



Preliminary Questions

Form Title	Preliminary Questions
Are you applying on behalf of a U.S. institution of higher education?*	Yes

Individual Completing this Application

First Name*	Roslin
Last Name*	Smith
Email*	smithro@fredonia.edu



Institutional Information

Form Title Institutional Information

Is this a Joint Proposal with another U.S. institution?* No

U.S. Institution Information

Name of Institution* SUNY at Fredonia

Institution Website* <https://www.fredonia.edu>

Institution City* Fredonia

Institution State* NY

Is your institution one of the following? Select all that apply.* Small Liberal Arts Institution

Rural College or University

Size and Characteristics of the student body and faculty* Fredonia is a comprehensive, public, liberal arts university in western New York that offers bachelor's and master's degree and advanced certificate programs. With more than 3,700 students on a beautiful residential campus. The perfect mix of campus size and program variety. Affordable tuition and housing in a classic "college town," Fredonia offers the academic challenges of a selective university committed to developing character and prepare for rewarding careers.

Mission* Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship.

Scope of academic offerings* Fredonia offers strong programs and experiences in:
 sciences
 arts
 business
 education
 humanities
 undergraduate research
 interdisciplinary studies
 athletics.

All experiences are designed to help students grow and discover their interests and talents.

Fredonia offers a complete college experience -- a "destination university" in a creative environment that is diverse, welcoming, and safe. It helps students become uniquely connected to classmates, professors, and the community. The vibrant campus features comfortable residence halls, delicious dining options, and an abundance of extracurricular options to keep evenings and weekends as stimulating as students' daily studies.

Has your institution previously received a Fulbright Scholar-in-Residence Program Visit?* No



Institutional Contacts

Form Title	Institutional Contacts
Responsible Administrative Official	
Prefix*	Dr.
First Name*	David
Last Name*	Starrett
Title*	Executive Vice President and Provost
Academic Discipline*	UNKNOWN
Please specify*	Administration Academic Affairs Division
Office/Department*	Academic Affairs - Office of the Provost
Telephone	+1 716-673-3335
Email*	david.starrett@fredonia.edu
Street*	801 Maytum Hall, 280 Central Avenue
City*	Fredonia
State*	NY
Zip Code*	14063
Principal Contact for Academic Arrangements	
Prefix*	Ms.
First Name*	Roslin
Last Name*	Smith
Title*	Associate Professor/Chair
Academic Discipline*	Communications
Office/Department*	Communication
Telephone	+1 716-673-4729
Email*	smithro@fredonia.edu
Street*	311 McEwen Hall 280 Central Avenue
City*	Fredonia
State*	NY
Zip Code*	14063
Principal Contact for Non-Academic Arrangements	
Prefix*	Dr.
First Name*	Naomi
Last Name*	Balwin
Title*	Director
Academic Discipline*	UNKNOWN
Please specify	Fulbright Student Program Advisor and Scholar Liaison Director of Office of International Education
Office/Department*	Office of International Education



Institutional Contacts (continued)

Telephone	+1 716-673-3451
Email*	Naomi.Baldwin@fredonia.edu
Street*	E230 Thompson Hall, 280 Central Avenue
City*	Fredonia
State*	NY
Zip Code*	14063
Oversight	
oversight	<p>Main Faculty Contact, Chair, Comm Department Roslin Smith - initial airport meeting and departure, helping move into accommodation, essential needs shopping, class scheduling, bi-weekly meetings/liaison with SUNY department chairs, faculty and staff, OIE administration, local community. Cultural support, programming</p> <p>Naomi Baldwin, accommodation, furnishing, working with VP admin, car license, DMV, visa, orientation, international week</p> <p>Dr. Branden Birmingham PR faculty, bi-weekly meeting, informal scholar discussions</p> <p>Dawn Eckenrode - Director, Professional Development Training, Reed Library Associate Librarian, orientation, networking, receptions</p> <p>Lisa Melohusky - Online Learning Coordinator, conduct training on digital content for OnCourse that is a Moodle based Learning Management System.</p> <p>Dr Ivani Vassoler-Froelich - Chair, Brown Bag Lunch Series organizing these programs</p> <p>Dr David Kinkela - World Languages and Culture supportive</p> <p>Dr John Staples - Department of History</p>

Scholar Profile

Are you naming a scholar?*

If you select "No," you will be asked for information regarding the profile of a potential recruited scholar.



Yes



No

Academic Discipline and Specialization*

Select the most appropriate academic discipline and specialization information for your proposed program from the drop down menus.

Academic Discipline*

Communication

Specialization*

Public Relations

The Scholar (if recruitment is requested)

From what world region would you like to host a scholar?*

Europe and Eurasia

Italy, Poland

Why this world region and countries?*

Fredonia is a tiny town, far from the big cities and a scholar from these regions will bring a fresh perspective for our students, many of whom have rarely left their hometown. A different cache of knowledge can enhance several multidisciplinary programmes, particularly with the scholar's expertise and unique frames of reference in Public Relation. In addition, the scholar can help our campus cultivate an awareness of how different nations are portrayed and how these can be aligned with alternative agendas. This is knowledge and expertise that our students can acquire for the skill sets that will be needed to critically examine information and develop perspicacity of the world. The scholar will be an asset to SUNY Fredonia efforts to improve students' understanding of the world, both as global citizens and in their intercultural competence. If this proves to be successful, the framework we are establishing will advance our efforts to continue hosting scholars, not just for Public Relations but for our other communication majors of Journalism, Video Production, TV Broadcast, Audio/Radio, Media Management and Communication Studies, in the next decade. In turn, this would expand our network and exposes students to fresh ideas and novel thinking that can help them learn, incorporate, and move forward. Promoting understanding would help our future citizens propagate a more peaceful world.

Indicate discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and subjects/issues about which you wish the scholar to be particularly knowledgeable. *

Crisis Communication in Public Relations, Strategies in PR, International PR, Issues in Social Media and PR

List scholar's qualifications, including academic degree level and years of teaching experience. *

Ph.D in Public Relations or a related field. Five years teaching experience in an accredited, full time university.



Program Information - SIR Host

Form Title Program Information - SIR Host

Proposed Program Dates

From* 08/2022
 Term* Fall Semester Only
 To* 12/2022
 Length in Months* 4

Summary of Activities*

Proposal Summary
 Teach 2 PR classes: International Public Relations, International Media
 Class speaker x 8: COMM 199, Videojournalism, Audio/Radio, World Culture & Languages, Education, History 161 and 361, Jamestown Community College,
 Research presentation - CLAS Brown Bag Lunch series
 Discussion x 4 - Reed Library, Study Abroad Office of Education, International students, education week
 Presentations x 4 - local library, Museum, Opera House, High School
 Fredonia Board of Trustees civic-presentation

Academic Program of Scholar*

Academic Program of Scholar
 Communication Department, Teach 2 upper level PR classes, guest lecturer for 7 other classes,
 conduct one seminar for CLAS Brown Bag Lunch, assist curricular revision/merge for PR/Journalism
 COMM 424 International Public Relations
 COMM 465 Intercultural Communication
 Guest Speaker COMM 385 International Media / Global Perspectives & Diversity, COMM 251 Audio/Radio major, COMM 315 video journalism
 Guest speaker COMM199 Orientation - freshman and transfer students
 Guest speaker World Culture (Fredonia foundation) class and
 Guest speaker Education class - future teachers
 Guest speaker HIST 161 specifically at how Russia is portrayed in the US media and vice versa
 Conduct seminar for College of Liberal Arts & Sciences Brown Bag Lunch series.
 Jamestown Community College, Introduction to Global Studies
 Assist Professors Mike Igoe and Elmer Ploetz with the merge proposal of PR Journalism curricula.
 Attend biweekly department meetings with chair and faculty

If scholar is expected to teach courses, please upload any Course Outlines, Course Descriptions, Sample Syllabi or other academic plans and objectives associated with this proposal.* (Limit of 10 pages combined.)

Uploaded 10/10/2021



Program Information - SIR Host (continued)

Plans for Other Campus Activities*

Plans for Other Campus Activities

Research presentation - College of Liberal Arts and Sciences Brown Bag Lunch series
 Discussion x 2 - Campus library, Study Abroad.Office of International Education
 Participate in International Education Week
 Attend student activities night at International students table
 Participate in Annual Scholars Breakfast with the Fredonia Foundation donors/students
 Presentation at the annual all campus picnic
 American Democracy Project - Dr Angela McGowan-Kirsch speak to the members regarding voting processes/freedom differences between Russia and America
 Reed Library - general discussion about living in Russia

Community Outreach*

Community Outreach

Conduct presentation for the community at the local D R Barker Museum - Max Walters Director
 Attend artistic events at the Fredonia Opera house and be a guest presenter - Rick Davis, Director
 Presentation at the Fredonia Darwin R Baker local Library
 Discussion at Fredonia High School - Principal Pasche
 Presentation at Jamestown Community College
 Village Board trustee Meeting - Mayor Essek



Scholar Profile (continued)

We have faculty led study abroad program approved in Ukraine, so SIR could augment our relationships in this world region. His PR/Journalism background with International public relations. PhD dissertation - constructing social reality and the portrayal of Russia in US Media. Editor-In-Chief, Journal, Eurasian Research, sponsored by American Councils for Scholarship, Harvard University Davis Center - research on the "Image of Russia in the US media." Taught cross cultural communication. SUNY 2010. very short exchange trip, lecture Psychology students.

Uploaded 10/10/2021

Please upload a copy of the scholar's CV and two letters of recommendation (including one letter from the scholar's direct supervisor)- The CV MUST include the scholar's contact information- Please upload the file as a .pdf file.*



Institutional Support

Form Title Institutional Support

Letter from Responsible Administrative Official*

Please submit a of maximum 2 pages for one institution, or a maximum of 4 for joint proposals.

Uploaded 10/12/2021

Letters of Support*

Letters of Support
Please limit to a maximum of 20 pages.

Uploaded 10/13/2021

Cost Sharing and In-Kind Support*

In-Kind support amount* \$8,500

Salary supplement amount* \$

Please provide additional details regarding available support.*

Within walking distance off campus housing offered, Park Place - agreement with university for furnished apartments, all-inclusive at \$800 per month x 5 months. The apartment is comfortable and just across the street from the university. Suitable for Dr Yarmakhov's, his wife and daughter, it is fully furnished and turn key. Internet & utilities included. <https://www.theparkplaceapts.com/>
The units are a flat rate, three bedrooms, one bathroom, kitchen, and living room. Pictures are on the website link above.
\$4000 paid for by the Provost Office.
Approximately \$300-500 for various receptions/guest lectures/honorarium from Office of the Provost..
We can procure basic dishes, utilities from faculty donations and our storage facility.
Independent travel by offering an Automatic, Nissan Versa car from Professor Roslin Smith for fall term = \$4000 in kind support
Airport transportation by Professor Smith
Help with moving into the apartment
Office and lab space and e-services

Professional Enrichment*

Professional Enrichment

Dr Yarmakhov conducts research at the Institute of Digital Communication in Moscow and is particularly interested in analytical data concerning media. Dr Junaid Zubairi, Chair of CSIT has modern lab access for operating systems research. Fredonia Students took part in the Global Data Compression competition that was held at Moscow State University, Russia so collaboration would be welcome. Outreach Lecturer Fund by Fulbright - encourage SIR to participate in this for benefit of other regional colleges and universities for guest lecture/participation.

SIR Project statement SUNY Fredonia, Communication Department, Spring 2024

Current experience - Describe your institution's current and previous experience with international or world area studies programs.

In 2015, we developed a Comprehensive Internationalization Plan that was in line with our SUNY Fredonia mission regarding globalization and connectivity. This plan was completed and implemented in 2018. Consequently, our Office of International Education (OIE) has frameworks in place for appropriately hosting visiting faculty. We have a robust Office of Study Abroad, International programs and World Languages and Culture classes, that ensures a solid mix of scholarly endeavor and teaching opportunities, along with community and regional activities that foster collegiality. This structure is outlined on our International Hosting webpage [CLICK HERE](#), which augments a smooth transition for professors traveling to our University. The OIE supports all incoming visiting students and professors, and has extensive experience hosting partnership delegations, short term research and teaching scholars, as well as exchange students.

Our Comprehensive internationalization Plan continues through our strategic plan 2022-2027, which intentionally builds in goals to maintain our campus as a destination for global learning. Our university's mission statement ensures that internationalization efforts remain central to all that we do, "Fredonia educates, challenges, and inspires students to become skilled, connected, creative, and responsible global citizens and professionals. We work with over 80 international students with a thriving International Student Club and annual CultureFest. Fredonia sends approximately 170 study abroad students to 23 different countries and offers 34 direct programs and over 1000 additional programs through the SUNY system. In addition, our University received SEVP approval for the first official international pathway program in SUNY, expanding our ESL training program to a combination of credits and ESL support for a smoother transition of ESL learners to degree programs. Our college became an institutional member of the Fulbright Association, in 2017, joining over 200 U.S. colleges and universities. We are the third SUNY campus, to become a member of the official, U.S. alumni organization of Fulbright programs. Buffalo State and Oswego are the other two SUNY campuses.

The OIE takes on a plethora of roles, including support letters; VISA support; regulatory exchange program compliance; arrival logistics; housing; insurance; child school enrolment; office space; community outreach and cultural acclimation. Acting as a bridge between the host faculty and administration is also an important function of OIE. The university enriches the world through scholarship, artistic expression, community engagement, and entrepreneurship. Our academic array includes degrees in languages, structured specifically to allow students to pursue double-majors and combine language skills alongside other in-demand degrees. We have recently added a degree in International Studies and frequently partner with that department on interdisciplinary activities that help expand global learning opportunities for our students. We have a Fulbright Advisory Committee that helps connect students and faculty to other Fulbright programs, and we work with our local Fulbright alumni chapter contacts.

Short- and long-term goals

For over 40 years, our faculty have taken part in Fulbright programs in Albania, Bulgaria, China, Hungary, Namibia, Swaziland, and Turkey. We wish to forge new alliances with other countries who have a very different perspective on culture and ideology.

For Spring 2024, we wish to host a scholar, teach Public Relations upper-level classes. PR is one of our larger majors and so they would bring a fresh perspective to our COMM 465 Intercultural Communication and COMM 424 International Public Relations courses. Originally we had been approved for Boris Yarmakhov, Moscow City University to join us last fall. Sadly, the Russian conflict meant he was unable to fill this position. He had a postgraduate degree in linguistics (English, Spanish and Japanese languages) and his PhD dissertation was on constructing social reality. For several years he was Editor-In-Chief of the Journal of Eurasian Research, sponsored by the American Councils for International Education. A Scholarship at the Harvard University Davis Center for Russian Studies was to conduct research on the "Image of Russia in the US media". He taught cross-cultural communication in the Social Department of Nizhny Novgorod State University. A scholar who has similar perspicacity would be welcomed for Spring 2024.

The scholar would be a huge asset, helping students interact effectively and appropriately with someone from a different cultural background. Showing students how to examine the complex relationship between culture, communication, context and power is an extremely important skill for students, if they are to obtain employment when they leave college. By utilizing his extensive knowledge of international public relations cases, students can explore the values and interests of a diverse public. This can expose students to the different approaches that professionals must consider within specific, global PR contexts.

They would also be as a guest speaker in the COMM 199 Orientation class. This course introduces new majors to the department and faculty, as well as suggest areas of study and activity. They could introduce these freshmen and transfer their particular country, culture and ideology that can be beneficial in counteracting harmful stereotypes.

To ensure our programs keep abreast of our fast changing world, we are in the process of a Public Relations program overhaul. Hence assistance with curricular development, alongside our tenure-track faculty Dr. Branden Birmingham, would be welcomed.

Conducting presentations or seminars in classes offered by International Studies, and World Cultures and Languages departments, would bring original frames of reference to our students who have little exposure to life outside their town or village. In addition, a Bachelor's of Arts in International Studies was approved in May 2021, so the scholar would be able to address these students. Attending a class in the Education department would also benefit our future educators. In collaboration with Dr John Staples, they could speak to students in a history class. HIST 233 *Pre-modern European History*. It offers a broad narrative of European history from its origins through the sixteenth century, exploring the development of various cultural and political traditions in the ancient Near East and Mediterranean, their intermingling during the Roman Era, and their transmission and transformation during the Medieval Era.

Guest participation at the Annual Honors Breakfast, in conjunction with our Fredonia Foundation Endowment Fund, can add prestige and boost awareness and international perspective amongst our honors students and our donors.

A presentation at one of the monthly events arranged by the College of Liberal Arts and Sciences, Brown Bag Lunch Series is anticipated. The Brown Bag Lunch allows faculty to present their research to a substantial audience, consisting of students, faculty and the local community. Extra-curricular campus activities and events could include several study abroad promotions. Additionally, the Fulbright Coordinator could conduct a presentation focusing on study abroad opportunities in their native country with the scholar as a guest speaker. It will be possible to schedule presentations and discussions in our recently renovated, campus Reed Library. We also have a solid relationship with the nearby Jamestown Community College (JCC). Conducting presentations to Introduction to Global Studies 3301 at JCC would be a major benefit to those young students, who are working towards gaining entry into University.

Similarly, participation in discussions and presentations at the local village library and R D Barker Museum, can expand community perspectives. The vibrant Fredonia Opera House audience consists of loyal, community members, and often hosts visitors' presentations on a wide range of topics including art, music, architecture, business, civics and general education.

Clearly state your institution's short- and long-term goals (one to five years and six to ten years respectively) in terms of developing, expanding or strengthening international, global or world area studies programs and activities and other relevant internationalization plans.

Our media has a propensity to portray other countries in a negative, often heinous, light. To counteract these caricatures, nurturing a robust, cross-cultural perspective is important, especially since Eastern and Eurasian countries are not usually represented in small American colleges. Sharing their expertise, culture and language with our campus community, and our communities at large, via guest lectures and other activities, including outreach to local schools, would enhance that country's representation. In turn these activities would help break down cultural barriers and stereotypes, and foster collegiality between our countries.

A long-term goal is to inspire our students to visit the scholar's country, in collaboration with the Office of International Education. Introducing a regular language class would also be useful. Perhaps, with the online learning format of the future, students could attend language classes performed by a scholar in that country.

The scholar will be an asset to SUNY Fredonia efforts to improve students' understanding of the world, both as global citizens and in their intercultural competence. If this proves to be successful, the framework we are establishing will advance our efforts to continue hosting scholars, not just for Public Relations but for our other communication majors of Journalism, Video Production, TV Broadcast, Audio/Radio, Media Management and Communication Studies, in the next decade. In turn, this would expand our network and exposes students to fresh ideas and novel thinking that can help them learn, incorporate, and move forward. Promoting understanding would help our future citizens propagate a more peaceful world.

Sustainability - Describe how your institution will sustain the impact of the scholar's presence on your campus.

Prior to this semester, hosting scholars was an ad hoc process (not sustainable). We did not have reliable places for them to stay for just a few months, and very few (and expensive) on campus options. As a result of putting this project together, we now have an option that can be cost-shared among departments. Just across from campus, we have secured an all inclusive apartment that can cater to a single person or a family. Hence, in planning for our previously accepted scholar, we now have established a reliable, consistent source of affordable housing for visiting scholars in the future.

It is hoped our university could continue to host scholars on a regular basis. With established support for incoming visitors, we hope to expand visits that involve bilateral faculty exchange. These collaborations with the scholar and their department can bolster the international expertise of our faculty. Our Study Abroad Office could initiate an exchange program with that particular country's university to offer students the opportunity to study for a summer semester or even longer. The Study Abroad Office also hopes to support sustainable activities by supporting COIL (Collaborative International Exchange) connections and hopes to develop additional insight from the visitor that will help us develop study abroad programs. In our burgeoning remote teaching programs, online courses could be developed with regard to e.g. European history, and Public Relations.

We plan to sustain other impacts on our campus by continuing to foster the relationships established during the visit. For example, in consultation with the Fredonia High School Principal, Mr Paschke, they could spend some time in the school's classroom. Perhaps their children will attend Fredonia Elementary School for the spring term. This allows the younger American generation to befriend someone with a completely different background from them. We know firsthand that friendships that are established, even for brief visits, can last a lifetime.

[CLICK HERE](#) to see tentative itinerary for spring semester 2024

THIS SYLLABUS WILL ALWAYS BE AVAILABLE IN ONCOURSE.
IF YOU STILL FEEL THAT IT IS NECESSARY TO PRINT IT OUT, PLEASE PRINT DOUBLE-SIDED

COMM 465, Intercultural Communication

Fall 2020, T&R 4:20-5:40; McEwen 202

Instructor Dr. Tracy Marafiote (she/her/hers)

Best contact: tracy.marafiote@fredonia.edu (write course name in Subject Line)

Office: McEwen Hall 316, 673-3825

Office Hours & Availability:

ZOOM Office Hours: Wed 1-3pm & by appointment

Availability via email: M-F: generally same day; weekends/holidays: longer

Dept of Communication: 324 McEwen Hall, 673-3410

When you're accustomed to privilege, equality feels like oppression.

Course Description & Objectives

IT'S IN THE SYLLABUS

The

Communication Studies major

addresses critical thinking, communicative concepts and skills, and relational and participatory effectiveness in the personal, public, and professional spheres. This is a Communication Studies course and as such it focuses on assisting students in interacting effectively and appropriately with people from various cultural backgrounds and on understanding dimensions of intercultural

communication related to domestic and international contexts. Students will explore the formation of their own cultural identity and examine the complex relationship between culture, communication, context, and power in intercultural communication.

In this course, which fulfills **SUNY Fredonia's Upper Level CCC requirement**, we will investigate the creations, interrelations, and consequences of a variety of "cultures," which may include, for instance, gender (both femininity and masculinity), race, ethnicity, and class, as well as sexuality/ orientation and nations of origin. We will explore these as social constructions, which are both integral aspects of our human experience, and classifications that influence personal identities and the options for the behaviors of all members of society. These classifications will be considered in the context of domination, subordination, and complicity at personal, social, and institutional levels.

This course also addresses the following (revised) **Department of Communication Learning**

Goals, which state that *Students must demonstrate the ability to:*

1. understand, evaluate, and communicate creatively—within and across technically and culturally diverse systems—in ways that responsibly confirm the value of all system members.
2. evaluate and creatively consider communication locally, globally, and historically through perspectives relevant to their specific major.
3. extend and apply skills and knowledge to create community connections beyond the university that foster professional, civic, and developmental engagement.

Be advised in advance: some of the course content (readings, films, discussion/lectures, etc.) may contain strong language, concepts, and images; there will be times in which the subject matter of this course will be uncomfortable, the ways in which material is presented will be unpleasant. In order to learn from this course you must: keep an open mind; participate. If you are not willing to hear negative things your cultural group has done—regardless of your group—and/or are not willing to engage with a paradigm that is different from your current one, this is not the course for you. Only by identifying problems (those negatives) can we work toward resolution; stay and be part of the solution!

Your continued enrollment in this course indicates your agreement to abide by the guidelines, policies,



standards, and other information outlined in this syllabus and other course materials.

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Required Texts

- **This is a reading-intensive course.** Weekly articles are posted on OnCourse ('Readings' folder). •
Main Text: Martin, J. N. & Nakayama, T. K. (2017/2018). Intercultural Communication in Contexts, 7th ed. McGraw-Hill Education; ISBN-10: 0073523933; ISBN-13: 978-0073523934

Department of Communication Philosophy

Communication does not exist outside of relationships. With this in mind, the faculty of the SUNY Fredonia Department of Communication believe that all communicators, whether in the classroom, on the air, or within created works, have a responsibility to themselves and their audience.

The faculty believe that it is our responsibility to provide perspective and structure as students make choices about their work, and consequently, about themselves and who they are as adults and scholars. We encourage students to make the effort to consider the consequences of their choices for themselves, for others, and for those relationships.

The faculty encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships.

All students should review the **Department of Communication Ethical and Professional Standards** at <http://www.fredonia.edu/departments/communication/standards.asp>

Instructor Philosophy/Availability

"You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one." (Adrienne Rich, 1977)

This is a rigorous and effort-intensive course; you will be exposed to issues, perspectives, and theoretical concepts that will demand a high level of effort and engagement. I will conduct each class and our interactions with these expectations. If at any time during this semester you feel that my expectations are unclear, have difficulty meeting any of the above requirements, or have any course-related concerns, please talk with me – preferably **before** it becomes an issue (for assignments, prior to any due date) – so that we can discuss a solution. I make an effort to always be accessible both in and out of the classroom, and am always willing to discuss any issues related to your learning.

Be aware that I feel strongly that an education is earned through engaged effort to expand your understanding and knowledge of new topics/issues/ideas, as well as your critical thinking abilities. Neither an education

nor a good grade is gained simply by paying tuition, attending class, and turning in assignments. As a student you choose the extent to which this course and your education is a priority for you; it is likely that your intellectual success and your grades will reflect your choices and your effort. >> ASK FOR HELP! <<



Course & University Policies

Inclusive Learning Statement The diverse knowledges that students bring to this class are a resource and benefit for learning, intellectual growth, and democracy. I am committed to creating an inclusive classroom free of discrimination or harassment, and in which: each class member is able to hear and respect each other; students of all genders, sexualities, abilities, races, ethnicities, religions, ages, socioeconomic statuses, and cultures feel heard, safe, respected; all members are able to focus on our shared task of gaining knowledge. These require that all members of the class commit to ([University Policies](#)) and participate in ([Student Rights & Responsibilities \(Code of Conduct\)](#)) maintaining respectful and professional relationships. For example:

- **Names/Pronouns** We each have the right to be addressed by the name and pronouns that correspond to our gender identity, including non-binary pronouns (see [Guide](#)). If you use a name that differs from the official Fredonia list, let me know so I can address you using your preferred or chosen name. Rosters do not list gender or pronouns; please (optional!) indicate the pronouns you use so that I/others don't make assumptions based on your name and/or appearance/self

presentation. Shared chosen names and pronouns are to be respected at all times in the classroom.

• **Religion** If any class meetings or requirements conflict with your religious observation, let me know in advance so that we can try to make other arrangements for you to complete the work. •

Concerns While a speaker's *intention** may not be to cause discomfort or offense, if something is

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said (by anyone) in class—or in course materials—that bothers you, please talk about it. If and when this occurs, there are several ways to alleviate some of the discomfort or distress you may experience—this is important in life in general, and especially in a Communication course: 1.

Discuss the situation privately with me. I am always open to listening to students' experiences,

and want to work with students to find acceptable ways to process and address an issue. 2.

Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions. 3. *Notify me of the issue through another source.* If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue such as an academic advisor, trusted faculty member, or peer.¹

• **Suggestions** *As communication scholars, we know that an audience/receiver's interpretation/ understanding/response is as, or more, important as the speaker/sender's intent. As scholars, we are always in the process of learning more about diverse perspectives and identities. Your suggestions are encouraged and appreciated. Let me know your ideas to increase the effectiveness of the course for you personally, or for other students or student groups. **ADA Statement** Reasonable accommodations are available to students with documented disabilities at Fredonia. Students who may require instructional and/or examination accommodations should contact the office of Disability Support Services for Students (DSS), located on the 4th Floor of the Reed Library (716-673-3270 or disability.services@fredonia.edu). The DSS coordinator will review documentation and determine accommodations on a case-by-case basis. DSS will notify me with an accommodation letter which verifies that you have registered with that office and which describes any accommodations approved for you. Contact me early in the semester so that I can provide or facilitate in providing accommodations you may need.

Attendance & Punctuality policy Regular attendance and punctuality are expected for all class meetings. If you have a scheduling dilemma that makes punctuality difficult, you should reconsider your registration. We will both begin and end classes on time every meeting. Repeatedly arriving after class begins will reduce your attendance grade. Three late arrivals or departures equal an absence. Arriving over 15 minutes late or leaving early is considered an absence. **If you miss class**, it is your responsibility to *contact another student* regarding lecture material, notes, assignments, etc. *In any class, in contacting instructors about absences, have the common sense not ask if you did or if you will "miss anything 'important'."*



Make up Policy/Assignment Deadlines Quizzes, in-class assignments, reading summaries, etc. cannot be made up; all work is due on the designated day – this *includes* absences for weddings, vacations/trips, doctor visits, interviews, business/work, etc. Notifying me in advance is advised but does not constitute an “excused absence.” In the case of *emergencies* or *extreme personal difficulty* (none of the above reasons qualify), some assignments may be made up with *documentation* (copy of hospital bill, funeral notice, etc.); see me. I am happy to provide **feedback on drafts** of assignments; to allow time in my schedule to do so, such requests must be submitted—with the *100% complete* draft—one week prior to the assignment due date. **Late assignments** will be penalized 5% for each day late and will not be accepted more than one week late. Makeup tests must be completed immediately upon return. Begin assignments early enough so that computer “glitches” are not an obstacle. In addition, you are strongly advised to retain back-up copies of all submitted work for the entirety of the semester.

Academic Honesty/Plagiarism Compliance with strict standards of academic honesty is expected.

Academic misconduct/plagiarism will not be tolerated and may be grounds for failure of the course, and suspension or dismissal from the University. Note that **plagiarism** is the failure to correctly cite/reference ANY words OR ideas that are not ORIGINALLY yours.



You should *always* reference the sources of your information. Plagiarism also includes the using of others' (or sharing your own) essays, quizzes, etc., and the use of pre-written, purchased, or downloaded materials. *If you do not understand how to cite others' work in your own writing, schedule an*

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appointment with me; I always am very happy to discuss referencing and learning-related topics with you. Additionally, any **material written for another course** may not be used in this course (or vice versa) without specific permission of both course instructors.

Class Environment Your continued enrollment in this course indicates your agreement that all discussions and interactions will be conducted with thought, maturity, and respect for others' rights to differing values and views. Discussion of differing beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the thinking and learning of all members of the class. Students are encouraged to exercise personal responsibility and self-discipline, and engage in the rigors of discovery and scholarship.

Sustainability Policy In keeping with SUNY Fredonia's Green Initiatives to use resources more thoughtfully, you are encouraged to be mindful about paper (and other resource) usage. Please use double-sided printing for all hard copies of coursework. Moreover, you are encouraged to print selectively from our course E-reserves, share/reuse with classmates, and recycle all E-reserve and other materials that cannot be passed on to future students.

Classroom Behaviors See the Dept. of Comm. Ethical and Professional Standards on our website. Additional behaviors include, for example, use of class time. If you would like to eat during class, you must 1) have your food items in hand by the start of class, 2) eat quietly and neatly, 3) clean up after yourself, placing materials in the garbage or recycling bin when you are done.

Sustainability Policy In keeping with SUNY Fredonia's Green Initiatives to use resources more thoughtfully, you are encouraged you to be mindful about paper (and other resource) usage. Please use double-sided printing for all hard copies of course work. Moreover, you're encouraged to print selectively from our course E-reserves, share/reuse with classmates, and recycle all E-reserve and other materials that cannot be passed on to future students.

Cell Phone Policy Phones must be TURNED OFF and PUT AWAY in bag or backpack during class. Research shows that *the mere presence of a cellphone distracts and reduces the ability to focus*; a phone that is out during class will automatically result in a loss of participation points, and may be confiscated during class for the remainder of the class. I retain the right to answer any incoming calls or texts. If you are expecting an emergency call or text, let me know in advance.



Laptop Policy Research shows that laptops are a distraction in the classroom. Other than for occasional class assignments, laptops will generally only be allowed in order to accommodate documented special needs (ADA accommodations), or well-supported requests. **Study time** The Communication Department enforces rigorous academic standards, which maintain the high quality and success of our graduates. Students should expect to devote a minimum of 3 hours of study/preparation time for each in-class/credit hour.

Email communication Emails written to any faculty or staff, or to any community member as a representative of SUNY Fredonia, should use standard professional formatting. This includes a clear subject heading, a courteous greeting, proper spelling and grammar, respectful content, and an identifying "signature." See: Great info #1 and Good Example #2. *Pro tip: never start with "Hey".*



Requests for Reevaluation/24 hour rule The burden of proof in any reevaluation of your work rests with you. Requests for reevaluation must be made *within one week* of the original evaluation. Before meeting with me, please use the first 24 hours to carefully consider my comments in relation to the assignment guidelines. Then, in writing, identify specific concerns or proposed changes and provide an argument and evidence in support of your position, which we will meet to discuss.

Recording Class Material Students may not take photographic, video, or audio recordings of any course material without express permission of the instructor. Any permission granted will be for one

time only and does not extend to other class meetings or materials. Any materials recorded with permission may be used only for the personal study purposes of the individual to whom permission was granted, and may not be shared with other individuals or entities for any purpose.

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Course Requirements & Assignments

1. You have ample opportunity to do your work thoroughly throughout the semester and to work with me if you are having difficulties; **extra credit** assignments are not given.
2. In keeping with Fredonia's Green Initiative, this a (relatively) **paperless classroom**; unless otherwise stated, work will be turned in electronically to drop boxes on OnCourse (Assignment Submissions/Drop Boxes folder). Please print double-sided if printing is necessary.
3. Log onto the **class OnCourse site** for copies of the syllabus, schedule, course assignment guidelines and other course-related materials or information, to submit assignments and communicate with group members, and to keep track of your grades. If you have any difficulty logging into OnCourse, contact the ITS Service Center, W203 Thompson, 673-3407.

NOTE 1: You MUST double-check OnCourse drop boxes to ensure that your assignment was successfully submitted by the due date/time. Failing to verify that your document is attached means that, if it is accepted it at a later date, it will be late and will lose points. **NOTE 2:** You will typically **receive some written feedback** on assignments, not just number grades. To access comments, go the drop box where the assignment was submitted. **DO NOT submit PDF.** **NOTE 3:** Any submitted documents that cannot be opened using MS Word will receive a zero. The only way to receive credit (minus 5-10%/day late) is: copy or click and drag (do *not* open and save) the file to a flash/thumb-drive, *retaining the original save date*. This date must be on or prior to the assignment's original due date to earn any credit. **DO NOT submit PDF files.**

4. SUNY requires you to keep track of your **Fredonia.edu email account** so you receive both university-wide notices and individual emails regarding class-related information. Failure to read Fredonia.edu emails does not exempt you from the content of any messages. **Starfish Statement:** We Care About your Success! This course is part of a Fredonia initiative that utilizes the Starfish Student Success Network. It is designed to promote student success through coordination and communication between students, instructors, and support staff. Throughout the semester, you may receive emails regarding your attendance, course grades, or academic performance. To benefit, it is important that you check your Fredonia email regularly and take recommended actions. You may be contacted directly by an Academic Advisor or Campus Support Professional.
5. To assist in refining your **referencing skills**, we will use TurnItIn.com. **Written assignments** are due electronically to BOTH the OnCourse AND the TurnItIn.com drop boxes (go to Assignment Submissions/Drop Boxes folder) on the dates listed on your course schedule; however, you may access the reports early to check and correct any problems. Work with a rank higher than 3%* on TurnItIn will not be accepted; see "How to correct TurnItIn 'Originality Report' Errors" (Assignments & Descriptions folder) and resubmit prior to due date. ***NOTE** that the 3% is only to allow for common phrases (i.e., "The purpose of this study..." "The research found that..."); it does not mean that a "little bit of plagiarism is acceptable. See me with any questions.
6. The content of **presentations, videos, and guest speakers' talks** is considered assigned material for which you are responsible. You must be in attendance for all of these.
7. We cannot discuss every concept from **assigned material** in class. You are still responsible for: the readings' content in assignments and tests; for asking questions about any material that you would like to clarify or that you believe relates to a concept we are discussing. Questions, concerns, and comments related to any of the course readings, materials, or assignments are always welcome.
8. In accordance with SUNY Fredonia guidelines, overall **grading/evaluation standards** are as follows:
A(94+)A-(93-0): Superior performance and achievement: demonstrating exceptional synthesis of concepts and evidence of critical thinking, and far exceeding the basic requirements. **B+(89-7)**
B(86-4)B-(83-0): Very Good performance, substantial achievement: demonstrating effective effort in engaging concepts and exceeding the basic requirements **C+(79-7) C(76-4)C-(73-0): Fair** or standard

performance and achievement: demonstrating enough effort for *meeting* the basic requirements.

D+(69-7) D(66-4) D-(63-0): Passing yet substandard performance, minimal achievement: demonstrating *marginal* effort and *not meeting* all of the basic requirements.

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NOTES: - Detailed **requirements** for the **below assignments** are posted in OnCourse (Assignments Descriptions & Information folder). *It is your responsibility to read and fulfill all assignments' guidelines as noted on the assignment description and/or as discussed in class.*

- **Due dates** may not be discussed in class; you should track them on the Course Schedule.

- **ALL group assignment grades** will be influenced by **peer evaluations**.

Backup Plan 1% As a student, you must have a backup plan for participating in class meetings and course work, and completing and turning in assignments on time in the case of computer problems. Especially during the current pandemic, internet connectivity, in addition common computer glitches, can cause you difficulties meeting course requirements; preparation is the answer! (Best suggestion: do not wait until the last minute to do your assignments.)

Personal Perspectives Questionnaire (PPQ) 5% Thoughtfully and thoroughly complete a 4-page questionnaire about your personal views on many issues related to the course. **** Failure to complete the PPQ will result in the loss of one full letter grade on the final exam.**

Reading Summaries & Collaborative Learning Groups 25% Complete Summary Worksheets (see OnCourse) for each chapter or article and bring it to class. *Summaries not brought to class on the due date will be late and lose ½ credit (15%).* Summaries will be used both in class discussions and as a foundation for Learning Groups in which you discuss your questions/comments, respond to questions from me, and engage in discussions/debates of your Questions and comments in relation to course readings. A significant percentage of Learning Group grades will be based on peer evaluation of preparedness and contributions (10%). *

In the Media 14% (12%) During the semester, choose a week to bring in a topic-relevant event or interaction from the news/media. Write a 2 pg paper; lead a 10 minute class discussion with a Collaborator. (3%) Respond to others' questions and participate in discussions. *

Team Popular Culture Analysis* 20% This will be a 10-12 pg. analysis of a text, in which you integrate the concepts from the course readings, assignments, and class discussions, and illustrate their social implications for everyday life. You/your group may give a brief presentation to the class. *

Tests 25% Since so much of this course is dependent on everyone fully engaging the reading materials, you will take 6-10 [biweekly-ish] unannounced quizzes (10%), plus a final exam (15%), to assess your comprehension of the readings and course discussions. Wholly or partially missed tests cannot be made up. Tests will assess your understanding of the main points and concepts of readings, and your ability to think carefully and apply theoretical concepts to your world.

Attendance & Participation 10% Attendance is required. It is your responsibility to make sure that you are marked on the roster each class. Both to personally benefit from the concepts and discussions in this course, as well as to contribute to the classroom dynamics and others' learning, it is essential that you regularly and actively participate; this requires your presence. Consequently, *participation grades cannot be more than 5% higher than attendance grades.* Participation & Professional Performance is considered informed and insightful comments on, or questions about, class concepts, theories, and processes; a motivated and supportive attitude; meeting of deadlines and guidelines; involvement in class and small-group discussions.

Student Resources

- Counseling Center 673-3424 <http://www.fredonia.edu/counseling/>
 - **sexual assault; alcohol/substance abuse; anxiety, grief, depression, suicidal thoughts;**
- other • LoGrasso Health Center 673-3131, 673-3132 <http://www.fredonia.edu/healthcenter/>
 - birth control; immunizations; various health and medical issues
- Learning Center 673-3550, Carnahan-Jackson Ctr, 4th floor Reed Library <http://www.fredonia.edu/tlc/>
 - tutoring, supplemental instruction; language and/or disability support services; other • University Police 673-3333, 2nd floor Gregory Hall, <http://www.fredonia.edu/upd/>

- o escort bus service; silent witness; bluelight program; other

Off Campus: (this is informational only, these orgs are not sanctioned by the instructor or by SUNY Fredonia) • AIDS Community Services of WNY Inc – Buffalo&Jamestown <http://www.evergreenhs.org/>
111 West Second Street, Jamestown (716) 664-7855
• Family Planning Clinic, Dunkirk Health Dept. <http://www.co.chautauqua.ny.us/271/Family-Planning> Graf
Building, 319 Central Ave, Dunkirk 71-363-3660 / 866-604-6789

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In Germany, they came first for the communists and I remained
silent; I was not a communist. When they locked up the social
democrats, I remained silent; I was not a social democrat. When
they came for the Jews, I remained silent; I wasn't a Jew.
Then they came for the Catholics and I didn't speak up; I was a
Protestant.
When they came for me there was no one left to speak up.
- Pastor Martin Niemoeller (1892-1984)

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SUNY Fredonia

Course Syllabus

Course	COM 424: International Public Relations
Term	Fall 2020
Instructor	Name: Dr. Bond Benton Phone: Calls with the instructor can be arranged via email Email: bond.benton@fredonia.edu Office Hours: Telephone or skype office meetings by appointment; please email your availability if needed
Course Description	<p>This course provides a structured and practical framework for understanding the complexities of international public relations. In an increasingly multinational and multicultural economy, the course will guide students through the challenges of communication and problem solving across a range of organizations in cross-cultural settings. General course principles will include foundational theories to draw upon when considering public relations in a global context, strategies for effective intercultural communication in reaching diverse publics, and trends affecting the public relations profession throughout the world. This course also highlights the different approaches professionals must consider in specific global PR contexts.</p> <p>The course is structured to first focus on understanding cultural dimensions of communication. That is then applied to public relations. Finally, the course takes a "world tour" and investigates PR in many different regions. NOTE: Not all regions of the world can be covered in a one semester survey course. The goal is to provide a skillset for students to investigate cultural dimensions of PR in any global context.</p>
Learning Outcomes	<p>Students successfully completing this course should achieve the following outcomes:</p> <ul style="list-style-type: none">➤ Understand the cultural values and priorities that shape diverse international constituencies➤ Apply an understanding of cultural values to the decisions practitioners make when constructing messages for international audiences➤ Utilize the case study method to explore real-world situations faced by international PR practitioners➤ Improve discussion skills➤ Increase cultural literacy

Departmental Goals

Students must demonstrate the ability to:

1. Understand, evaluate, and communicate creatively—within and across technically and culturally diverse systems—in ways that responsibly confirm the value of all system members.
2. Evaluate and creatively consider communication locally, globally, and historically through perspectives relevant to their specific major.
3. extend and apply skills and knowledge to create community connections beyond the university that foster professional, civic, and developmental engagement.
4. Understand and apply ethical principles to the practice of communication in research, interactions, and creative processes in diverse social, cultural, and professional spheres.
5. Develop and implement creative, knowledge-based solutions across a variety of communication contexts within and beyond the university.
6. Forge connections between the skills and knowledge acquired in their communication major with their lives and careers beyond the baccalaureate.

Textbook and other Materials

NOTE: PDF sections from an older version the following text are posted in OnCourse. If you wish to purchase a full and updated hard copy of the text, here is the information:

Global Public Relations: Spanning Borders, Spanning Cultures by Alan Freitag and Ashli Quesinberry Stokes; Routledge

NOTE: This text will need to be purchased by the student.

The Xenophobe's Guide to Americans by Stephanie Faul; Oval Books; (available for purchase many places online VERY cheap; can also be bought as an ebook here: <http://www.xenophobes.com/the-americans/>)

Grading

70% Written projects
30% In-class online discussion

Activities

A full and complete outline of each assignment will be presented and explained with sufficient time to complete the project (a minimum of 2-3 weeks). The major projects include:

- **Online Discussion.** Required online discussion of course topics and themes.
- **Applying Culture to PR:** For this written assignment, you need to research a specific country, its culture, governance, and the relationship of these factors to doing PR in that country. You will select a specific country. Through researching the country and reflecting on the specifics of international public relations, you will construct a project that explains the parameters one would need to consider for doing PR in that country.
- **International Case Evaluation Assignment:** This project requires you to find a public relations campaign from another country. The first portion of the paper should provide an extensive overview of the country that created the campaign. The second section should include a detailed description of the campaign itself. The third section should build links between the country's profile and aspects of the campaign that reflect the country's culture, values, and structures. Finally, you will assess the effectiveness of the campaign on the basis of public relations principles and what you've discovered about the country.

Course Policies

- The faculty of the SUNY Fredonia Department of Communication encourages projects and behaviors that are undertaken with thoughtful respect and consideration for others. We support and encourage work that is both ethical and enriching to the students' community and to personal and professional relationships. All students should review the Department of Communication Ethical and Professional Standards at:
<http://www.fredonia.edu/departments/communication/standards.asp>
- Be ready to present your class work on time. If assignments will be late, YOU MUST CONTACT ME IN ADVANCE TO ARRANGE AN EXTENSION. Should extensions prove to be a problem, I reserve the right to adjust the grade for the project.
- All written work should be neatly presented and typed.
- Cheating, plagiarism, and similar behaviors will not be tolerated. If such behaviors are suspected, the situation will be investigated and sanctions will be brought against the individual(s) if proven. Cheating has various forms, but is most often associated with unauthorized collaboration by students and/or the use of inappropriate material during an exam. Plagiarism consists of either stealing from or insufficient credit given to an author(s) whose work was used for a course requirement. Plagiarism can be easily avoided by the proper quoting, paraphrasing, citing, and referencing of sources used for an assignment. Students who are uncertain as to whether or not they have committed plagiarism should speak to the instructor before handing in the assignment in question. Students are also expected to review and abide by SUNY Fredonia's policy regarding academic integrity. Exams will

be taken at the scheduled times unless arrangements are made with the instructor. Students who miss exams due to an excused absence (documented illness; death in the family) will be allowed to take a make-up exam. If possible, notify the instructor before the scheduled exam or at the latest within 24 hours of the original exam date. The instructor reserves the right to make all make-up exams 100% essay exams. The instructor also reserves the right to issue a zero to any students not adhering to this policy.

- This class allows for the exploration of skills and a chance to give and receive feedback from peers. As such, I expect you to be honest, friendly, respectful, and fair to your colleagues. Additionally, I hate lectures 😊. To develop your skills, be ready to get involved during class sessions, discussions, and activities. Being energetic about it is a plus, and a sense of humor is required.

Weekly Schedule

NOTE: All readings listed come from the course text. Additional materials will posted on the course webpage and students will be informed regarding any and all additional readings.

Week 1 (8/23-8/29)	Intro to the course; Get to know you exercise; Get comfortable with content/format; begin work on Unit 1
Week 2 (8/30-9/5)	Unit 1; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 1 & 4; Contemporary Girls of Turkey CASE; Wal-Mart Bribes CASE
Week 3 (9/6-9/12)	Unit 2; Communicating With Strangers; Training International Public Relations Teams CASE; Connecting Across Cultures-PR Rwanda CASE
Week 4 (9/13-9/19)	Unit 3; Hofstede's Consequences; Role of Culture in Relationship Marketing
Week 5 (9/20-9/26)	Unit 4; American Values; Building an Image of Leadership in a Critical and Culturally Adverse Environment CASE
Week 6 (9/27-10/3)	Unit 5; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 2 & 3; <i>Xenophobes Guide to the Americans</i> ; Cultural Factors That Impact Brand Personification; Voluntary Online Meeting with Instructor Wednesday, 9/29 @ 10:30 a.m. (NOTE: these meetings will talk broadly about course content and allow students to discuss, question, and/or engage on course themes, if they wish; details will be emailed)
Week 7 (10/4-10/10)	Unit 6; Toyota Recall CASE; Intercultural communication and international public relations-Exploring parallels; students should also be using additional time make progress on the "Applying Culture to PR Assignment"
Week 8 (10/11-10/17)	No course content; Time Allocated for "Applying Culture to PR Assignment" (See OnCourse for details, submission, and due date)
Week 9 (10/18-10/24)	Students will post their "Applying Culture to PR Assignment" submissions to a discussion forum; week is dedicated to graded discussion where you will reply to peer submissions

Week 10 (10/25-10/31)	Unit 7; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 5 & 6; Intellectual Property Abuse VIDEO; Same Sex Marriage Controversy in Japanese Game VIDEO/CASE; Challenges of Multicultural Tourism at Hong Kong Disneyland CASE
Week 11 (11/1-11/7)	Unit 8; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 7 & 8; Confucian Values in Asia VIDEO; Chinese Ban of American Idol Shows VIDEO/CASE; Fukushima Nuclear Disaster CASE
Week 12 (11/8-11/14)	Unit 9; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 9; MTV True Life: "Resist The Power - Saudi Arabia" VIDEO; "Burger King" and "Saudi Air" Advertisements in the Middle East VIDEO; Domestic Violence Prevention PR/CSR Campaign - US/Turkey VIDEO/CASE
Week 13 (11/15-11/21)	Unit 10; <i>Global Public Relations_ Spanning Borders, Spanning Cultures</i> Ch 10; FGM Prevention Programs VIDEO/CASE; Truth and Reconciliation in South Africa VIDEO/CASE; Improving Public-Police Relationships in Nigeria CASE; Voluntary Online Meeting with Instructor Tuesday, 11/16 @ 1:30 p.m. (NOTE: these meetings will talk broadly about course content and allow students to discuss, question, and/or engage on course themes, if they wish; details will be emailed)
Break Week (11/22-11/28)	Thanksgiving break; no class content; students should also be using additional time make progress on the "International Case Evaluation Assignment"
Week 14 (11/29-12/12)	"International Case Evaluation Assignment" Case Discussion; Students will post a short summary (2 paragraphs or so) of the case they selected with students sharing their thoughts about the case
Week 15 (12/13-12/19)	"International Case Evaluation Assignment" DUE (note the submission date in OnCourse)
Additional Information	The instructor reserves the right to change this syllabus based on student needs/interests, opportunities, and/or time considerations. Updates will be posted on the course homepage and announced in class. These may or may not be indicated on this document.
Accommodation	<p>Students should contact the instructor immediately if they find it difficult to accomplish the requirements, feel they have been graded or treated unfairly, or have any other concern that might impede their success in the course. Students with disabilities should read the following from the Disability Support Services website.</p> <p>"Students with disabilities who may need reasonable accommodations to have equal access to this course must contact the Coordinator of Disability Support Services, Reed Library (4th Floor), 673-3270. The Coordinator will review your disability documentation and make determinations about what accommodations and/or services you are eligible for." Disability support services can be found at http://www.fredonia.edu/tlc/DSS/dss.htm</p>