



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA5028
Course Outline

Critical Perspectives
on Public Relations and Advertising

Session 1, 2015

UNSW Course Outline

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2. Location of the course

Lecture	Monday 8PM-9PM, Webster Theatre A
Seminar	Tuesday 3PM-4PM, Goldstein G05
Seminar	Tuesday 4PM-5PM, Goldstein G05
Seminar	Tuesday 5PM-6PM, Goldstein G05
Seminar	Tuesday 6PM-7PM, Goldstein G05

3. Staff Contact Details

Position	Name	Email	Availability; times and location	Phone
Course Convenor	Valentina Baú	v.bau@unsw.edu.au	Webster Building Room 311D Appointment basis	02 9385 8974

4. School of the Arts and Media (SAM) Contact Information

Room 312, Level 3, Robert Webster Building

Phone: 02 9385 4856

Email: sam@unsw.edu.au

5. Attendance Requirements

- A student is expected to attend all class contact hours.
- Attendance will be taken at the beginning of each class. It is your responsibility to ensure your name has been marked off at each class. If you are more than 15 minutes late, you are deemed not to have attended.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application

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 for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- 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.
- For more information about the FASS attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

6. Essential Information For FASS/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/>

7. Course details

Credit Points:

6

Summary of the Course

This course aims to establish and develop an advanced conceptual understanding of the fields of PR and advertising. Students will be provided with a knowledge of the history and development of these fields, as well as an understanding of their critical perspectives and theories. This conceptual knowledge will then be connected to different approaches in the practice, and it will be applied to the critique and analysis of practical case studies.

Aims of the Course

This course aims to be an advanced disciplinary knowledge of critical perspectives, debates and theoretical approaches in the fields of PR and advertising.

Student learning outcomes

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

1. Demonstrate familiarity with and awareness of advanced disciplinary knowledge and critical perspectives, and the ability to apply this knowledge in a range of personal settings.
2. Demonstrate a capacity for independent and collaborative enquiry, and the ability to communicate complex ideas to a range of audiences, using written, oral and audio-visually mediated communication.
3. Demonstrate a sound understanding of theoretical and conceptual frameworks, perspectives, critiques and debates, relevant to the disciplines of PR and advertising.
4. Demonstrate an ability for critical reflection and thinking.
5. Demonstrate a sound understanding of contemporary issues in the fields of PR, advertising and communication.

Graduate Attributes

At the conclusion of this course, the student will have developed the following Graduate Attributes, which will be assessed within the prescribed assessment tasks:

1. A critical engagement with the different perspectives and approaches that have shaped the present field of PR and Advertising;
2. The skills to research, locate and analyse relevant campaigns in the light of both critical perspectives and contemporary practice in the PR and advertising industries;

3. The ability to present creatively and discuss the present media landscape in consideration of the different perspectives and practical approaches of PR and advertising

8. Rationale for the inclusion of content and teaching approach

This course is included to enable students to develop and apply analytical skills and reasoned critique in their approach to PR and advertising as professional practices. This will cultivate a *modus operandi* that mirrors their awareness of the role of the practitioner. It reflects my position that the practice within these fields requires the essential abilities of critical analysis and self-reflection. This course provides students with the instruments to engage in those reflections, which will in turn have a crucial impact of the future quality of their work as PR and advertising practitioners.

9. Teaching strategies

Students 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 these fields. 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.

10. Assessment Tasks

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

There are 3 assignments for this course. 1 and 2 are individual assignments, while assignment 3 is a group assignment.

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Theoretical essay	2000 words	30%	1, 2, 3, 4	1	27/03/2015
Case study analysis	3000 words	50%	2, 3, 4	2	01/05/2015
Presentation	4 minutes	20%	1, 2, 4, 5	3	26/05/2015 02/06/2015

Assignment 1

Theoretical essay: a review and discussion of the different theoretical perspectives on PR and advertising. In this 2000-word essay students will engage in a critical review of the theoretical perspectives introduced in the first part of this course. Students are encouraged to develop an argument based on their views of the theory using the work of relevant authors. A minimum of 8 scholarly sources should be used.

- Demonstrate a capacity for independent inquiry, and the ability to research relevant academic sources, communicate complex ideas and present different scholar perspectives clearly and analytically.
- Demonstrate the ability to communicate ideas succinctly, paying attention to structure, grammar and spelling.
- Demonstrate a sound understanding of theoretical and conceptual frameworks, perspectives, critiques and debates relevant to the disciplines of PR and advertising.
- Demonstrate knowledge of the required referencing style and of its correct use in referencing all cited sources.
- Demonstrate an ability for critical thinking and reflection.

Assignment 2

Case study analysis: critical analysis of an existing (present or past) public relations or advertising campaign. This 3000-word essay involves the critique of a campaign in the light of the theoretical perspectives covered in the first part of the course. Students can choose any PR or advertising campaign built on one of the approaches included in this course (advocacy, activism, social media, corporate social responsibility, comparative advertising and social advertising) as a case study and develop an analysis.

- Demonstrate familiarity with and awareness of advanced disciplinary knowledge and critical perspectives, and the ability to employ this knowledge in the discussion and analysis of professional, real-life experiences.
- Demonstrate the ability to communicate ideas succinctly, paying attention to structure, grammar and spelling.
- Demonstrate a sound understanding of theoretical and conceptual frameworks, perspectives, critiques and debates relevant to the disciplines of PR and advertising.
- Demonstrate knowledge of the required referencing style and of its correct use in referencing all cited sources.
- Demonstrate an ability for critical thinking and reflection.

Assignment 3

Presentation: *PR and Advertising in the Present Media Landscape*.

Students will prepare a group presentation. Each group member will present for approximately 4 minutes. The topic of the presentation can be developed and adapted through discussion and collaboration within the group. A Power Point presentation is required and alternative creative approaches for presentation are also encouraged.

- Demonstrate familiarity with and awareness of advanced disciplinary knowledge and critical perspectives, and the ability to apply this knowledge to a range of professional settings.
- Demonstrate a capacity for collaborative inquiry, and the ability to communicate complex ideas to an audience using oral, audio and visually mediated communication.
- Demonstrate a sound understanding of theoretical and conceptual frameworks, perspectives, critiques and debates relevant to the disciplines of PR and advertising.
- Demonstrate a sound understanding of contemporary issues in the fields of PR, advertising and communication.

Referencing your assignments

In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the Referencing Style Guidelines as outlined in the UNSW Assessment Policies. This course will require the Harvard in-text system of referencing. Guidelines on how to reference according to this system can be found at: <http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf>

Submission of Assessment Tasks

Assignments are to be submitted both in print and in electronic form. The electronic copy must be submitted via Turn-it-in on the course Moodle site. The hard copy must be submitted in the assignment drop-off box outside SAM School office, Room 312, Level 3, Robert Webster Building, with a cover sheet securely attached (available from the SAM School office) and your details clearly marked by 5 pm on the due date. Note that only hard copies will be marked. You are required to keep a copy of all assignments.

You must include a word count with every assignment. Word limit count should include all quotations and in-text references but exclude list of references and/or footnotes. Information central to your argument should not be in footnotes and excessive use of footnotes will be marked down.

If you have any problems submitting via Turnitin, send your Convener a word.doc version of your assignment immediately, together with an explanation of the problem you are encountering. You should then seek technical support by following the protocol outlined at <http://teaching.unsw.edu.au/moodle-students-help>.

If you have trouble logging in, or you cannot see your course once you login, please contact the IT Service Centre for assistance. IT Service Centre Email: itservicecentre@unsw.edu.au Internal: x51333, External: (02) 9385-1333, International: +61 2 9385 1333.

If you have difficulty using the Moodle environment or tools, please contact External TELT support. External TELT Support Email: externalteltsupport@unsw.edu.au Internal: x5333, External: (02) 9385-3331, International: +61 2 9385 3331.

Please do not send your Course Conveners a copy of your assignment unless you are unable to submit via Turnitin. Once you have submitted you will receive a receipt to confirm that you have successfully submitted. **Keep this receipt as proof of the date and time that you lodged your assignment. If you do not receive such notification, you must ask your Convener, by email, to check whether your upload was successful.**

Please be aware that when you submit a UNSW course assignment online, through a facility such as Turnitin etc., you are automatically acknowledging that you have understood and abided by the University requirements in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: <https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

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 was handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay was 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 FASS 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.
- 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.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- 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.
- For more information, see the FASS 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.

11. 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, and to a student's own analysis to bring the material together without referencing.
- **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.
- **Duplication:** 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 \(http://www.lc.unsw.edu.au/plagiarism\)](http://www.lc.unsw.edu.au/plagiarism), in the myUNSW student A-Z: Guide <https://my.unsw.edu.au/student/atoz/Plagiarism.html> and in Appendix A of the [Student Misconduct Procedure \(pdf- https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf\)](https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf).

The Learning Centre also provides substantial education 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.

It is also recommended that you include a statement about Turnitin. E.g. UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

12. Course schedule

Topic	Date	Lecture Content	Seminar Activities	Suggested Readings
Introduction	<u>Week 1</u> L: 02/03/2015 S: 03/03/2015	An introduction to the aim of the course, followed by an historical overview of PR and advertising.	<ul style="list-style-type: none"> • Course outline • Structure • Assessments 	See Moodle for Week 1 readings; Review the course outline carefully
Critical perspectives in public relations I	<u>Week 2</u> L: 09/03/2015 S: 10/03/2015	Earlier approaches: <ul style="list-style-type: none"> • Communication models, • Four models of public relations, • Systems theory, • The Excellence model. 	Class discussion on the main concepts explained in the lecture. Group work: <ul style="list-style-type: none"> • 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	<u>Week 3</u> L: 16/03/2015 S: 17/03/2015	Rhetorical theory: <ul style="list-style-type: none"> • Critical theory, • Feminist critique, • Cultural studies, • Postmodern theory, • Discourse approach. 	Class discussion on the main concepts explained in the lecture. Group work: <ul style="list-style-type: none"> • 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 Guest lecturer: Nick Richardson	<u>Week 4</u> L: 23/03/2015 S: 24/03/2015	Cultural and critical approaches: <ul style="list-style-type: none"> • 'Culture and civilization' tradition and the Frankfurt School, • Postmodernism, • Stuart Hall's encoding/decoding model. 	Class discussion on the main concepts explained in the lecture. Group work: <ul style="list-style-type: none"> • 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
Advocacy and Activism	<u>Week 5</u> L: 30/03/2015 S: 31/03/2015	An introduction to the use of the following approaches in public relations practice: <ul style="list-style-type: none"> • advocacy, • activism. 	Interactive discussion on the main concepts explained in the lecture. Group work: identify either an advocacy or activist campaign. Describe its key messages	See Moodle for Week 5 readings

			and techniques to the rest of the class.	
	<i>Week from 06/04/2015 to 12/04/2015</i>	<i>No lecture</i>	<i>No seminar</i>	<i>Teaching break</i>
	<u>Week 6</u> L: 13/04/2015 S: 14/04/2015	<i>No lecture</i>	<i>No seminar</i>	<i>Postgraduate reading week</i>
Corporate Social Responsibility and Social Media	<u>Week 7</u> L: 20/04/2015 S: 21/04/2015	An introduction to the use of the following approaches in public relations practice: <ul style="list-style-type: none"> • corporate social responsibility (CSR), • social media (including social networking sites and blogging). 	Interactive discussion on the main concepts explained in the lecture. Group work: identify either a CSR or social media campaign. Describe its key messages and techniques to the rest of the class.	See Moodle for Week 7 readings
Comparative Advertising and Social Advertising	<u>Week 8</u> L: 27/04/2015 S: 28/04/2015	An introduction to the use of the following approaches in advertising: <ul style="list-style-type: none"> • comparative advertising, • social (network) advertising. 	Interactive discussion on the main concepts explained in the lecture. Group work: identify either a comparative or social advertising campaign. Describe its key messages and techniques to the rest of the class.	See Moodle for Week 8 readings Assignment 2 due this week
A “real-life” activist campaign Guest lecturer: TBA	<u>Week 9</u> L: 04/05/2015 S: 05/05/2015	A professional from a human rights organisation will give a presentation on one of their recent activist campaigns.	Groups are formed for the final presentations. By the end of the seminar, each group will submit their presentation’s outline to the convener.	See Moodle for Week 9 readings
The political economy of PR and advertising	<u>Week 10</u> L: 11/05/2015 S: 12/05/2015	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	<u>Week 11</u> L: 18/05/2015 S: 19/05/2015	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	<u>Week 12</u> L: 25/05/2015 S: 26/05/2015	Screening and discussion of the short documentary <i>Decoding Truth and Trust in Advertising</i> . <i>Synopsis:</i> In the past one-hundred years, the face of	Presentations	Prepare for presentation Assignment 3 in class this week

		the advertising industry has changed. In the early 1900s, consumers received ads through print and then radio and network television entered the scene. Now with the Internet and cable offerings, consumers see and hear hundreds of messages from businesses and corporations. This documentary looks at how the industry has changed and what consequences this has carried in relation to self-regulation.		
A critical review of PR and advertising	Week 13 L: 01/06/2015 S: 02/06/2015	<ul style="list-style-type: none"> Recap of main concepts and theories explored in the course Course review and evaluation 	Presentations	Prepare for presentation Assignment 3 in class this week

13. Resources for students

Recommended readings

- 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

Additional useful readings

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., and 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

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

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

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

- 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
- 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
- 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

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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>

14. Course evaluation and development

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