

## Jour 613: International Strategic Communications Fall 2016

*The day you decide to do it is your lucky day. – Japanese proverb*

*If you can envision it, you can accomplish it. If you can imagine it, you can reach the heavens. – Zimbabwean proverb*

*A day of travelling will bring a basketful of learning. – Vietnamese proverb*

Bienvenue, Willkommen, Selamat datang, Bienvenidos, Le amogetswe, Hoan nghênh, 欢迎, ようこそ, स्वागत हे, خوش آمدی, and welcome to International Strategic Communications.

In this class, we're going to learn about public relations, advertising, and integrated marketing communications in the global marketplace. We're going to learn how international companies work in the United States, and how U. S. companies work in foreign countries. We'll learn how business, government, religion, politics, education, even the environment, affect PR and advertising practices. We'll learn how media and technology affect the ways that advertising and PR professionals work. And we'll learn how we can work successfully in cultures that may not be like our own.

Why take this class?

- Nearly 73 million people traveled from the United States to foreign countries last year (U.S. government).
- Nearly 78 million people came to the United States (U.S. Travel Association).
- Global advertising spending was estimated to be anywhere from \$438 billion to \$542 billion in 2012, and the United States has the biggest advertising market right now (The Statistics Portal).
- The size of the global public relations industry is \$14.2 billion, and it's estimated to reach \$20 billion by 2020 (The Holmes Report).

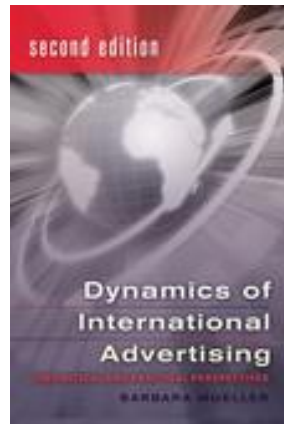
What does this mean for you? It means there will be lots of job opportunities in PR, advertising, and marketing. And it means there is a good chance you will work with a client outside the United States, traveling to another country or even living there. Even if you work in Kansas, you will likely work with companies that have international offices or projects.

This class is designed to help you prepare for your IMC career, whether that career is with the KU News Bureau in Lawrence, McCann PR in Romania, Ogilvy & Mather's office in New Zealand, McDonald's in China, or the South African AIDS Trust in Johannesburg. But first. . .

### **The Basics**

- Our class meets Mondays and Wednesdays from 12:30 to 1:45 p.m. in Stauffer-Flint 206.

- Prof. Barbara Barnett teaches the class. The best way to reach me is by email: [barnettb@ku.edu](mailto:barnettb@ku.edu). My office hours are Mondays/Wednesdays from 10 to 11:30 a.m., and Tuesdays and Thursdays from 3 to 4 p.m. If those times don't work for you, make an appointment for a time that is more convenient.
- I am going to communicate with you by email. I don't have your phone numbers, so I won't be calling or texting. Please check your emails daily.
- You need two textbooks:
  - Freitag, A. R., & Stokes, A. Q. (2009). *Global public relations: Spanning borders, spanning cultures*. New York: Routledge.
  - Mueller, B. (2011). *Dynamics of international advertising*. (2<sup>nd</sup> ed.). New York: Peter Lang.



- You can purchase the books at the KU bookstore, online, or on Amazon.com.
- There also will be readings and videos posted online. And as you read, think about the Indian proverb: “A book is like a garden carried in the pocket.”
- There won't be any tests, so that means no final exam! But there are several assignments to help improve your research, writing, and presentation skills.

Now, for the details.

### ***What you'll learn***

In this class, you'll learn to:

- Understand and appreciate differences among countries and across cultures.
- Work in different cultures, with consumers and publics who may not share your values, your language, or your perspectives.

- Understand how government, religion, regulations, and other factors can affect your work.
- Assess how technology affects our ability to communicate across cultures.
- Conduct research that informs and strengthens your work.
- Improve your presentation and research skills.
- Work ethically in the global marketplace.

### ***Here's how you'll learn***

*"Teachers open the door. You enter by yourself."* – Chinese proverb

Think of this class like a movie. I'm the director, but you are the actors and the stars. For this class to help you prepare for your career, you have to put some work into it.

One way you can do that is by **participating**. This is a discussion class. You need to be prepared to participate, to comment, to offer your ideas. Reading the assignments before class is essential.

The class also will include some lectures (I'll try to keep these minimal), **in-class work** assignments, and presentations by you.

We'll have some **guest speakers** from time to time, who will share their expertise in international advertising and marketing.

You'll also learn through graded **assignments** that you complete outside of class.

The goal of this class is to prepare you to work in a professional environment, so there will be some group work and some individual assignments (just like in the real world).

Here's an overview of assignments for this semester.

#### ■ ***Three mini-assignments*** (150 points)

These are short assignments designed to make you aware of the global marketplace and international cultures. Here are some details, and I will pass out or post additional materials online.

- ***Around the world before breakfast*** (25 points). Do you use products from other countries? Wear clothes made overseas? Eat food or drink beverages that are imported? Listen to music by artists who aren't from the United States? You'll monitor the products you consume for a 24-hour period (think of it as from one breakfast to the next). You'll make a list of the products and where they come from and turn that in for a grade.
- ***Pick a product/issue*** (50 points). Pick a product you use – toothpaste, soft drinks, cell phones, nail polish, sneakers, whatever you like. Or you can choose an issue or cause you're interested, such as animal rescue, disaster relief, or art education. Use your imagination. Do some research to find out about where the product is manufactured, how it is marketed and advertised, who buys it nationally and globally.

- If you choose an issue, what can you learn about how and where the issue started, what is the public relations effort like? In what countries is the PR effort promoted? How is it promoted? Write a two-page paper summarizing what you learned.
- **Three questions** (75 points). You will interview someone who was born outside the United States, then moved here to live, work, or study. Ask them three questions: 1) What surprised you most about the United States? 2) What was exactly as you expected? 3) What types of media do you use in your home country? Write a short paper, no more than three pages, summarizing the answers.

In addition to the mini-reports, you'll have some longer assignments.

- **Country reports** (150 points). This is a team project. You'll work as a group to conduct research on a foreign country. Pretend that you are going to have to work in this country to introduce a product or an issue. What do we need to know about the cultural climate? I'll supply a list of questions for you to answer, and in addition to turning in the answers, you'll write a short summary (two to three pages) explaining the opportunities and challenges of working there. For this project, you will want to do secondary research (from sources in the library, online), and you can use primary research as well (interviews or surveys you conducted). You'll present what you learned in a five-minute report to the class. You can use audio, video, PowerPoints—whatever you think will make your findings easy to understand. You'll do this as a group project with three to four people per group. We'll do these after fall break over a period of several classes. There will be a sign-up sheet for your presentation date. The questions/summary will count 100 points, and the in-class presentation will count 50 points.
- **Ad/issue comparison** (100 points). You'll work alone on this assignment. You will examine two ads for one product marketed to consumers in two different countries (but neither should be from the United States). This can be a consumer product, such as coffee or power tools, or it can be a cause or issue, such as blood donations or hunger relief. You'll write a three- to five-page paper on how the ads are the same or different. The goal here is to see how the products are presented in different cultures, to examine the differences and similarities in the ways the messages are presented, and to think about the images used and how they might be appropriate for a particular country.
- **Final project** (250 points). Tailor this project to suit your interests in advertising or public relations. Select a product or issue that is marketed in the United States. Then select a foreign country (maybe the one from your country report). Explain how this product could be advertised or this campaign promoted in the country you've chosen. You'll turn in a 15-page report, and you'll make a class presentation. Again, you can work in groups of three. (150 points for the final paper, 100 points for the presentation).
- **Attendance** (50 points). This is an easy way to boost your grade: Just show up. You get two points for each class you attend, for a total of 50 points. This can sometimes be the difference between a C and a B, or a B and A. Use it to your advantage.

In this class, you can earn up to 700 points.

## **Grades**

Grades are earned, not given as gifts, so if you expect a good grade, you'll need to work hard.

I'll make every effort to give you clear directions about how to do your projects, to talk with you individually if you want guidance, to grade papers as quickly as possible, and to give you constructive feedback on your work.

You will want to turn in your papers on time. Since deadlines are announced in advance, there's no excuse for missing them, no matter how creative the excuse. Forgetfulness, broken computers and printers, lost thumb drives, and surprise visits from relatives and friends are not acceptable. If you are sick, let me know there may be a problem beforehand and be prepared to bring a doctor's note. If you miss a deadline, you will get a zero on that assignment.

On the longer assignments, I will plan to give you grading rubrics in advance to let you know specifics about how your work will be evaluated. But generally, here's what I'll be looking for (and what your future employers will expect):

- **Content.** Did you do the assignment according to the directions?
- **Clarity.** Your written assignments or oral presentations are factual, accurate, and error-free. You've paid attention to grammar and spelling. Your thoughts are stated clearly and concisely. It's easy to understand what you've written, said, or prepared.
- **Organization.** You have a strong introduction/lead, and each thought flows logically to the next.
- **Research.** You demonstrate that you've done appropriate primary and secondary research. Your sources are appropriate for the assignment. They are credible. Any ideas are based on factual information you gathered, not on good guesses or uninformed opinions.
- **Creativity.** You did your research, and you came up with new ideas. You thought carefully, but you weren't afraid to take a risk and try something new.

And here's the criteria for grading.

A – Wow! It was outstanding. The research was credible and thorough, the presentation, whether written or oral, was clear and concise. The student paid attention to details, including grammar and spelling. The work shows creativity and imagination. The student has worked to look at the issue or solve the problem in a new way and has come up with original ideas that match the goals of the project. The project is focused, the messages clear. The student shows a deep understanding and appreciation of other cultures. The project demonstrates excellence knowledge and application of public relations or advertising skills.

B – Nice job! The work is above average. There may be some minor grammar and spelling errors, but nothing that gets in the way of understanding the central message. Ideas are stated clearly, but there may be a need for some additional clarification or research. There is

some evidence of creativity and attempt to think about a topic and solve a problem in a different way. The effort may be creative, but that creativity may not be the match for the project. The student shows a good understanding and appreciation of other cultures. The project demonstrates good knowledge and application of public relations or advertising skills.

C – Average work. The student did the bare minimum required. There may be some research, but it's not thorough. Some sources may not be credible. There are problems with organization. There are problems with clarity, and not all ideas or messages are clearly stated. It's déjà vu all over again, and there's little evidence of a creative or new approach. The student shows a minimal understanding or appreciation of other cultures. The project demonstrates minimal knowledge and application of public relations or advertising skills.

D – Below average. This is unacceptable. There's little research, or sources aren't credible. There are significant problems with writing and organization. There is definitely a lack of creativity and originality here. The student misses the mark, and shows little or no understanding of another culture. The project demonstrates very little knowledge and application of public relations or advertising skills.

F – A Titanic-type disaster. The student didn't do the assignment, didn't try, or presented information in ways that are unclear or inaccurate.

With group assignments, I'll evaluate your work, but I'll also ask you to evaluate your own and your team members' work as well. Typically in team assignments, everyone receives the same grade. However, those team evaluations may affect an individual's grade. Turning in a team assignment late means everyone fails the assignment.

You'll receive a numerical grade on all your assignments. You can earn up to 700 points in the class. Here's how your final grades will be calculated:

Your final grade for this class will be a letter grade. Here's the grading scale.

93 – 100 = A	90 – 92 = A-
87 – 89 = B+	83 – 86 = B
80 – 82 = B-	77 – 79 = C+
73 – 76 = C	70 – 72 = C-
67 – 69 = D+	63 – 66 = D
60 – 62 = D-	59 or below = F

To calculate your final grade, I'll divide the total number of points you earned by the total number of points available for the class. For example, if you earned 600 out of 700 points, your final class grade will be  $600/700$  for 85.7. If you earned 500 points, your grade would be 71.4. If your grade is .5 or higher, it will be rounded up to the next number. So, if your grade was 85.7, it would be rounded up to 86. If your grade was 71.4, it will remain 71.

### ***Class behavior***

I plan to be in class on time, to be focused on you, and to be ready to help you learn. I won't

be checking Facebook to seek who liked my posts, sending texts to my BFFs, or checking tweets from the Kardashians. I don't expect you to do that either.

To make the class go as smoothly as possible for all of us, please:

- Plan to be here every day, and be on time. If you are going to be absent, or if you're going to be late or need to leave early, please let me know in advance.
- Do not wander in and out of class. Take restroom and water breaks before or after class.
- Turn off cell phones when class begins. Don't check phone messages or text messages in class. If your cell phone rings, I will ask you to leave.
- Don't use computers in class. There may be some days when I ask you to do research on your computers, but that's the only time you should be working on your computers.

### ***Special needs?***

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. I want to work with you to make learning in this class accessible.

Please be aware that the KU Office of Student Access Services coordinates accommodations and services for all students who are eligible. You will need to provide documentation to the office, and a staff member will contact me. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at: <https://access.ku.edu/> Or you can visit the office at 22 Strong Hall. The phone number is: 785-864-4064 or email: [achieve@ku.edu](mailto:achieve@ku.edu). Please contact me privately regarding your needs in this course.

### ***Academic integrity and professionalism***

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism and fabrication.

Neither do I.

If you plagiarize or fabricate material, you can expect to get a zero on the assignment. You also can expect to fail the course and possibly to be expelled from the journalism school.

Here's some more information that may clarify these issues.

Plagiarism is taking someone else's ideas, thoughts, or opinions and passing them off as your own. This includes print and electronic materials (no matter how old they are), as well as materials from the Internet. If you cut and paste materials from the Internet, and you don't attribute your work, you've committed plagiarism.

If you use secondary sources—that is, research that someone else has already done—you must attribute the sources in your work.

You don't have to attribute commonly known facts (broccoli is a vegetable) or historical facts (Barack Obama is president of the United States).

Fabrication is making up something and presenting it as true. This includes making up a statistic, a fact, or a figure. It also includes making up quotes for interviews or “fudging” on quotes to make them sound more interesting. It's okay in fiction; it's not okay in a journalism course.

If you have questions about what might constitute plagiarism or fabrication, see me.

### **The course Blackboard site**

We'll use the course Blackboard site throughout the semester: <https://courseware.ku.edu>. I will post grades on the site (only you will be able to see your grade), and I'll use the site to send class e-mails. Many of your assigned readings will be posted on the Blackboard site. Also, we'll use the site to post class announcements, to post some of your excellent work, or to post interesting articles or links to relevant articles and websites. I will also set up Blackboard so that you may send assignments electronically. Please check the site frequently.

### **Final thoughts**

The world is a big place. Enjoy the journey. Remember the Dutch proverb: “Wisdom is the least burdensome travelling pack.”



## Our Class Schedule

Here's a tentative class schedule. It includes your reading assignments, and deadlines for your class projects. We may change this as we go along, spending more time on one topic, less on another. However, the assignment deadlines will not change.

Week 1	<p><b>Why am I here?</b></p> <p><b>Aug. 22</b> – Introduction to class to answer the big question: What am I doing in this class?</p> <p><b>Aug. 24</b> – Why go global? Readings – Mueller, pp. 59–64; Freitag – Chapter 1; just read sections on “Intercultural competence” and “The case for competence.”</p>
Week 2	<p><b>A global perspective</b></p> <p><b>Aug. 29</b> – The international market – an overview. Read Mueller pp. 86 –93. <b>Turn in Around the World assignment in class.</b> Bring to class and we'll discuss.</p> <p><b>Aug. 31</b> – More on the international market. Read Mueller pp. 93–104.</p>
Week 3	<p><b>Day off, then culture</b></p> <p><b>Sept. 5</b> – Labor Day. Stay home, get some rest, and catch up on this week's readings.</p> <p><b>Sept. 7</b> – Exploring the cultural environment. Read Mueller, Chapter 4. Read Freitag, Chapter 4.</p>
Week 4	<p><b>CSI: International. Doing research</b></p> <p><b>Sept. 12</b> – Researching a new environment. Read Mueller, Chapter 8.</p> <p><b>Sept. 14</b> – Asking questions, getting answers. Read Freitag, Chapter 3. <b>Pick a product assignment due.</b> Turn in in class. We'll discuss.</p>
Week 5	<p><b>Europe</b> <b>United except for Brexit: 44 countries, 743 million people, 286 languages</b></p> <p><b>Sept. 19</b> – First stop: Central, Eastern Europe. Read Freitag, Chapter 12.</p> <p><b>Sept. 21</b> – Exploring Western Europe. Read Freitag, Chapter 13.</p>

Week 6	<p><b>Asia</b>  <i>The largest continent: 48 countries, 4.5 billion people, 2,301 languages</i></p> <p>Sept. 26 – Southeast Asia  Read Freitag, Chapter 7</p> <p>Sept. 28 – China, Japan, and South Korea  Read Freitag, Chapter 8</p>
Week 7	<p><b>Africa</b>  <i>It's a continent, not a country: 47 countries. 1 billion people. 2,138 languages</i></p> <p>Oct. 3 – The Middle East  Read Freitag, Chapter 9</p> <p>Oct. 5 – Sub-Saharan Africa  Read Freitag, Chapter 10  <i>Ad comparison assignment is due by 5 p.m. today.</i></p>
Week 8	<p><b>Day off, then on to Latin America</b></p> <p>Oct. 10 – Fall break, no class!</p> <p><i>Beyond Rio: 15 countries and territories. 40 million people. 1,604 languages.</i></p> <p>Oct.12 – Going South.  Read Freitag, Chapter 11</p>
Week 9	<p><b>Ethics and social responsibility</b></p> <p>Oct. 17 – A global perspective on ethical perspectives.  Read Mueller, Chapter 10, pp. 323 –335.  <i>Turn in your 3 questions report in today's class.</i></p> <p>Oct. 19 – When ethics collide.  Read Mueller, Chapter 10, pp. 335 –349.</p>
Week 10	<p><b>What is development communications?</b></p> <p>Oct. 24 – Understanding communication aimed at selling behaviors.  Readings will be posted on Blackboard.  <i>The first country reports will be presented in class.</i></p> <p>Oct. 26 – Examples of development communications.  Readings posted online. <i>More country reports presented in class.</i></p>

Week 11	<p><b><i>Creative strategies and execution</i></b></p> <p><b>Oct. 31</b> – How to get the job done. Read Mueller Chapter 6, pp. 183 –199. <b><i>More country reports are presented in class.</i></b></p> <p><b>Nov. 3</b> – How to get the job done well. Read Mueller, Chapter 7, pp. 199 – 222. <b><i>More country reports are presented in class.</i></b></p>
Week 12	<p><b><i>Advertising international</i></b></p> <p><b>Nov. 7</b> – Media models, PR, and what it means for you. Read Freitag, Chapter 5 <b><i>More country reports are presented.</i></b></p> <p><b>Nov. 9</b> – Cell phones – “the screaming in the pocket.” Read Mueller Chapter 6, pp. 240-246. <b><i>The last country reports are presented.</i></b></p>
Week 13	<p><b><i>Social media</i></b></p> <p><b>Nov. 14</b> – Reading posted on Blackboard.</p> <p><b>Nov. 16</b> – Readings posted on Blackboard.</p>
Week 14	<p><b><i>Thanksgiving</i></b></p> <p><b>Nov. 21</b> – No class. Use this as a workday for final projects.</p> <p><b>Nov. 23</b> – Thanksgiving holiday.</p>
Week 15	<p><b><i>Case studies</i></b></p> <p><b>Nov. 28</b> – We’ll look at a case study on an international ad campaign, what went right, what we wrong, what we can learn. Reading will be posted on Blackboard.</p> <p><b>Nov. 30</b> – We’ll look at a PR case study of an international campaign. Reading posted on Blackboard.</p>
Week 16	<p><b><i>Final presentations</i></b></p> <p><b>Dec. 5</b> – Group presentations.</p> <p><b>Dec. 7</b> – Group presentations.</p> <p><b>Dec. 9</b> – Turn in final projects, written reports and copies of presentation materials.</p> <p><b>Happy winter break!!!!</b></p>