the November 2006 Report of the Commission on Public Relations Education, notes both good and bad news for students:

Growth in public relations education is not just a matter of raw numbers, such as those reflected in ever-increasing classroom enrollments. It is also occurring relative to other areas within communication, journalism and related fields such as marketing and management. For example, the May 2005 *AEJMC Newsletter* of the Association for Education in Journalism and Mass Communication [AEJMC] reported that in just the 197 universities responding to a survey, there were “281 programs— 133 in public relations, 95 in advertising and 53 advertising-PR joint programs. Since 1992-93, the number of public relations programs increased by 14, while advertising dropped 25.” On yet another and very important front, the Public Relations Student Society of America has grown to more than 270 chapters. (Professor’s note: today, over 10,000 PRSSA students are in over 300 chapters.)

Another sign of growth: journalism as a profession appears to be losing ground to public relations as reflected in projected growth in employment. The 2006 *Bureau of Labor Statistics Occupational Outlook Handbook* (<http://www.bls.gov/oco/ocos086.htm>) predicts that public relations employment will grow from 18 to 26 percent between 2004 and 2014 while jobs for “news analysts, reporters and correspondents” are expected to be relatively flat over the same period, growing only 0 to 8 percent. (http://www.commpred.org/_uploads/report2-full.pdf, pp. 13-14)

Despite a promising job outlook, competition for entry-level public relations positions remains intense, particularly during this time in which the after-effects of national and global recessions and high unemployment remain; thus, finite career opportunities exist for graduates of public relations education programs. Although the prognosis looks overall promising, if not good, for future career opportunities in public relations, the problem nevertheless remains whether many of today’s public relations students will have the knowledge, skills and abilities sufficient to compete for these positions among a large number of public relations graduates nationwide and worldwide.

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Keen competition will most certainly continue for public relations at the entry-, mid-career and senior levels, and in much of the world the number of qualified applicants is expected to exceed the number of job openings among employers, who can be highly selective; Certainly, knowledge about global public relations will help public relations students to be more competitive. Such knowledge will also help all students to be better global citizens.

Reading List

Freitag, A. R., & Stokes, A. Q. (2009). Global public relations: Spanning borders, spanning cultures. London, UK: Routledge.

Newsom, D. (2007). Bridging the gaps in global communication. Malden, MA: Blackwell.

Special Equipment and Software Support

- Computer with power point and video software support
- Projector
- Loudspeakers
- Flip chart and markers
- Blackboard