

**UNIVERSITY OF CENTRAL ARKANSAS SCHOOL OF COMMUNICATION**

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**Office Location:** Thompson Hall, Room 301  
**Office Hours:** **MON** > Noon to 2 p.m. | **WED** > 9-11 a.m. | By appointment  
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**Time | Location:** 12:15-1:30 p.m. | Tuesdays + Thursdays | Thompson Hall, Room 114

**COURSE DESCRIPTION****MULTICULTURAL PUBLIC RELATIONS**

Required course for public relations majors and elective course for public relations minors. Introduces students to a wide range of multicultural communication campaigns. Students learn how to use research, planning, implementation, and evaluation strategies to effectively reach diverse audiences. Additionally, students are encouraged to recognize multicultural public relations as an ongoing negotiation of culture, meaning, and identity among people of various backgrounds. Prerequisites: COMM 2308 and PRLS 2305 and 3305.

**UPPER DIVISION UCA CORE**

This course is designated [D], which means it satisfies your **Diversity** component of the Upper Division Core. **Diversity** courses promote the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts. For more information, go to <http://uca.edu/core>.

**EXPERIENTIAL SOCIAL ACTION MODEL**

The motto of the experiential social action model is "On Your Mark, Go!, Get Set." In this model, students will do the following:

- read about theories of social change and apply them to real-world campaigns
- define a social problem and develop concrete, quantifiable solutions (i.e., demands).
- choose campaigns second or third week of class
- launch a campaign by the ninth week of class
- opportunity to enact a policy (i.e., a rule, regulation, norm, or practice of an institution) on campus or in the community.

**COURSE OBJECTIVES**

After you complete this course, you should be able to:

- Understand leadership, diversity and inclusion from the practitioner's viewpoint
- Determine dimensions on which cultures differ and adapt public relations strategies, tactics, and messages to cultures accordingly.
- Assess key global or multicultural public relations practices in nonprofits, corporations, and governments
- Interpret how global or multicultural public relations practitioners use strategies and practices to address diversity in the workplace, with clients, and with target audiences in various cultural contexts
- Select a multicultural PR topic and criticize or justify related PR strategies and tactics

**REQUIREMENTS**

- Alaimo, K. (2021). *Pitch, Tweet, or Engage on the Street: How to Practice Global Public Relations and Strategic Communication*. New York, NY: Routledge.
- Burson, H., Spector, S., & Spector, B. (2018). *Diverse voices: Profiles in leadership*. NY, NY: PRMuseum Press.
- Other readings and optional textbooks available on Blackboard and via Padlet

**RECOMMENDATIONS**

- [Grammarly.com](http://Grammarly.com)
- Myers-Lipton, S. (2017). *CHANGE! A Student Guide to Social Action*. Taylor & Francis.  
<https://bookshelf.vitalsource.com/books/9781351582933>

**COURSE EVALUATION**

Portfolio and Log	400 points
Quizzes and Reflections	100 points
Campaign Presentation and Binder	100 points
Diverse Voices	50 points
Unify Challenge	50 points
Topic Discussion Leader	100 points
Country/Cluster Presentations	100 points
Participation	100 points
<b>TOTAL</b>	<b>up to 1,000 points</b>

**A** = 900-1,000 points    **B** = 800-899 points    **C** = 700-799 points    **D** = 600-699 points    **F** = 0-599 points

**COURSE ASSIGNMENTS**

**Portfolio and Log (400 points)**

You will complete portfolios rather than take exams to demonstrate your knowledge of the text by integrating it with your social action experiences. You cannot receive above a C on your portfolio if you do not integrate the text or complete at least 25 hours of social action outside of class (1.5 to 2 hours a week). You also will complete three logs to keep track of your community work.

**Quizzes and Reflections (100 points)**

You will earn points for completing multiple-choice, true-and-false and short-answer quizzes on Blackboard. You also will earn points for answering reflection questions on various topics/target populations.

**Campaign Presentation and Binder (100 points)**

You will give a group presentation on your social action campaign. You also will submit a campaign binder.

**Diverse Voices (50 points)**

You will record a presentation and write a paper based on chosen readings about the diverse leaders in this public relations textbook.

**Unify Challenge (50 points)**

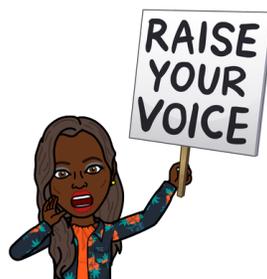
You will earn points for reflecting on participating in a face-to-face video conversation with a student who attends a different school and may vote differently, live in different geographies, or have different life experiences. You will cover a wide array of issues to share experiences and discover common ground.

**Topic Discussion Leader (100 points)**

You will lead a discussion of your chosen multicultural audience based on the material you gather on your own.

**Country/Cluster Presentations (100 points)**

You will earn points by giving a presentation reviewing unique media and public relations-related news stories/social media posts on a chosen/assigned cluster for a particular continent/region of the world.



**Participation (100 points)**

You will earn these points based on the extent and quality of your participation in the class. At the end of the course, you will be asked to evaluate your level of participation, as well as your teammates. Your participation grade will be based on the following criteria:

**Excellence (A)**

- Play a leadership role in the large class discussion and your team, apply the text, discuss points articulately and respond intelligently to other's views
- Ask insightful questions and take responsibility for the direction of the class discussion and your team

**Above average (B)**

- Participate regularly in the large class discussion and your team
- Demonstrate good knowledge of the text
- Discuss points articulately and respond intelligently to other's views
- Ask insightful questions (but you do not take a strong leadership role in the overall class discussion and the direction of your team)

**Average (C)**

- Follow the discussion in the large class and your team
- Make occasional comments
- Possess a basic knowledge of the text
- Sometimes ask questions in the large group and team.

**Below average (D)**

- Occupy a seat and occasionally show signs of life.

**Failure (F)**

- Occupy a seat but show no signs of life.

**DEADLINES/MAKEUP WORK/LIFE HAPPENS**

- To reinforce the importance of deadlines, any work submitted late will result in an automatic zero (0).
- **Life happens.** You are allowed to submit **ONE assignment late** with no explanation required. You will determine the new due date.

**ATTENDANCE POLICY**

- You will be automatically dropped for non-attendance if you miss four (4) classes without official documentation such as a physician's note.
- You are expected to attend class regularly and arrive on time.
- Quizzes and reflections cannot be made up if you are *absent*.

**IN-PERSON CLASS EXPECTATIONS**

One of my highest values in the classroom is for us to demonstrate respect for one another. My goal is for you to sense my deep respect for you as a student and human being, and I ask you to demonstrate respect for your fellow students and for me as your professor. Below are some ways we can demonstrate mutual respect in person.

- Each one of us contributes to an environment that is physically and psychologically safe and conducive to learning. Although our classroom spaces may not always require distancing and masks, we can show respect for others by wearing masks, keeping our distance from others to the extent possible, and not attending class in person when we have been exposed to or diagnosed with Covid or other illnesses.
- Show respect by choosing your words thoughtfully and expressing disagreement in constructive ways during class discussions. Monitor your body language and tone of voice to ensure they also show respect for others.
- Show respect by coming to class prepared and on time and by participating in class discussions. Monitor your participation to ensure you are neither dominating nor disengaging from dialogue.
- Show respect by "unplugging" from outside distractions while in class. Please put your phone on silent when entering class. I encourage you to use your electronic devices to conduct course-related research, access online course materials, and take notes. **Be aware that abusing this privilege could result in you being asked to leave my class.**
- Show respect by being honest in your communication and, when relevant, by contributing to group assignments in a meaningful way. Commit to doing your fair share of the workload and expect others to do the same.

**CLASSROOM BEHAVIOR**

It is the policy of the School that any student in a department class whose behavior regularly interferes with the instructor's ability to conduct the class and foster student learning, or who exhibits a behavior so outrageous as to severely impede the conduct of a class, may be dropped by the instructor after the instructor consults with the department chair. Prior warning will be provided to the student when possible, but under extraordinary circumstances such warning may not be possible.

**COVID-19**

All students are expected to know and comply with university policy related to COVID-19. For information and resources, see <https://uca.edu/coronavirus/>.

**ACADEMIC INTEGRITY**

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

**AMERICANS WITH DISABILITIES ACT**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the Office of Accessibility Resources and Services (OARS), 450-3613.

**BUILDING EMERGENCY PLAN**

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS and Building Emergency Plan (BEP) documents for most buildings on campus are available at <https://uca.edu/go/bep-library>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

**TITLE IX**

In furtherance of its core values— academic vitality, integrity, and diversity—UCA is dedicated to promoting a campus community free from discrimination. Title IX of the Education Amendments Act of 1972 requires all educational institutions to address gender-based discrimination on campus, and UCA implements these Federal requirements through a fair, consistent, and appropriate process of investigation and adjudication. Please see UCA's Title IX website (<https://uca.edu/titleix/>) for the university's policy, relevant forms, training opportunities, and related information.

**STUDENT COURSE EXPERIENCE SURVEY**

The Student Course Experience Survey is a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may complete surveys for courses they are taking starting on **XXXXXX**, through the Sunday after finals week by logging in to myUCA and clicking on the Course Evaluations task.

**OTHER POLICIES**

You are encouraged to familiarize yourself with all policies included in the *Student Handbook*, particularly the sexual harassment policy and academic policies.

**TENTATIVE! NOT ETCHED IN STONE! SUBJECT TO CHANGE**

DATES	TOPICS	ASSIGNMENTS DUE
<b>MODULE 1</b>		
<b>AUGUST IS ... BLACK BUSINESS MONTH</b>		
Thursday, Aug. 25	Introduction	Cultural identity worksheet
<b>FRIDAY, AUG. 26: WOMEN'S EQUALITY DAY</b>		
Tuesday, Aug. 30	Diversity in PR overview	
Thursday, Sept. 1	Diversity in PR overview	Quiz Reflections
Tuesday, Sept. 6	<b>GUEST SPEAKER:</b> <i>Kathy Webb, CEO Arkansas Hunger Relief Alliance</i>	
Thursday, Sept. 8	Issue Development	<i>Assign Portfolio 1</i>
Tuesday, Sept. 13	Issue Development	<b>Choose and Name Campaign</b>
Thursday, Sept. 15	Choose Campaigns & Set Tone; Group Dynamics	<i>Assign Portfolios 2 &amp; 3</i> <b>Create Demands</b>
<b>SEPTEMBER IS ... NATIONAL HISPANIC HERITAGE MONTH (begins Sept. 15) NATIONAL RECOVERY MONTH</b>		
<b>MODULE 2</b>		
Tuesday, Sept. 20	Change Theory (TBD: CSR, issues management, corporate social advocacy)	<i>Assign Portfolio 4</i> <b>Select Targets Stakeholder/Student Interviews</b>
Thursday, Sept. 22	Building Power	<i>Assign Portfolio 5</i> <b>-Recruitment/Social Media Teams -Organizational Rap -Recruit Supporters -Flier/Commitment Card</b>

DATES	TOPICS	ASSIGNMENTS DUE
Sunday, Sept. 25	<b>PORTFOLIOS 1-4 &amp; SOCIAL ACTION LOG DUE</b>	
Tuesday, Sept. 27	Research <i>UNIFY CHALLENGE (Sept. 27-Oct. 6)</i>	<i>Assign Portfolio 6</i> <b>Start Meeting with Allies</b> <b>Start Organizational Raps</b>
Thursday, Sept. 29	Research <i>UNIFY CHALLENGE (Sept. 27-Oct. 6)</i>	
<b>OCTOBER IS ... PRSA DIVERSITY &amp; INCLUSION MONTH</b>		
<b>OCT. 3-7: UCA DBIE WEEK –Diversity, Belonging, Inclusion, and Equity</b>		
<b>MODULE 3</b>		
Tuesday, Oct. 4	Strategies & Tactics <i>UNIFY CHALLENGE (Sept. 27-Oct. 6)</i>	<i>Assign Portfolio 7</i> <b>Choose Strategies</b>
Thursday, Oct. 6	Strategies & Tactics <i>UNIFY CHALLENGE (Sept. 27-Oct. 6)</i>	<b>Choose Tactics</b>
Tuesday, Oct. 11	Strategies & Tactics	<b>Contact Target</b>
Thursday, Oct. 13	Campaign Kick-Off	<i>Assign Portfolio 8</i> <b>2-3 Line Campaign Message</b> <b>Meet with Target</b>
Tuesday, Oct. 18	Campaign Plan	<i>Assign Diversity Topics</i>
Wednesday, Oct. 19	<b>PORTFOLIOS 5-8 &amp; SOCIAL ACTION LOG DUE</b>	
Thursday, Oct. 20	Fall Break	
Tuesday, Oct. 25	Launch Campaign	<i>Assign Portfolios 9 &amp; 10</i>
Thursday, Oct. 27	Launch Campaign	<b>Campaign Presentation &amp; Binder</b>
Sunday, Oct. 30	<b>PORTFOLIOS 9-10 &amp; SOCIAL ACTION LOG DUE</b>	

**NOVEMBER IS...  
NATIONAL NATIVE AMERICAN HERITAGE MONTH**

**MODULE 4**

<b>DATES</b>	<b>TOPICS</b>	<b>ASSIGNMENTS DUE</b>
Tuesday, Nov. 1	Diverse Voices textbook	
Thursday, Nov. 3	Diversity in PR topics (content on Padlets) <ul style="list-style-type: none"> <li>• Race/ethnicity</li> <li>• Gender/sexuality</li> <li>• Age</li> <li>• Appearance</li> <li>• Disability</li> </ul>	<b>Diverse Voices videos</b>  Quiz and reflections
Tuesday, Nov. 8	Diversity topics (content on Padlets)	<b>Diversity topics presentations</b>
Thursday, Nov. 10	Diversity topics (content on Padlets)	<b>Diversity topics presentations</b>  Quiz and reflections
<b>MODULE 5</b>		
Tuesday, Nov. 15	Pitch, Tweet, or Engage on the Street, Ch. 1	<b>Choose country/cluster</b>
Thursday, Nov. 17	Pitch, Tweet, or Engage on the Street, Ch. 2	
Tuesday, Nov. 22	Pitch, Tweet, or Engage on the Street, Ch. 3	Quiz
Thursday, Nov. 24	<b>THANKSGIVING</b>	<b>GIVE THANKS! SHOW GRATITUDE!</b>
Tuesday, Nov. 29	Pitch, Tweet, or Engage on the Street Chs. 4-5	
Thursday, Dec. 1	Pitch, Tweet, or Engage on the Street Chs. 6-7	Quiz
Tuesday, Dec. 6	Pitch, Tweet, or Engage on the Street Chs. 8-13	Country/cluster presentations
Thursday, Dec. 8	Pitch, Tweet, or Engage on the Street Chs. 8-13	Country/cluster presentations  Quiz
Tuesday, Dec. 13	<b>FINAL EXAM</b> <b>11 a.m. to 1 p.m.</b>	Final exam online only Do not come to class