



SDNY COMM 3323 / CC 373 Global Perspectives in PR, Advocacy & Strategy CAPA Sydney Winter Term Program

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Course Description

This course is a condensed historical/rhetorical account of how public relations (PR), strategy, policy, and public advocacy have shaped the United States, and beyond. The focus of our time together is on the rhetorical struggle of what it means to be engaged in the processes of public policy and public relations, from a global perspective. By examining significant readings, artifacts, and theories associated with PR, our class will address historical and contemporary issues of rhetoric, governance, and crisis communication in a local and global context. The primary goal of the class is to acquaint students with a variety of approaches in the study of ethical and intersectional public advocacy, with a focus on theory and praxis, to highlight the struggles surrounding the meaning(s) of truth, power, and civic engagement.

The course's point of departure is an immersion experience in Sydney, Australia. Located in New South Wales (NSW), Sydney serves as a hub for international influence in politics, art, culture, and governance. From there, we will build a classroom understanding of theoretical readings in the field of PR; then, students move through readings, assignments, in class responses, lectures, and discussions oriented toward a critical and productive approach to PR.

Course Aims

Because this course is designed and taught from a rhetorical perspective housed in the Department of Communication Studies at Emerson College, Professor Taylor will emphasize three main units over the winter term: Unit 1, strategy and advocacy; Unit 2, political rhetoric; and Unit 3, influences of sports communication. Final projects and areas of interest will be selected from one of the three units. Sample topics in the past have included: global climate crises; international tourism; the Olympics as a site for rhetorical diplomacy; preserving the reefs off the coast of NSW; indigenous perspectives of governance; etc.

Each student will be given a base of terms rooted in rhetorical and PR theory to help build a base vocabulary, and then students will write and present on individual areas of interest as they are embedded in the course concepts. Assignments and deliverables may change depending on course trajectory and needs.

Requirements and Prerequisites

There are no prerequisites for this course.

Learning Outcomes

Throughout the course, and upon completion of the Sydney Immersive Experience:

- a. Students will build a *working vocabulary* for how to construct dialogue and form strategy within the field of PR;
- b. Students will develop *critical listening* skills, learning to engage from readings and colleagues via online and face to face discussion(s);
- c. Students will explore, expand, and critique how multicultural/local/global perspectives promote, or hinder, *diversity and inclusion* in the field of PR;
- d. Students will hone *critical cultural thinking* skills. Students will grapple with challenging theories and texts, specifically through the lens of critical approaches to PR. Students will learn to become critical consumers of arguments;
- e. Students will *articulate* position stances that expand, confront, complicate, and even challenge their own definitions of PR; and
- f. Students will cultivate *critical writing* skills, becoming adept at building sophisticated arguments through collaboration, writing, and public speaking

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the Global City in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %
Group Presentations	20%
Individual Artifact Presentation	30%
Final Paper- A work of Original Rhetorical Criticism & Presentation	20%
Reading Response & Class Participation	30%

Assignments

Reading Responses & Class Participation (30 %)

Each class day, students will be asked to unpack selected readings. Reading deliverables will be assigned in Canvas. Collaboration and keeping up with assigned readings is re-quired to do well in our course. Each assignment will build from the knowledge, theory, and praxis informed by the assigned readings.

Individual Artefact Presentations (30 %)

Each student will choose a thinker, activist, s/hero, and/or revolutionary in the field of Global PR & Strategy. Think of this as showcasing a global influencer in strategy, persuasion, and public advocacy. Students will prepare an oral presentation (guidelines given in class) to inform and present to the class.

Final Paper (20 %)

Students will choose a topic stemming from our discussions in class. Students will then analyse the topic, and deliver a written final (paper). Analysis must include the following: 1) An argument for the significance of the topic—Why is it important or worthy of analysis; 2) A brief account of the historical situation in which the rhetorical event/topic occurred—for example, what was going on at the time in the political or social world; 3) A close reading and description of the artefact using rhetorical strategies; and, 4) An assessment of the effectiveness of the rhetorical strategies employed in your topic. This project is a culmination project of our time together in Sydney.

Group Presentations (20%)

In class, we will study crisis communication in a global context. Student will be paired or placed in small groups for study, analysis, and reporting of crisis communication.

Required Readings:

Given the nature of our winter term and remote classroom experience, I will post all readings in Canvas. We will also create organic experiences based on guest speakers, cultural immersion, and classroom discussion

SUNY-Oswego On-line Library Resources

Students are advised to review assignments and readings. If you do not have access to sufficient additional resources from your home institution to complete the coursework for this class, you may request access to the on-line library resources of SUNY-Oswego: <http://libraryguides.oswego.edu/c.php?g=500670>. To access this resource, you must request access during the first week of the program.

Weekly Course Schedule

DATE	IN-CLASS/IMMERSION EXPERIENCE		
Sunday, Dec. 29th 2019	Students Arrive to Sydney Students arrive to their housing Unpack Rest—Relax—Welcome Dinner Try to stay awake for the day, maybe have a plan to visit a beach, or museum on arrival day. Pushing through the day will help with jet lag for the entire program!		

Monday, Dec. 30th 2019	<p>Program Orientation CAPA meet and greet Expectations and Procedure Reminders</p> <p>Instructor/Professor Guidelines Classroom Time</p>		
Tuesday, Dec. 31st 2019	<p>First Content Class Day:</p> <p>Classroom Time During the Day NYE Expectations</p> <p>Class begins at 10 a.m. at the CAPA Centre</p> <p>NYE Dinner (Venue announced at Program Orientation)</p>		
Wednesday, January 1st 2020	<p>Happy New Year!</p> <p>Delayed Classroom Start Time</p>		
Thursday, Jan. 2 2020	<p>A Sample Class Day</p> <p>Class begins at 10 a.m. at the CAPA Centre</p> <p>Course Content: PR in a global Context</p> <p>Class 10 a.m.- 3 p.m.</p> <p>Lunch Break</p> <p>Free afternoon</p> <p>Evening Suggestion: Coogee to Bondi Beach—there is a Bondi to Bronte coastal walk with great views if interested, can access via transportation pass, or ride share (plan to carpool)</p>		
Friday, Jan. 3 2020	<p>Sample Class Day</p> <p>10 a.m. — Guest speaker “Digital Communication Strategies”</p> <p>1-4 p.m. — Class Time</p> <p>Free Evening (Perhaps an indigenous walking tour)</p>		
Saturday, Jan 4 2020	<p>Sample Immersion Day</p> <p>Bus to the Three Sisters: The Blue Mountains</p> <p>A hike, with packed lunches</p> <p>Featherdale Wildlife</p>		
Sunday, Jan. 5 2020	<p>Day Off: Enjoy!</p> <p>Explore, Enjoy, and Be Safe!</p>		
Monday, Jan. 6 2020	<p>Sample Class Day</p> <p>10 a.m. — Art, Political, Cultural, Exhibition</p> <p>1-4 p.m. — Class Time</p> <p>Free Evening (Perhaps a walk by the botanical gardens on the coastline and by the night lights of the Sydney Opera House)</p>		
Tuesday, Jan. 7 2020	<p>Sample Class Day</p> <p>10 a.m. -12 p.m. Class Time</p> <p>1:30 p.m. — Parliament House Visit</p> <p>Free Evening (Explore different neighborhoods in Sydney, by public transport of Opal, Uber, or walking)</p>		
Wednesday, Jan 8	<p>Sample Class Day</p>		

2020	10 a.m. — Guest Speaker “Crisis Communication” Afternoon plan: Tour of Sydney Opera House
Thursday, Jan. 9 2020	Sample Immersion Day Bus to ANZ Stadium Home to the Olympics, Professional Football Team, And International Tennis Prequel to the Australian Open
Friday, Jan. 10 2020	Last Class Day Crisis Communication Projects 10-3 p.m. Classroom time Evening: Farewell Dinner
Saturday, Jan. 11 2020	Depart Sydney Safe Travels Back to Boston

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor’s note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program.

Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving an "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA’s Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis

Use of electronic equipment in class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.