Faculty of Arts & Social Sciences

School of the Arts and Media

MDIA5028

Course Outline

Critical Perspectives on Public Relations and Advertising

Session 1, 2016

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Course Authority	Dr Valentina Baú	v.bau@unsw.edu.au	Tuesdays 5PM-6:30PM	Webster Building Room 311D	02 9385 8974

School of the Arts and Media Contact Information
Room 312, level 3 Robert Webster
Building Phone: 9385 4856
Email: sam@unsw.edu.au
Website: https://sam.arts.unsw.edu.au

Attendance Requirements

• A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

• Timetable clash - If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form: https://www.arts.unsw.edu.au/ttclash/index.php

• Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Essential Information For SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Course details

Credit Points: 6

Summary of the Course:

The course aims to establish and develop an advanced conceptual understanding of the fields of PR and advertising. You will learn the history and development of the fields of PR and advertising, and develop an understanding of critical perspectives, theories and debates in the fields of PR and advertising. This disciplinary knowledge will be positioned against the context of developments in the contemporary global and local, audio-visual and digital media landscape.

Student learning outcomes:

At the conclusion of this course the student will be able to:

1. Show awareness of advanced disciplinary knowledge and critical perspectives, and apply this knowledge in a range of professional settings.
2. Conduct independent and collaborative inquiry, and communicate complex ideas to a range of audiences, using written, oral and audio-visually mediated communication.
3. Use a range of theoretical and conceptual frameworks, perspectives, critiques and debates, relevant to the disciplines of PR and advertising.
4. Think critically and self-reflexively about a range of practices and processes within the disciplines of PR and advertising.
5. Demonstrate a sound understanding of both local and global issues in the fields of PR, advertising and communication.

Teaching Strategies & Rationale

You will be provided with a knowledge of the history and development of the fields of PR and advertising, as well as an understanding of critical perspectives, theories and debates in the fields of PR and advertising. This disciplinary knowledge will be positioned against the context of developments in the contemporary global and local media landscape.The course will be taught via lectures and seminars.

Assessment

Assessment Items to Learning Outcomes

Theoretical Essay
Conduct independent and collaborative inquiry, and communicate complex ideas to a range of audiences, using written, oral and audio-visually mediated communication.
Use a range of theoretical and conceptual frameworks, perspectives, critiques and debates, relevant to the disciplines of PR and advertising.
Think critically and self-reflexively about a range of practices and processes within the disciplines of PR and advertising.

Case Study Analysis
Show awareness of advanced disciplinary knowledge and critical perspectives, and apply this knowledge in a range of professional settings.
Conduct independent and collaborative inquiry, and communicate complex ideas to a range of audiences, using written, oral and audio-visually mediated communication.
Use a range of theoretical and conceptual frameworks, perspectives, critiques and debates, relevant to the disciplines of PR and advertising.
Think critically and self-reflexively about a range of practices and processes within the disciplines of PR and advertising.
Demonstrate a sound understanding of both local and global issues in the fields of PR, advertising and communication.

Presentation
Show awareness of advanced disciplinary knowledge and critical perspectives, and apply this knowledge in a range of professional settings.
Conduct independent and collaborative inquiry, and communicate complex ideas to a range of audiences, using written, oral and audio-visually mediated communication.
Use a range of theoretical and conceptual frameworks, perspectives, critiques and debates, relevant to the disciplines of PR and advertising.
Demonstrate a sound understanding of both local and global issues in the fields of PR, advertising and communication.

Assessment & Weighting	Length	Due date	Feedback
Theoretical Essay (30%)	2000 words	Thursday 24/03/16	Qualitative rubric with additional written comments in Turnitin
Case Study Analysis (50%)	3000 words	Friday 06/05/16	Qualitative rubric with additional written comments in Turnitin
Presentation (20%)	4/5 minutes per person	Tuesday 31/05/16 Wednesday 01/06/16	Qualitative rubric with additional written comments via email

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on <u>every page</u> of their assignments. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.
If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive a mark of 0. For more information on submission of late work, consult the SAM assessment protocols at https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Extension Procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- A student who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM extension protocols on the SAM policies and guidelines webpage: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Special Consideration

In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: https://student.unsw.edu.au/special-consideration

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. UNSW groups plagiarism into the following categories:

· **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

· **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

· **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

· **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

· **Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (http://www.lc.unsw.edu.au/academic-integrity-plagiarism), in the myUNSW student A-Z: Guide https://student.unsw.edu.au/plagiarism and in Appendix A of the Student Misconduct Procedure (pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example:

· Correct referencing practices;
· Paraphrasing, summarising, essay writing and time management
· Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course schedule

Topic	Date	Lecture Content	Seminar Activities	Suggested Readings
Introduction	Week 1 Lecture online from: 01/03/16 Seminars: 01-02/03/2016	An introduction to the aim of the course, followed by an historical overview of PR and advertising.	• Course outline • Structure • Assessments	See Moodle for Week 1 readings; Please review the course outline and all course information on Moodle carefully
Critical perspectives in public relations I	Week 2 Lecture online from: 08/03/16 Seminars: 08-09/03/2016	Earlier approaches: • Communication models, • Four models of public relations, • Systems theory, • The Excellence model.	Activity focus: • How have communication and PR models evolved throughout the last century? • What is the importance of the Excellence model and how does it differ from the others?	See Moodle for Week 2 readings

Critical perspectives in public relations II	Week 3 Lecture online from: 15/03/16 Seminars: 15-16/03/2016	• Rhetorical theory
		• Critical theory:
		  - Feminist critique,
		  - Cultural studies,
		  - Postmodern theory,
		  - Discourse approach.
			Activity focus:
			• What is the role of rhetorical theory in PR?
			• What are the elements of its various perspectives?
				See Moodle for Week 3 readings

Critical perspectives in advertising	Week 4 Lecture online from: 22/03/16 Seminars: 22-23/03/2016	Cultural and critical approaches: • 'Culture and civilization' tradition and the Frankfurt School, • Postmodernism, • Stuart Hall's encoding/decoding model.	Activity focus: • What was the role of popular culture and the media according to Frankfurt School scholars? • What are the elements of Hall's encoding/decoding model, and how does it apply to today's media landscape?	See Moodle for Week 4 readings **Assignment 1 due this week**

	Mid-semester break 29-30/03/2016	No lecture	No seminar	Teaching break
	Week 5 05-06/04/2016	No lecture	No seminar	Postgraduate reading week
Advocacy and Activism	Week 6 Lecture online from: 12/04/16 Seminars: 12-13/04/2016	An introduction to the use of the following approaches in public relations practice: • advocacy, • activism.	Group work: • identify either an advocacy or activist campaign • discuss target and objectives • outline framework of analysis	See Moodle for Week 6 readings
Corporate Social Responsibility and Social Media	Week 7 Lecture online from: 19/04/16 Seminars: 19-20/04/2016	An introduction to the use of the following approaches in public relations practice: • corporate social responsibility (CSR), • social media (including social networking sites and blogging).	Group work: • identify either a CSR or social media campaign • discuss target and objectives • outline framework of analysis	See Moodle for Week 7 readings
Comparative Advertising and Digital Advertising	Week 8 Lecture online from: 26/04/16 Seminars: 26-27/04/2016	An introduction to the use of the following approaches in advertising: • comparative advertising, • digital advertising.	Group work: • identify either a comparative or digital adverting campaign • discuss target and objectives • outline framework of analysis	See Moodle for Week 8 readings
Industry case study	Week 9 Lecture online from: 03/05/16 Seminars: 03-04/05/2016	TBC	Groups are formed for the final presentations. By the end of the seminar, each group will submit their presentation's outline to the convenor.	See Moodle for Week 9 readings **Assignment 2 due this week**
The political economy of PR and advertising	Week 10 Lecture online from: 10/05/16 Seminars: 10-11/05/2016	An overview of the political, economic and social dimensions of PR and advertising and the interrelationships among their actors.	Students continue to work in groups towards their final presentation.	See Moodle for Week 10 readings
Shaping the media landscape	Week 11 Lecture online from: 17/05/16 Seminars: 17-18/05/2016	Reflections on the recent approaches in PR and advertising, and on how they have been shaped by the changing media landscape.	Students finalise their group work to be presented in class in the following two weeks.	See Moodle for Week 11 readings
How advertising has changed	Week 12 Lecture online from: 24/05/16 Seminars: 24-25/05/2016	Short documentary *Decoding Truth and Trust in Advertising*.	Presentations	Prepare for presentation **Assignment 3 in class this week**
A critical review of PR and advertising	Week 13 Lecture online from: 31/05/16 Seminars: 31/05/16- 01/06/16	• Recap of main concepts and theories explored in the course • Course review and evaluation	Presentations	Prepare for presentation **Assignment 3 in class this week**

Prescribed Resources

Heath, R.L., Toth, E. and Waymer, D. (2009) *Rhetorical and Critical Approaches to Public Relations II*, Routledge, London

Mickey, T.J. (2003), *Deconstructing Public Relations, Public Relations Criticism*, Lawrence Erlbaum Associates, Mahwah

Wharton, C. (2015) *Advertising: critical approaches*, Routledge, Oxon

Useful Resources

History

Cutlip, S.M. (1995) *Public Relations History. From the 17th to the 20th century. The antecedents*, Erlbaum, Hillsdale

Ewen, S. (1996) *PR! The social history of spin,* Basic Books, New York

Pearson, R. (2009) Perspectives on Public Relations History, pp.92-109 in Heath, R., Toth, E.L. and Waymenr, D. (eds.) *Rhetorical and Critical Approaches to Public Relations*, Taylor & Francis, Hoboken

Communication and public relations models

Fawes, J. (2007) Public Relations Models and Persuasion Ethics: a new approach, in *Journal of Communication Management*, Vol.11, No.4, pp.313-331

Grunig, J.E., Grunig, L.A. and Dozier, D.M. (2006) The Excellence Theory, pp. 21-62 in Botan, C.H. and Hazelton, V. (eds.) *Public Relations Theory II*, Lawrence Erlbaum Associates, Mahwah

Grunig, J.E. (2001) Two-way Symmetrical Public Relations: past, present, and future, pp.11-30 in Heath, R.L. (eds.) *Handbook of Public Relations*, Sage, Thousand Oaks

Grunig, J.E. and Hunt, T. (1984) *Managing Public Relations*, Holt, Rinehart and Winston, New York

Mackey, S. (2000) Public Relations Theory, pp.41-63 in Johnston, J. and Zawawi, C. (eds.) *Public Relations. Theory and practice*, Allen & Unwin, Sydney

Rhetorical perspectives

Cheney, G. and Christensen, L.T. (2001) Public Relations as a Contested Terrain: a critical response, pp.167-182 in Heath, R.L. (eds.) *Handbook of Public Relations*, Sage, Thousand Oaks

Toth, E.L. (2009) The Case for Pluralistic Studies of Public Relations. Rhetorical, critical, and excellence perspectives, pp.48-60 in Heath, R., Toth, E.L. and Waymer, D. (eds.) *Rhetorical and Critical Approaches to Public Relations*, Taylor & Francis, Hoboken

Toth, E.L. (2000) Public Relations and Rhetoric: history, concepts and future, pp.121-144 in Moss, D., Vercic, D., ad Warnaby, G. (eds.) *Perspectives on Public Relations Research*, Routledge, London

Discourse perspective

Elwood, W.N. (1995) *Public Relations Inquiry as Rhetorical Criticism. Case studies of corporate discourse and social influence,* Praeger, Westport

Motion, J. and Weaver, C. (2005) A Discourse Perspective for Critical Public Relations Research: Life Sciences Network and the battle for truth, in *Journal of Public Relations*, Vol.17, No.1, pp.49-67

Feminist criticism

Aldoory, L. (2009) Feminist Criticism in Public Relations. How gender can impact public relations texts and contexts, pp.110-123 in Heath, R., Toth, E.L. and Waymenr, D. (eds.) *Rhetorical and Critical Approaches to Public Relations*, Taylor & Francis, Hoboken

Aldoory, L. (2003) The Empowerment of Feminist Scholarship in Public Relations and the Building of a Feminist Paradigm, in *Communication Yearbook*, Vol.27, pp.221-255

Choi, Y. and Hon, L.C. (2002) The Influence of Gender Composition in Powerful Positions on Public Relations Practitioners' Gender-related Perspectives, in *Journal of Public Relations Research*, Vol.14, pp.229-263

Daymon, C. and Demetrious, K. (2013) *Gender and Public Relations: critical perspectives on voice, image and identity*, Routledge, London

Grunig, L.A., Toth, E.L. and Hon, L.C. (2000) Feminist Values in Public Relations, in *Journal of Public Relations Research*, Vol.12, pp.49-68

Wrigley, B.J. (2010) Feminist Scholarship and its Contribution to Public Relations, pp.247-260 in Heath, R.L. (eds.) *The SAGE Handbook of Public Relations*, Sage, Thousand Oaks

Cultural studies approach

Curtin, P.A., and Gaither, T.K. (2005). Privileging Identity, Difference, and Power: the circuit of culture as a basis for public relations theory, in *Journal of Public Relations Research*, Vol.17, No.2, pp.91-115

Fiske, J. (1992) Cultural Studies and the Culture of Everyday Life, pp. 154-173 in L. Grossberg, C., Nelson, and Treichler, P.A. (eds.) *Cultural Studies*, Routledge, New York

Mickey, T.J. (2003) Cultural Studies Approach, pp.5-17 in Mickey, T.J. (eds.) *Deconstructing Public Relations. Public relations criticism*, Lawrence Erlbaum Associates, Mahwah

Moffitt, M. A. (1994) A Cultural Studies Perspective Toward Understanding Corporate Image: a case study of State Farm Insurance, in *Journal of Public Relations Research*, Vol.6, No.1, pp.41-66

Postmodern perspective

Holtzhausen, D.R. (2000) Modern Values in Public Relations, in *Journal of Public Relations Research*, Vol.12, p.96

Holtzhausen, D.R. (2002) Towards a Postmodern Research Agenda for Public Relations, in *Public Relations Review*, Vol.28, No.251-254

Advocacy and Activism

Berger, B. (2005) Power Over, Power With, and Power to Relations: critical reflections on public relations, the dominant coalition, and activism, in *Journal of Public Relations Research*, Vo.17, No.1, pp.5-28

Berger, B. and Reber, B. (2006) *Gaining Influence in Public Relations: the role of resistance in practice*, Lawrence Erlbaum Associates, Mahwah

Coombs, T.D. and Holladay, S.J. (2012) Fringe public relations: How activism moves critical PR toward the mainstream, in *Public Relations Review*, No.38, Vol.5, pp.880-887

Demetrious, K. (2013) *Public Relations, Activism and Social Change: speaking up*, Routledge, New York

Dozier, D.M. and Lauzen, M.M. (2000) Liberating the Intellectual Domain from the Practice: public relations, activism, and the role of the scholar, in *Journal of Public Relations Research*, Vol.12, No.1, pp.3-22

Edgett, R. (2002) Toward an Ethical Framework for Advocacy in Public Relations, in *Journal of Public Relations Research*, Vol.14, No.1, pp.1-26

Ezell, M. (2001) *Advocacy in the Human Services*, Brooks/Cole Thomas Learning, Belmont

Holtzhausen, D.R. (2012) Activism, pp.357-380 in *The Future of Excellence in Public Relations and Communication Management*, Lawrence Erlbaum Associates, Mahwah

Holtzhausen, D.R. (2012) *Public Relations as Activism: postmodern approaches to theory and practice*, Routledge, New York

Hurwitz, D. and Satterthwaite, M.L. (2009) *Human Rights Advocacy Stories*, Thomson Reuters/Foundation Press, New York

L'Etang, J. (2014) Public Relations and Corporate Social Responsibility: some issues arising, in *Journal of Business Ethics*, Vol.13, pp.111-123

Nelson, R.A. (1994) Issues Communication and Advocacy: contemporary ethical challenges, in *Public Relations Review*, Vol.20, pp.225–231

Smith, M.F. and Ferguson, D.P. (2010) Activism 2.0, pp.395-408 in Heath, R.L. (eds.) *The SAGE Handbook of Public Relations*, Sage, Thousand Oaks

Spicer, C.H. (2007) Collaborative Advocacy and the Creation of Trust: towards an understanding of stakeholder claims and risks, p.27-40 in Toth, E.L. (eds.) *The Future of Excellence in Public Relations and Communication Management: challenges for the next generation*, Lawrence Erlbaum Associates, Mahwah

Stokes, A.Q. & Rubin, D. (2009) Activism and the Limits of Symmetry: the public relations battle between Colorado GASP and Philip Morris, in *Journal of Public Relations Research*, Vol.22, No.1, pp.26-48

Corporate Social Responsibility

Adeyeye, A. (2012) *Corporate Social Responsibility of Multinational Corporations in Developing Countries: perspectives on anti-corruption*, Cambridge University Press, Cambridge

Banerjee, S.B. (2007) *Corporate Social Responsibility. The good, the bad and the ugly*, Edward Elgar Publishing, Cheltenham

Boeger, N., Murray, R. and Villiers, C. (2008) *Perspectives on Corporate Social Responsibility*, Edward Elgar Publishing, Cheltenham

Crane, A. (2008) *The Oxford Handbook of Corporate Social Responsibility*, Oxford University Press Inc., New York

Heath, R.L. and Ni, L. (2010) Community Relations and Corporate Social Responsibility, pp.557-568 in Heath, R.L. (eds.) *The SAGE Handbook of Public Relations*, Sage, Thousand Oaks

Ihlen, Ø., Bartlett, J. and May, S. (2011) *The Handbook of Communication and Corporate Social Responsibility*, Wiley, Hoboken

Kotler, R. and Lee, N. (2005) *Corporate Social Responsibility*, Wiley, Hoboken

Lindgreen, A. and Swaen, V. (2010) Corporate Social Responsibility, in *International Journal Of Management Reviews*, Vol.12, No.1, pp.1-7

OECD (2001) *Corporate Social Responsibility: partners for progress*, Organisation for Economic Co-operation and Development, Paris

Sen, S., Bhattacharya, C.B. and Korschun, D. (2006) The Role of Corporate Social Responsibility in Strengthening Multiple Stakeholder Relationships: a field experiment, in *Journal of the Academy of Marketing Science*, Vol.34, pp.158-166

Social media

Kent, M.L. (2008) Critical Analysis of Blogging in Public Relations, in *Public Relations Review*, Vol.34, No.1, pp.32-40

Kent, K.L. (2010) Directions in Social Media for Professionals and Scholars, pp.643-656 in Heath, R.L. (eds.) *The SAGE Handbook of Public Relations*, Sage, Thousand Oaks

Quinn-Allan, D. and Bennett, E. (2014) Social Media, pp.163-185 in Johnston, J. and Sheehan, M. (eds.) *Public Relations. Theory and practice*, Allen & Unwin, Sydney

Waters, R.D., Burnett, E., Lamm, A. and Lucas, J. (2009) Engaging Stakeholders through Social Networking: how non-profit organisations are using Facebook, in *Public Relations Review*, Vol.35, pp.102-106

Wright, D.K. and Hinson, M.D. (2008) How Blogs and Social Media are Changing Public Relations and the Way it is Practiced, in *Public Relations Journal*, Vol.2, No.2, pp.1-21

Wright, D.K. and Hinson, M.D. (2009) Examining how Public Relations Practitioners actually are Using Social Media, in *Public Relations Journal*, Vol.3, No.3, pp.1-33

Wright, D.K. and Hinson, M.D. (2009) An Updated Look at the Impact of Social Media on Public Relations Practice, in *Public Relations Journal*, Vol.3, No.2, pp.1-27

Advertising critical perspectives

Hall, S. (1993). Encoding, Decoding, pp.90-103 in During, S. (eds.) *The Cultural Studies Reader*, Routledge, London

Harms, J. and Kelnner, D. (1991) Critical Theory and Advertising, in *Current Perspectives in Social Theory*, Vol.11, p.41-67

Sandikci, O. and Ringberg, T. (2000) Rethinking Gendered Representations and interpretations in Advertising: a critical approach, in *Advances In Consumer Research*, Vol.27, pp.118-118

Stafford, M.R. and Faber, R.J. (2005) *Advertising, Promotion and New Media*, M.E. Sharpe, New York

Wernick, A. (1991) *Promotional Culture: advertising, ideology and symbolic expression*, Sage, London

Williams, J.D., Lee, W. and Haugtvedt, C.P. (2005) *Diversity in Advertising: broadening the scope of research directions*, Lawrence Erlbaum Associates, Mahwah

Digital advertising

Kim, S.J. (2008) A Framework for Advertising in the Digital Age, in *Journal of Advertising Research*, Vol.48, No.3, pp.310-312

McStay, A. (2010) *Digital Advertising*, Palgrave Macmillan, Basingstoke. Chapter 4: The Business Practice and Cultural Contours of Dataveillance, pp.89-108

Taylor, R.T. (2009) Editorial. The six principles of digital advertising, in *International Journal of Advertising*, Vol.28, No.3, pp.411-418

Truong, Y., McColl, R. and Kitchen, P. (2010) Practitioners' perception of advertising strategies for digital media, in *International Journal of Advertising*, Vol.29, No.5, pp.709-725

Comparative advertising

Anderson, S.P. and Renault, R. (2009) Comparative Advertising: disclosing horizontal match information, in *The RAND Journal of Economics*, Vol.40, No.3, pp.558–581

Barry, T. (1993) Comparative Advertising: what have we learned in two decades?, in *Journal of Advertising Research*, Vol.33, No.2, p.19

Beard, F. (2013) Practitioner Views of Comparative Advertising: how practices have changed in two decades, in *Journal Of Advertising Research*, Vol.53, No.3, pp.313-323

Corvi, E. and Bonera, M. (2008) *The Effectiveness of Comparative Advertising: a literature review*, Conference proceedings 2nd International Scientific Conference 'Marketing theory challenges in transitional societies', Zagabria

Emons, W. and Fluet, C. (2012) Non-comparative versus Comparative Advertising of Quality, in *International Journal of Industrial Organization*, Vol.30, No.4, pp.352-360

Jeon, J. and Beatty, S. (2002) Comparative Advertising Effectiveness in Different National Cultures, in *Journal Of Business Research*, Vol.55, No.11, pp.907-913

Jewell, R.D. and Saenger, C. (2014) Associative and Dissociative Comparative Advertising Strategies in Broadening Brand Positioning, in *Journal Of Business Research*, Vol.67, No.7, pp.1559-1566

Miskolczi-Bodnár, P. (2004) Definition of Comparative Advertising, in *European Integration Studies*, Vol.3, No.1, pp. 25-44

Nye, C.W., Roth, M.S. and Shimp, T.A.(2008) Comparative Advertising in Markets where Brands and Comparative Advertising are Novel, in *Journal of International Business Studies*, Vol.39, pp.851-863

Rose, R.L., Miniard, P.W., Barone, M.J., Manning, K.C. and Till, B.D. (1993) When Persuasion goes Undetected: the case of comparative advertising, in *Journal of Marketing Research*, Vol.30, No.3, pp. 315-330

Political economy

Hardy, J. (2014) Political Economy Approaches to Advertising, pp.65-84 in5, C. (2014) *Advertising: critical approaches*, Routledge, Oxon

Lawniczak, R. (2009) Re-examining the Economic Roots of Public Relations, in *Public Relations Review*, Vol.35, pp.346-352

Lawniczak, R. (2007) Public Relations Role in a Global Competition "to Sell" Alternative Political and Socio-economic Models of Market Economy, in *Public Relations Review*, Vol.33, pp.377-386

Sheehan, K.B (2014) *Controversies in Contemporary Advertising*, Sage Publications, London. Chapter 3: Advertising and the Media. Changes and challenges, pp.32-45

Sriramesh, K. and Duhé, S.C. (2009) Extending Cultural Horizons: political economy and public relations, in *Public Relations Review*, Vol.35, pp.368-375

Other useful

Berger, B. (2005) Power Over, Power With, and Power to Relations: critical reflections on public relations, the dominant coalition, and activism, in *Journal of Public Relations Research*, Vo.17, No.1, pp.5-28

Berger, B.K. and Reber, B.H. (2006) *Gaining Influence in Public Relations. The role of resistance in practice*, Lawrence Erlbaum Associates, London. Chapter 1: Influence in Public Relations and Why it's Important, pp.1-21; Chapter 3: Resistance, Politics and Power Relations, pp.52-75

Hiebert, R. (2005) Commentary: new technologies, public relations, and democracy, *Public Relations Review*, Vo.31, pp.1-9

Recommended websites

Institute of Public Relations (IPR)'s Social Science of Social Media Research Centre - http://www.instituteforpr.org/social-science-social-media-research/

Institute of Public Relations (IPR)'s Research Journal - http://www.instituteforpr.org/research-journal/

Public Relations Journal archive - http://www.prsa.org/Intelligence/PRJournal/Archives/#.VMGYZ2TLdSU

Students are encouraged to employ their research skills to seek additional scholarly resources for their assignments. The UNSW Library website is found at: http://info.library.unsw.edu.au/web/services/services.html

Course evaluation and development

Informal feedback about the course is welcomed and encouraged throughout the semester by the course convenor.

During the semester, students will be asked to fill out a short questionnaire that will serve as an interim evaluation of the activities and topics covered. Furthermore, students are encouraged to participate in the official online feedback survey at the end of the course. An email will be sent to all students advising when, where and how to provide feedback.

Please take time to provide feedback. Your comments will be useful for an improved design of this course delivered next year.