



Georgetown University, MPS PR/CC | Spring 2017

MPPR-605-01: PUBLIC RELATIONS CASE STUDIES

Class Meets: Mondays, 5:20 – 7:50 p.m.

Class Location: 640 Mass Ave Washington, DC 20001 | Room: C220

Professor: Fran Bernhards

Office Hours: Arranged by appointment.

COURSE DESCRIPTION

Just as history provides a framework for leaders on how to govern, the study of past and current public relations campaigns test public relations theories, illustrate the challenge of setting objectives, and offer valuable lessons on how to execute and evaluate PR campaigns.

This class will offer students the opportunity to review, discuss, and critically analyze multiple PR campaigns across a variety of disciplines. Using various models that will be discussed in the beginning of the semester, students will be able to evaluate the strengths and weaknesses of individual campaigns. In addition, students will gain a valuable body of knowledge of public relations tactics. While reviewing each case, students will be able to answer these types of questions:

- How exactly did a particular company generate so much media coverage for a product launch?
- How did that nonprofit manage to bring so much awareness to their campaign?
- What exactly can a news release do for a campaign?
- How big of a budget do you need to execute a successful PR campaign?
- Or even though a particular event generated maximum media coverage, did it really meet its original objective?

LEARNING OBJECTIVES

By the end of the semester, students will:

- Understand the basic models that are used to develop, implement, and evaluate public relations campaigns.
- Apply models while evaluating various PR campaigns in a multitude of PR disciplines as well as some of the classic PR campaigns in history.
- Create a knowledge base of various PR tactics that can be used when planning a PR campaign.
- Assess what constitutes a successful PR campaign.

ATTENDANCE

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial two, will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

Punctual attendance is critical. If you have to miss a class – family emergency, medical emergency or other act of God – you must let me know in advance and work out a proposal for making up whatever



work you will miss. Exceptions will be made only in extraordinary circumstances. **Remember: We are communicators, and I do not tolerate lack of communication regarding lateness or missing class.**

WORK SUBMITTED

Please turn in your written assignments either by **hard-copy at the beginning of class or by 5 p.m. the day the assignment is due.** Send me by email copies of any presentations by 5 p.m. the day they are due. If you are using Prezi instead of PowerPoint, please send me a .pdf of the presentation. Also, please bring a copy of the presentation on a flash drive or URL to place on the classroom computer.

I do not tolerate missed deadlines. It is your responsibility to know when papers and presentations are due, since they are clearly marked on the syllabus. **Late papers will be deducted five points for each day past the deadline.** It is up to my discretion whether or not to grant a slight extension of the deadline – in extenuating circumstances only – but only if I am informed prior about the issue of meeting the deadline.

COURSE POLICIES

Please silence your cell phones during class. You may bring your laptop to class, but laptops should only be used during class to enhance your classroom learning experience – and should never be used during class for other work or as a distraction.

It is your responsibility to purchase and obtain the required readings prior to the first day of class. Do not ask me to photocopy chapters, because receipt of your book is delayed.

I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.

You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes – not from me, but from other students in your class.

I encourage you to ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.

REQUIRED READINGS

The resources for this course include articles, case studies, multimedia – placed on the course's Blackboard – and two required books:

Title: Public Relations Practices: Managerial Case Studies and Problems, 7th Edition (**NOTE: ONLY PURCHASE THE 7TH EDITION OF THIS BOOK. DO NOT PURCHASE A SUBSEQUENT EDITION.**)

Author(s): Center, A. et al. (2008)

ISBN-10: 0132341360; ISBN-13: 978-0132341363

Publisher: Upper Saddle River, New Jersey: Pearson Prentice Hall

Year: 2008

Price: \$0.01 - \$48.46 price range on Amazon



GEORGETOWN UNIVERSITY
School of Continuing Studies
Public Relations and Corporate Communications

Title: Public Relations Cases, Ninth Edition
Author(s): Hayes, D. et al.
Publisher: Wadsworth Cengage Learning
ISBN-10: 1111344426; ISBN-13: 978-1111344429
Year: 2012
Price: \$110 - \$150.57 price range on Amazon

RECOMMENDED READING

I highly recommend you purchase the following book, which will greatly help your writing for this course:

Title: The Associated Press (AP) Stylebook 2013 (Associated Press Stylebook and Briefing on Media Law), 46th Edition
ISBN-13: 978-0465082995 ISBN-10: 0465082998
Publisher: Associated Press
Year: 2013
Price: \$6.84 - \$10.99 price range on Amazon

All articles, cases and multimedia listed on the course schedule will be distributed in advance, via the class Blackboard group. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

I will assign specific articles to read as part of the homework. Students must be prepared to discuss any of those assigned readings in class.

LIBRARY RESOURCES

<http://guides.library.georgetown.edu/researchcourseguides>
<http://guides.library.georgetown.edu/prcc>

CLASSROOM ETIQUETTE, CLASS PARTICIPATION AND OTHER GUIDELINES

A successful class depends on the active engagement of all students. Students should turn off all cell phones, pagers or other communication devices while in class. Class discussions should be respectful and considerate of others' views and opinions. What happens in class stays in class unless you receive permission from the instructor to share something.

If you are running late, please send an email to me with the reason for lateness as soon as you know that you will not be able to arrive at class on time.

Your active participation in class discussions and exercises is a critical component of this course and your learning, as well as contributing to your overall grade. At the start of each class, we will have a discussion of current events and how they impact public relations and/or issues/crisis management for the companies/individuals involved. Please come to each class with current event discussion topics that you would like to discuss. In order to contribute to the class discussion on PR case studies, students will need to read the assigned case studies **before** class.



ASSIGNMENTS

You are expected to submit work on time and of high quality. Timely completion of all assignments is critical to student success in this graduate program. Students are expected to meet all deadlines outlined in this syllabus, should take assignment deadlines seriously, and plan in advance to allocate sufficient time to meet deadlines. **Assignments should be submitted via email by 5 p.m. on Monday the week the assignment is due or turned in at the beginning of class.**

As outlined previously, your grade will suffer if you turn in a late assignment; however, I understand that extenuating circumstances may arise. **Please inform me in advance via email of any issue that would preclude you from meeting the assignment deadline. Late submissions that have not been approved by me (and for assignments submitted after an extension due date) will be penalized five points per day that they are late.**

Please refer to the course schedule and plan your timetable for completing assignments in advance. I encourage you to actively ask questions prior to submitting any assignment. As long as you submit your questions assignments at least three business days before the assignment is due, I will be happy to review your specific question and discuss it with you. Feedback on all final assignments will be provided in a timely manner; no more than two weeks after the assignment was turned in. All grading criteria, including page length and essential content, will be distributed in advance and discussed in class.

PROJECTS

The projects for the semester are listed below.

Case Studies Mini-Presentations

Each student will be assigned two case studies from the textbook to present to the class on the day the case is scheduled to be discussed. The student should be prepared to outline the case using a PowerPoint presentation and lead class discussion and analysis of the case study. Assignments will be made on the first day of class.

Homework Assignments

There will be three homework assignments during the semester. These assignments must be completed and turned in prior to class. *Assignment: Students will prepare written answers to "Questions for Discussion" listed at the end of the cases due that assigned week.* The following are the homework deadlines, along with the two case studies assigned for each:

1 – PR Practices Cases, 3-1 & 3-2, Due by 5 p.m. on Mon., Feb. 6

2 – PR Practices Cases, 7-1 & 7-3, Due by 5 p.m. on Mon., March 13

3 – PR Practices Cases, 10-3 & 10-4, Due by 5 p.m. on Mon., March 27

Group Case Analyses

There will be two group case analyses throughout the semester. Groups will not be assigned; therefore, students will be responsible for selecting three or four teammates (depending upon class size) during the first week of class and will share the group breakdown with me. The week before the group assignment is due, I will dedicate 20-30 minutes of class time for group meetings/discussion. It is important to note that groups are responsible for adhering to the same grading standards as individual assignments; keeping in mind that group submissions must be written in one clear voice. *Assignment:*



The group will select two unique cases either a case featured in one of the textbooks not used during the semester or from other reputable sources. The group will prepare a written paper and present the case study to the class using ppt or other presentation method. In addition to presenting the case (written and orally), the group will offer creative suggestions for how the company/organization could have improved the campaign. Groups will present their case studies and recommendations with the class on the day the assignment is due.

1 – Case Selected by Group, Due by 5 p.m. on Mon., Feb. 27

2 – Case Selected By Group, Due by 5 p.m. on Mon., April 3

Final Individual Paper – Silver Anvil Case Assessment

Select a Silver Anvil Award winner from recent years and provide a 10-15 page in-depth assessment of the case. See the blackboard for listings of recent Silver Anvil winning entries. To view the case, enter the title of the program in the search box on the PRSA website: <http://www.prsa.org/Awards/Search>. If you have trouble downloading the case, let me know, and I will download it for you.

This final paper will involve extensive research into the campaign itself, networking with the agency/nonprofit/organization who conducted the campaign, and any additional information about the current status of the campaign. A list of detailed questions will be provided to help analyze the case. Students may not select any cases discussed in class or listed in the syllabus. **This assignment must be turned in at the beginning of class on Mon., May 8.**

Note: Reference your sources in your group and final paper using American Psychological Association (APA) style citations and references (see <http://www.library.georgetown.edu/citations> for guidance). If you do not reference your sources, you run the risk of plagiarizing.

GRADING

Your course grade will be based on the following:

Graduate course grades include A, A-, B+, B, B-, C, and F. **There are no grades of C+, C-, or D.** The following is a breakdown for final grades for this course:

A	100-93	B-	82.99-80
A-	92.99-90	C	79.99-70
B+	89.99-87	F	69.99-0
B	86.99-83		

General Criteria for Grading

Class Participation 25%

- Active contribution to class on class subjects
- Participation in weekly current event discussions
- Presentation of individually assigned case study and facilitation of class discussion about the case
- Application/demonstration of concepts explored in class and in assignments

The individually assigned mini-case study is graded on a 100% scale, along with overall class participation. The average of these two elements contributes to 25% of the student's overall grade.



Homework Assignments (3) 25%

- Clarity of writing
- Strength of argument/critical thinking/recommendations
- Completion of all questions assigned
- Sharing insights learned through brief in-class presentations

Each homework assignment is graded on a 100% scale. The average of the three individual case assignment grades is then factored into the final grade for this section, which contributes to 25% of the student's overall grade.

Group Case Analyses (2) 25%

- Deep understanding of communications challenge
- Comprehensiveness and depth of analysis, including incorporation of one PR model approach
- Insights gained from in-depth research
- Organization
- Clarity of writing
- Strength of argument/critical thinking/recommendations
- Citation of research
- Adherence to *AP Stylebook* and APA formatting requirements
- Team member assessment

Each group presentation is graded on a 100% scale. The average of the two group assignment grades is then factored into the final grade for this section, which contributes to 25% of the student's overall grade.

Final Paper: Silver Anvil Case Assessment 25%

- Deep understanding of communications challenge
- Comprehensiveness and depth of analysis, including incorporation of one PR model approach
- Insights gained from in-depth research
- Organization
- Clarity of writing
- Strength of argument/critical thinking/recommendations
- Citation of research
- Adherence to *AP Stylebook* and APA formatting requirements

The final paper is graded on a 100% scale, which contributes to 25% of the student's overall grade.

I will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

PROFESSIONALISM/GRADING

Students are expected to be professional in all dealings associated with this class. This includes treating any guest speakers with respect and providing them with your full attention. In addition, all written assignments should be typed, proofread, grammatically correct and follow the [AP Stylebook](#). Good



writing is critical to success in public relations, therefore, excessive punctuation and grammatical errors will affect your grade.

UNIVERSITY RESOURCES

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- MPS Writing Resource Program
202-687-4246
<http://writingcenter.georgetown.edu/>
- Academic Resource Center (ARC)
202-687-8354 | arc@georgetown.edu
<http://academicsupport.georgetown.edu>
- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action
(202) 687-4798
<https://ideaa.georgetown.edu/>

STUDENTS WITH DISABILITIES POLICY

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://academicsupport.georgetown.edu>) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

GEORGETOWN HONOR SYSTEM

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor, and To conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.



PLAGIARISM

Stealing someone else's work is a terminal offense in journalism, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. I will make every effort to provide as much advance notice as possible for any alterations.

CONTACTING THE INSTRUCTOR

Students may contact me via email or by phone. I will also be available before and following class each week. Please note that during normal business hours, I may not be able to respond immediately to inquiries. All inquiries will receive a response within 24 hours.



COURSE SCHEDULE

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
WEEK 1 Wed., Jan. 11			<ul style="list-style-type: none"> • Course overview • Introductions to instructor/course/classmates • Review basic policies/grading and expectations/goals for the course • Selection of groups for group projects • Mini-case study assignments • Ketchum Mindfire
Mon., Jan. 16	NO CLASS		MARTIN LUTHER KING DAY
WEEK 2 Mon., Jan. 23 PR Models AP Style/ Grammar Tips	<ul style="list-style-type: none"> • Chapters 1 and 2 (<u>PR Practices</u>) • Introduction to Chapter 6 (<u>PR Practices</u>) • Chapters 1 and 2 (<u>PR Cases</u>) • Case 6-3: Tylenol Rides it Out and Gains a Legacy (<u>PR Practices</u>) 		<ul style="list-style-type: none"> • Review of different PR Models including RACE, ROPE, MBO & Grunig's Models • Analyzing a Public Relations Campaign • Chapters 1 and 2 (<u>PR Practices</u>) • Introduction to Chapter 6 (<u>PR Practices</u>) • Chapters 1 and 2 (<u>PR Cases</u>) • Case 6-3: Tylenol Rides it Out and Gains a Legacy (<u>PR Practices</u>) • Review of Associated Press Style/Grammar Tips <p>Class Time for Group Project</p>
WEEK 3 Mon., Jan. 30 Community Relations & Public Issues Campaigns	<ul style="list-style-type: none"> • Introductions to Chapters 4 and 8 (<u>PR Practices</u>) • Chapter 6: Community Relations (<u>PR Cases</u>) • Case 4-3: The Struggle for Nuclear Power (<u>PR Practices</u>) • Case 8-2: Take Your Choice – Tobacco or Health (<u>PR Practices</u>) • Case 6-1: Puget Sound (<u>PR Cases</u>) • Case 6-3: Charleston Animal Society (<u>PR Cases</u>) 		<ul style="list-style-type: none"> • Introductions to Chapters 4 and 8 (<u>PR Practices</u>) • Chapter 6: Community Relations (<u>PR Cases</u>) • Case 4-3: The Struggle for Nuclear Power (<u>PR Practices</u>) • Case 8-2: Take Your Choice – Tobacco or Health (<u>PR Practices</u>) • Case 6-1: Puget Sound (<u>PR Cases</u>) • Case 6-3: Charleston Animal Society (<u>PR Cases</u>) <p>Class Time for Group Project</p>



DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
WEEK 4 Mon., Feb. 6 Internal Communications & Employee Relations	<ul style="list-style-type: none"> • Introduction to Chapter 3: Employee Relations (PR Practices) • Chapter 5: Internal Communications (PR Cases) • Case 3-1: Investing in Employees Pays Off (PR Practices) • Case 3-2: Southwest Airlines – Where Fun, Luv, and Profits Go Hand-in-Hand (PR Practices) • Case 5-2: Dave Thomas Foundation (PR Cases) • Case 5-3: Newell Rubbermaid (PR Cases) 	Homework Assignment Due (1) by 5 p.m.: PR Practices, Cases 3-1 & 3-2	<ul style="list-style-type: none"> • Introduction to Chapter 3 (PR Practices) • Chapter 5 Internal Communications (PR Cases) • Case 3-1: Investing in Employees Pays Off (PR Practices) • Case 3-2: Southwest Airlines – Where Fun, Luv, and Profits Go Hand-in-Hand (PR Practices) • Case 5-2: Dave Thomas Foundation (PR Cases) • Case 5-3: Newell Rubbermaid (PR Cases) Class Time for Group Project
WEEK 5 Mon., Feb. 13 Integrated Marketing Communications	<ul style="list-style-type: none"> • Chapter 13: Integrated Marketing Communications (PR Cases) • Case 13.2: Peanut Recall (PR Cases) • Case 13.3 American Cancer Society – Birthdays (PR Cases) • Case: TV Converter Box Coupon Program (Blackboard) • Case: U.S. Department of Treasury’s Go Direct Program (Blackboard) • Case: Toms: A Day without Shoes (Blackboard) 		<ul style="list-style-type: none"> • Chapter 13: Integrated Marketing Communications (PR Cases) • Case 13.2: Peanut Recall (PR Cases) • Case 13.3 American Cancer Society – Birthdays (PR Cases) • Case: TV Converter Box Coupon Program (Blackboard) • Case: U.S. Department of Treasury’s Go Direct Program (Blackboard) • Case: Toms: A Day without Shoes (Blackboard)
Mon., Feb. 20	NO CLASS		PRESIDENTS’ DAY
WEEK 6 Mon., Feb. 27 Group Case Study Presentations		Written Group Case Analysis and Hardcopy of Presentation Due (1) by 5 p.m.	Presentations: Group Case Analyses
Mon., March 6	NO CLASS		SPRING BREAK



DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
WEEK 7 Mon., March 13 Media Relations	<ul style="list-style-type: none"> • Introduction to Chapter 7: Media Relations (<u>PR Practices</u>) • Chapter 3: Media Relations (<u>PR Cases</u>) • Case 3-2: National Civil Rights Museum (<u>PR Cases</u>) • Case 3-3: NORAD Tracks Santa (<u>PR Cases</u>) • Case: Man Lives in IKEA (Blackboard) • Chapter 11: Special Audiences (<u>PR Cases</u>) • Case 7-1: There's a Syringe in My Pepsi Can! (<u>PR Practices</u>) • Case 7-3: GM versus NBC: A Corporate Crisis of Explosive Proportions (<u>PR Practices</u>) 	Homework Assignment Due (2) by 5 p.m.: <u>PR Practices, Cases 7-1 & 7-3</u> Guest Speaker: Bob Conrad, vice president/group manager, Ketchum (media relations)	<ul style="list-style-type: none"> • Introduction to Chapter 7: Media Relations (<u>PR Practices</u>) • Chapter 3: Media Relations (<u>PR Cases</u>) • Case 3-2: National Civil Rights Museum (<u>PR Cases</u>) • Case 3-3: NORAD Tracks Santa (<u>PR Cases</u>) • Case: Man Lives in IKEA (Blackboard) • Case 7-1: There's a Syringe in My Pepsi Can! (<u>PR Practices</u>) • Case 7-3: GM versus NBC: A Corporate Crisis of Explosive Proportions (<u>PR Practices</u>)
WEEK 8 Mon., March 20 Multicultural Communications	<ul style="list-style-type: none"> • Case: The Campaign to Rescue & Restore Victims of Human Trafficking (Blackboard) • Case: Fighting HIV with R&B (Blackboard) 		<ul style="list-style-type: none"> • Case: The Campaign to Rescue & Restore Victims of Human Trafficking (Blackboard) • Case: Fighting HIV with R&B (Blackboard) <p>Class Time for Group Project</p>
WEEK 9 Mon., March 27 Public Service & Government (Social Marketing) Standards, Ethics and Values	Public Service & Government <ul style="list-style-type: none"> • Case 11-2: Organ Donor (<u>PR Cases</u>) • Case 11-3: Teen Pregnancy (<u>PR Cases</u>) • Case: The Heart Truth (Blackboard) Standards, Ethics and Values <ul style="list-style-type: none"> • Introduction to Chapter 10 (<u>PR Practices</u>) • Case 10-3: Nike's Labor Practices Under Scrutiny (<u>PR Practices</u>) • Case 10-4: Dow Corning and Breast Implants: Dealing with Perception of Deception (<u>PR Practices</u>) 	Homework Assignment Due (3) by 5 p.m.: <u>PR Practices, Cases 10-3 & 10-4</u> Guest Speaker: Darcy Sawatzki, senior vice president, Hager Sharp (presenting case: Best Bones Forever, Office on Women's Health, U.S. Department of Health and Human Services)	Public Service & Government <ul style="list-style-type: none"> • Overview of Social Marketing • Case 11-2: Organ Donor (<u>PR Cases</u>) • Case 11-3: Teen Pregnancy (<u>PR Cases</u>) • Case: The Heart Truth (Blackboard) Standards, Ethics and Values <ul style="list-style-type: none"> • Introduction to Chapter 10 (<u>PR Practices</u>) • Case 10-3: Nike's Labor Practices Under Scrutiny (<u>PR Practices</u>) • Case 10-4: Dow Corning and Breast Implants: Dealing with Perception of Deception (<u>PR Practices</u>) <p>Class Time for Group Project</p>



<p>WEEK 10 Mon., April 3 Group Presentations</p>		<p>Written Group Case Analysis and Hardcopy of Presentation Due (2) by 5 p.m.</p>	<p>Presentations: Group Case Analysis</p>
<p>WEEK 11 Mon., April 10 Events and Observances Product Development/ Consumer Launch</p>	<p>Events and Observances</p> <ul style="list-style-type: none"> • Case: America’s 400th Anniversary: 10 Signature Events that Introduced Jamestown to the World (Blackboard) • Case: Korbel Champagne Cellars Millennium Program (Blackboard) <p>Product Development/ Consumer Launch</p> <ul style="list-style-type: none"> • Chapter 9: Consumer Relations: (<u>PR Cases</u>) • Case: Nothing Says Christmas More Than a Real Tree (Blackboard) • Case 9.1: Häagen Dazs Loves Honey Bees (<u>PR Cases</u>) 		<p>Events and Observances</p> <ul style="list-style-type: none"> • Case: America’s 400th Anniversary: 10 Signature Events that Introduced Jamestown to the World (Blackboard) • Case: Korbel Champagne Cellars Millennium Program (Blackboard) <p>Product Development/ Consumer Launch</p> <ul style="list-style-type: none"> • Chapter 9: Consumer Relations: (<u>PR Cases</u>) • Case: Nothing Says Christmas More Than a Real Tree (Blackboard) • Case 9.1: Häagen Dazs Loves Honey Bees (<u>PR Cases</u>)
<p>WEEK 12 <i>Optional Session</i> Mon., April 17 Monday Make-up Class – Held at Ketchum</p>			<p>Ketchum’s Address: 1615 L Street, N.W., Suite 500 Washington, D.C. (see end of syllabus for directions to Ketchum)</p> <p><i>Presentations by Ketchum staff including human resources</i></p>
<p>WEEK 13 Mon., April 24 Public Affairs & Government Relations Social Media</p>	<p>Public Affairs & Government Relations</p> <ul style="list-style-type: none"> • Chapter 7: Public Affairs and Government Relations (<u>PR Cases</u>) • Case 7.1: Stop Oil Speculation Now (<u>PR Cases</u>) • Case 7.2: Two Hospitals for Williamsburg (<u>PR Cases</u>) <p>Social Media:</p> <ul style="list-style-type: none"> • Chapter 4: Social Media (<u>PR Cases</u>) 		<p>Public Affairs & Government Relations</p> <ul style="list-style-type: none"> • Chapter 7: Public Affairs and Government Relations (<u>PR Cases</u>) • Case 7.1: Stop Oil Speculation Now (<u>PR Cases</u>) • Case 7.2: Two Hospitals for Williamsburg (<u>PR Cases</u>) <p>Social Media</p> <ul style="list-style-type: none"> • Chapter 4: Social Media (<u>PR Cases</u>)



	<ul style="list-style-type: none"> • Case 4.1: Doritos Crashes the Super Bowl (<u>PR Cases</u>) 		<ul style="list-style-type: none"> • Case 4.1: Doritos Crashes the Super Bowl (<u>PR Cases</u>)
WEEK 14 Mon., May 1 Investor & Financial Relations	<ul style="list-style-type: none"> • Chapter 8: Investor and Financial Relations (<u>PR Cases</u>) • Case 8-1: Aflac (<u>PR Cases</u>) • Case: Under Armour IPO (Blackboard) 		<ul style="list-style-type: none"> • Chapter 8: Investor and Financial Relations (<u>PR Cases</u>) • Case: Under Armour IPO (Blackboard) • Case 8-1: Aflac (<u>PR Cases</u>) <p>Class Time for Final Paper</p>
WEEK 15 Mon., May 8 Crisis Management	<ul style="list-style-type: none"> • Introduction to Chapter 9 (<u>PR Practices</u>) • Chapter 12: Crisis Communications (<u>PR Cases</u>) • Case 9-1: Hurricane Katrina (<u>PR Practices</u>) • Case 12.3: Georgetown Starbucks Murder (<u>PR Cases</u>) • Case 12.4: 100-Day Writers Guild Strike (<u>PR Cases</u>) • Case: Jet Blue (Blackboard) • Case: Komen: Lessons Learned from a Tattered Ribbon (Blackboard) 	<p>Final paper: Silver Anvil case assessments turned in at the beginning of the last class (hard-copy only accepted)</p>	<ul style="list-style-type: none"> • Introduction to Chapter 9 (<u>PR Practices</u>) • Chapter 12: Crisis Communications (<u>PR Cases</u>) • Case 9-1: Hurricane Katrina (<u>PR Practices</u>) • Case 12.3: Georgetown Starbucks Murder (<u>PR Cases</u>) • Case 12.4: 100-Day Writers Guild Strike (<u>PR Cases</u>) • Case: Jet Blue (Blackboard) • Case: Komen: Lessons Learned from a Tattered Ribbon (Blackboard)

Directions to Ketchum:

From Red Line:

Go to Farragut North Station. Take L Street Exit. Walk one block to cross 17th Street. Our building is on L Street, half way down the block on the left between 17th and 16th.

From Orange/Blue/Silver Line:

Go to Farragut West Station. Take the 17th Street Exit. Walk diagonally through Farragut Square Park. Cross K Street and proceed to L Street. After crossing L Street, turn right to cross 17th Street. Our building is on L Street, half way down the block on the left between 17th and 16th.

The instructor reserves the right to amend this syllabus; students will be informed of any changes.