

**Instructor:** Dr. Alan Freitag, APR, Fellow PRSA

**Classroom:** Colvard 5092; 6-8:50 p.m., Thursday

**Instructor's Office:** Colvard 5005; phone (704)687-2867; arfreita@email.uncc.edu

**Office Hours:** Tuesday & Thursday, 3:30-4:30 p.m., and by appointment

**Required Texts:** None – all materials will be provided or are available through WebCT and library data bases. Materials provided include:

*Contrasting Possibilities and the Interactivity Foundation Discussion Process*, by Dr. Adolf G. Gunderson, presented at the International Conference on Deliberative Democracy and Chinese Practice of Participatory and Deliberative Institutions, West Lake, Hangzhou, China, published in 2005 by the Interactivity Foundation.

*Facilitation Guidebook*, by Dr. Jack Byrd, Jr., published in 2005 by the Interactivity Foundation.

*Staff Work Report on Privacy and Privacy Rights*, published in 2005 by the Interactivity Foundation.

*Staff Work Report on Anticipating Human Genetic Technology*, published in 2006 by the Interactivity Foundation.

NOTE: Information in this syllabus is subject to change during the course of the semester.

### Objectives:

- ✓ Train graduate students in the application of the IF process including collaboration, facilitation, listening, a systematic discussion agenda, generation and articulation of possibilities, product development.
- ✓ Acquaint students with the concept of Corporate Social Responsibility (CSR) as a component of strategic planning.
- ✓ Develop students who can employ a purposeful, systematic and collaborative approach to long-term communication policy development, especially in the context of CSR.

**Method of Teaching:** Students will learn facilitation skills from a combination of assigned readings, lecture/discussions, and practical exercises. We will use the Staff Work Reports addressing privacy and genetic technology as exemplars for desired outcome. In-class demonstration exercises with the instructor as facilitator will address an issue of emerging importance to students and value to our department: the challenge of outlining potential policies that might govern the continued rapid growth of the Department of Communication Studies. Following in-class demonstration sessions, students will be given agency to conduct a facilitation process, taking the roles of facilitator, note taker, and panelist, and given agency to carry out facilitation responsibilities. This student-directed process will address the challenge of developing CSR policies that support and enhance organizational vision and goals while contributing to community well-being. Because they will be simultaneously exploring the concept of CSR, they will be function-

ing as panels of experts. To the extent feasible, we will employ WebCT as the platform for note taking, product development and coordinating, material review, etc. Emphasis will be placed on the potential application of facilitation skills in settings beyond the context of this class. Lessons will stress the criticality of facilitation as a valuable communication skill.

Depending on registration, we may divide the class into separate panels/teams for the CSR facilitation process. Each team will explore policy possibilities for incorporating CSR into organizational behavior. Rather than using individual clients and developing organizational-specific approaches, our aim will be to prepare a general framework of potential guiding principles that can inform any organization's approach to CSR. During the course of the facilitation process, student teams will also identify and explore community needs that might be related to an organization's strategic goals and that would be potential areas for CSR-driven involvement. The end-product for each team will be a Staff Work Report that presents a conceptual approach developing an organization's CSR component.

**Assignments and Grading:** The table below summarizes assignments and grading, and here are further details for each entry:

Impression Journals: During and immediately following each class session, and as you prepare for the following class, record your reactions, thoughts and ideas in a journal. These should be brief, perhaps bulletized impressions, but detailed enough so that you can express them cogently at the beginning of class when called upon. Include your impressions of the IF process; CSR; their roles in public relations; how best to acquire, teach and employ the IF process; other applications of the IF process in our discipline, etc. You will be called upon to share your impressions at the beginning of most class sessions, and three times during the semester you are to prepare a polished summary of your impression journal entries to date and provide those summaries to the instructor. The instructor will post to WebCT comprehensive summaries of key impressions; these should help stimulate your own thoughts. You will be graded subjectively by the instructor based upon both your oral presentations in class and the summaries you turn in. Summaries should be bulletized and no more than 1-2 pages. With this and other written assignments, we will follow the adage that "less is more," though that implies quality of content.

Magazine Articles: Each student will find and choose two major current magazine articles concerning some aspect of CSR. Typically, these will be case studies illustrating the value of CSR or demonstrating the consequences of its absence. On the other hand, you may find substantial commentary questioning the usefulness of CSR. You will present a summary of the article to the class and lead a discussion on the issues the article raises. Count on roughly 15 minutes. You should provide the article to the class (and the instructor) at least several days in advance; you may do this via e-mail by providing a link to the article or by attaching a PDF file of the article. Also provide 4-5 open-ended questions to help guide your discussion. You don't need to turn anything in to the instructor. Your grade will be based on the quality of your presentation, particularly how you make connections to issues we address in class and in your assigned reading.

Facilitation Performance: There will be 10 class-time opportunities for students to lead facilitation discussions for each team. Depending on class enrollment, students will have one or two chances to lead a facilitation process discussion, so we will obviously need to be flexible on this requirement. You will find an evaluation form on the WebCT site. Following each opportunity, the instructor will lead group discussion critiquing team performance and will conduct an individual critique with the student facilitator.

Note taker Summaries: Each student will also have at least one opportunity to serve as note taker for a panel session. The student should take his/her own notes of the proceedings and collect easel paper points recorded by the facilitator. From these, the note taker will prepare a summary in narrative and

bullet format, then post that summary to WebCT to help guide subsequent panel sessions. The summaries will also be invaluable in preparing the Staff Work Report. The instructor will grade subjectively the clarity, thoroughness and accuracy of the summaries.

Team Facilitation Performance: Each member of the team will receive the identical grade for their overall performance. You will find an evaluation form on the WebCT site. Basic components will be distribution of participation, quality of discussion, focus, progress, and results. Teams will receive an evaluation after each panel session. Assigned CSR readings will inform these discussions and will be addressed separately in greater detail during each class session. You'll find a list of assigned readings at Appendix B.

Team Staff Work Reports: This is the physical product of the IF process. Each team member will receive the identical grade for this project. You will have examples of completed Staff Work Reports, but your team's report will be truncated because of the compressed timeframe of this class compared to the typical two-year IF process. Still, your Staff Work Report should include at least the following components:

- ✓ Executive Summary
- ✓ Overview of Area of Concern (AOC) – CSR -- and why this matters (draft due Feb. 8)
- ✓ Overview of the IF process as you applied it to the issue
- ✓ Detailed description of the policy possibilities you identified along with their potential consequences
- ✓ Conclusion (not a recommendation)

As part of your overview, you are to work in pairs to conduct a minimum of five interviews of citizens who might be affected by CSR policy possibilities you eventually develop. This could include community members and/or leaders, employees/members, customers, or others. The purpose is to gather information that will inform your discussion sessions as well as your Staff Work Report. Through these interviews, you will be seeking qualitative data on interviewees' attitudes toward CSR, their perceived needs for CSR, the factors they consider when assessing an organization's reputation, and their assessment of community issues and needs. We will discuss in class possible techniques and approaches for these interviews.

Individual IF Process Proposals: Each student will prepare a detailed proposal describing a potential application of the IF process to some aspect of public relations practice or research. Your proposal should include a summary of the issue (or AOC), a summary of the IF process, and a cogent argument for how the process can advance the profession through its application to the issue. Use Gunderson's paper, "Contrasting Possibilities and the Interactivity Foundation Discussion Process" as a guide. Consider areas such as employee communication, investor relations, media relations, community relations, consumer relations, etc., but narrow your AOC to a manageable topic. Your paper should be 12-15 pages (not including title page, references, etc.), in APA style and suitable for presentation to the Carolinas Communication Association or a similar academic conference. Depending on class size, you will have 8-10 minutes to present your paper to the class during the final exam session.

### Summary of Assignments and Grading:

ITEM	DESCRIPTION	DUE DATE(S)	% OF FINAL GRADE
Impressions Journals	Summaries of personal impressions, maintained weekly	Cumulative summaries collected Feb. 15, Mar. 15, Apr. 26	10

Magazine articles (CSR case studies)	Two per student; find and present current case studies, lead discussions	As assigned	10
Facilitation performance	Skill assessment of individual student as facilitator during at least one session	As assigned	10
Note taker summaries	At least one per student; summaries of preceding sessions, posted to WebCT	As assigned	10
Team facilitation performance	Teams assessed during ten process sessions	Jan. 25, Feb. 1, Feb. 8, Feb. 22, Mar. 15, Mar. 22, Mar. 29, Apr. 5, Apr. 12, Apr. 19	10
Team Staff Work Reports	Summary of policy possibilities and consequences	AOC background due Feb. 8; IF process component due Apr. 5; presentation during final exam session	25
Individual IF Process Proposals	Proposals for application of IF process to public relations issues	Final exam session	25

A = 90+      B = 80+      C = 70+

Included with this syllabus is a summary of sessions (Appendix A) for the entire semester; please consult it regularly to aid you in anticipating assignment due dates and to prepare for each session.

**Academic Integrity:** If you are not familiar with the “Student Guidelines to the UNC-Charlotte Code of Student Academic Integrity,” you can find it at the university’s web site:

<http://www.uncc.edu/unccatty/policystate/ps-105.html>

You’re responsible to know and observe its requirements. The code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. The instructor will emphasize any special requirements regarding academic integrity in this course as we progress, and his comments in this regard will be binding. Academic evaluation in this course includes the instructor’s judgment that your work is free from academic dishonesty of any type; therefore, your grade will be seriously and adversely affected by academic dishonesty. Violate the code and you can be expelled from UNC-Charlotte. The normal penalty for a first offense is zero credit for the work involved in the infraction as well as reduction in your course grade. In almost all cases, the course grade becomes an “F.” The instructor will rigorously enforce standards of academic integrity and expect you to report cases of academic dishonesty.

**Disabled Students:** Students requiring special accommodations with regard to this class because of disabilities should notify me and the Office of Disability Services (230 Fretwell) as soon as possible.

APPENDIX A

SESSION	ACTIVITIES	ASSIGNMENT
1: Jan. 11	Review syllabus; overview of IF process (types, policy development mode, characteristics (G&M); overview of CSR; demo of Rows 1-3 (Communication Studies Department growth)	<ul style="list-style-type: none"> <li>✓ Read <i>Guidebook</i> G1-P8</li> <li>✓ Read <i>Contrasting Possibilities</i></li> <li>✓ Assigned CSR articles</li> <li>✓ Impression journals</li> </ul>
2: Jan. 18	Discussion of journals; discussion of CSR articles; lecture on planning the IF process for CSR (P1-8); discuss gathering AOC background, including interview techniques; establish teams to begin work on strategy development, charter statement, framing questions	<ul style="list-style-type: none"> <li>✓ Teams develop strategy, charter statement, framing Qs (use WebCT)</li> <li>✓ Impression journals</li> <li>✓ Writing prompts for Rows 4-6</li> <li>✓ Read <i>Guidebook</i> S1-18</li> <li>✓ Assigned CSR articles</li> </ul>
3: Jan. 25	Discussion of journals; discussion of CSR articles; lecture on skills needed (S1-18); demo rows 4-5 (Communication Studies Department growth); begin student-led panel, rows 4-6 (CSR); critique of student panels	<ul style="list-style-type: none"> <li>✓ Discussion summaries (note takers), WebCT</li> <li>✓ Impression journals</li> <li>✓ Read <i>Guidebook</i> S/P1-15</li> <li>✓ Assigned CSR articles</li> </ul>
4: Feb. 1	Discussion of journals; discussion of CSR articles; lecture on strategies and processes (S/P1-15); continue student-led panels, rows 4-6; critique of student panels	<ul style="list-style-type: none"> <li>✓ Complete discussion summaries (note takers), WebCT</li> <li>✓ Impression journals</li> <li>✓ Read <i>Guidebook</i> S/P16-29</li> <li>✓ Assigned CSR articles</li> <li>✓ Writing prompts for rows 7-8</li> <li>✓ AOC background of SWR due next session</li> </ul>
5: Feb. 8	AOC background of SWR due (draft); discussion of journals; discussion of CSR articles; lecture on strategies and processes (S/P16-29); report from note takers on rows 4-6 summaries; demo rows 7-8 (Communication Studies Department growth); begin student-led panels, rows 7-8 (CSR)	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Prepare journal summaries</li> <li>✓ Complete discussion summaries (note takers)</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Assigned CSR articles</li> <li>✓ Read <i>Guidebook</i> I1-8</li> </ul>
6: Feb. 15	Journal summaries due; guest speaker on CSR; discussion of journals; 2 magazine article presentations; lecture on individual issues in IF process (I1-8)	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Read <i>Guidebook</i> W1-5</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> </ul>

7: Feb. 22	Discussion of journals; discussion of CSR articles; 2 magazine article presentations; discussion of IF process (W1-5); continue student-led panels, rows 7-8; critique of rows 7-8	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Complete discussion summaries (note takers)</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine articles as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> <li>✓ Thoughts on IF process proposals</li> </ul>
8: Mar. 1	Discussion of journals; discussion of summaries; discussion of CSR articles; discussion of IF process proposals; 2 magazine article presentations; discuss Staff Work Report	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Read <i>Guidebook</i> A1-3</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Prepare journal summaries</li> </ul>
9: Mar. 15	Journal summaries due; discussion of journals; discussion of summaries; discussion of CSR articles; 2 magazine article presentations; demo row 9 (Communication Studies Department growth); student-led panels, row 9	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Read <i>Guidebook</i> A1-3</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> </ul>
10: Mar. 22	Discussion of journals; discussion of summaries; discussion of CSR articles; 2 magazine article presentations; discussion of IF process (A1-3); complete student-led panels, row 9	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> </ul>
11: Mar. 29	Guest speaker on CSR; discussion of CSR articles; discussion of impression journals; 2 magazine article presentations; demo rows 10-11 (Communication Studies Department growth); student-led panels, rows 10-11; critique of rows 10-11	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> <li>✓ IF process component of SWR due next session</li> </ul>
12: Apr. 5	IF process component of SWR due (draft); discussion of impression journals; discussion of CSR articles; 2 magazine article presentations; complete student-led panels, rows 10-11; critique of rows 10-11	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> </ul>
13: Apr. 12	Discussion of impression journals; discussion of CSR articles; 2 magazine article presentations; demo rows 12-13 (Communication Studies Department growth); student-led panels, rows 12-13	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> </ul>

14: Apr. 19	Discussion of impression journals; discussion of CSR articles; 2 magazine article presentations; complete student-led panels, rows 12-13; critique rows 12-13; discuss Staff Work Report	<ul style="list-style-type: none"> <li>✓ Impression journals</li> <li>✓ Prepare journal summaries</li> <li>✓ Assigned CSR articles</li> <li>✓ Magazine article presentations as assigned</li> <li>✓ Complete discussion summaries (note takers)</li> </ul>
15: Apr. 26	Discussion of impression journals; discussion of CSR articles; 2 magazine article presentations; discussion of Staff Work Report	<ul style="list-style-type: none"> <li>✓ Complete Staff Work Proposals and IF process proposals</li> </ul>
16: May 10 5-7:45 p.m.	Panels present Staff Work Reports; individual students present IF process proposals	

CSR ARTICLE READINGS

DATE	THEME	ARTICLE
Jan. 11, #1	Defining CSR and its roles	Joesph, Ella. (2001). Corporate social responsibility: delivering the new agenda. <i>New Econom</i> 8(2), 121-123.
Jan. 11, #2		Berkhout, Tom. (2005). Corporate gains. <i>Alternatives Journal</i> , 31(1), 15-18.
Jan. 11, #3		Smith, Craig. (2003). Corporate Social Responsibility: whether of how? <i>California Management Review</i> , 45(4), 52-76.
Jan. 18, #4	CSR, the future, and company virtues	Olasky, Marvin, M. (1987). Ivy Lee: minimizing competition through public relations. <i>Public Relations Quarterly</i> , 32(3), 9-15.
Jan. 18, #5		Windsor, Duane. (2001). The future of corporate social responsibility. <i>The International Journal of Organizational Analysis</i> , 9(3), 225-256.
Jan. 18, #6		Palacios, Juan, J. (2004). Corporate citizenship and social responsibility in a globalized world. <i>Citizenship Studies</i> , 8(4), 383-402.
Jan. 25, #7	Establishing CSR and an ethical repu- tation	Munshi, Debashish, & Kurian, Priya. (2005). Imperializing spin cycles: a postcolonial look at public relations, greenwashing, and the separation of publics. <i>Public Relations Review</i> , 31, 513-520.
Jan. 25, #8		Macleod, Sandra. (2006). Why worry about CSR? <i>Strategic Communication Management</i> , 5(5), 8-9.
Jan. 25, #9		Fitzpatrick, Kathy, and Gauthier, Candace. (2001). Toward a professional responsibility theory of public relations ethics. <i>Journal of Mass Media Ethics</i> , 16(2&3), 193-212.
Feb. 1, #10	Communica- tion man- agement ap- plied to CSR	Moss, Danny, Newman, Andrew, & Desanto, Barbara. (2005). What do communication managers do? Defining and redefining the core elements of management in a public relations/corporate communication context. <i>Journalism &amp; Mass Communication Quarterly</i> , 8(4), 873-890.
Feb. 1, #11		Clark, Cynthia, E. (2000). Differences between public relations and corporate social responsibility: an analysis. <i>Public Relations Review</i> , 26(3), 363-380.
Feb. 1, #12		Hopkinson, Tom, M. (2006). What is the business of business? <i>Public Relations Quarterly</i> , 16(2), 20-26.
Feb. 8, #13	PR Practi- tioners vs. PR managers and the do- minant coali- tion	Michael, Ryan. (1986). Public relations practitioners' views of corporate social responsibility. <i>Journalism Quarterly</i> , 63(4), 740-762.
Feb. 8, #14		Heath, Robert, L., & Ryan, Michael. (1989). Public relations' role in defining corporate social responsibility. <i>Journal of Mass Media Ethics</i> , 4(1), 21-38.
Feb. 8, #15		Berger, Bruce, K. (2005). Power over, power with, and power to relations: critical reflections on public relations, the dominant coalition, and activism. <i>Journal of Public Relations Research</i> , 17(1), 5-28.
Feb. 15, #16	CSR Agenda	Utting, Peter. (2005). Corporate responsibility and the movement of business. <i>Development in Practice</i> , 15(3&4), 375-388.
Feb. 15, #17		Weldon, Stephen. (2003). Communicating corporate social responsibility at go-ahead. <i>SCM</i> , 7(3), 30-33.
Feb. 15, #18		Hatcher, Mark. (2003). New corporate agendas. <i>Journal of Public Affairs</i> , 3(1), 32-38.
Feb. 22, #19	CSR Agenda	Grossman, Hugh A. (2005). Refining the role of the corporation: the impact of corporate social responsibility on shareholder primacy theory. <i>Deakin Law Review</i> , 10(2), 572-596.
Feb. 22, #20		Thompson, Grahame, & Driver, Ciaran. (2005). Stakeholder champions: how to internationalize the corporate social responsibility agenda. <i>Business Ethics: A Euro-</i>

		<i>pean Review, 14(1), 56-66.</i>
Feb. 22, #21		Beadle, Roy, & Ridderbeekx, Ronald. (2001) CSR communication in a controversial sector. <i>Strategic Communication Management, 5(5), 20-23.</i>

Mar. 1, #22	CSR's role in creating and maintaining successful relationships	Phillips, Edwin D. (2006). Corporate social responsibility in aviation. <i>Journal of Air Transportation, 11(1), 65-87.</i>
Mar. 1, #23		Kraisornsuthasinee, Suthisak, & Swierczek, Fredric, W. (2006). Interpretations of CSR in Thai companies. <i>Journal of Corporate Citizenship, 22, 53-65.</i>
Mar. 1, #24		Joesph, Ella. (2002). Promoting corporate social responsibility: is market based regulation sufficient? <i>New Economy, 9(2), 96-101.</i>
Mar. 15, #25	CSR and consumer attitudes	Heinze, David. (1999). Relations among corporate social responsibility, financial soundness, and investment value in 22 manufacturing industry groups. <i>Ethics &amp; Behavior, 9(4), 331-347.</i>
Mar. 15, #26		Lichtenstein, Donald, R., Drumwright, Minette, E., & Braig, Bridgette, M. (2004). The effect of corporate social responsibility on costumer donations to corporate-supported nonprofits. <i>Journal of Marketing, 68, 16-32.</i>
Mar. 15, #27		Frame, Bob. (2005). Corporate social responsibility: a challenge for the donor community. <i>Development in Practice, 15(3&amp;4), 422-432.</i>
Mar. 22, #28	CSR and environmental and community development	Blowfield, Michael, & Frynas, Jędrzej. (2005). Setting new agendas: critical perspectives on corporate social responsibility in the developing world. <i>International Affairs, 81(3), 499-513.</i>
Mar. 22, #29		Blowfield, Michael. (2005). Corporate social responsibility: reinventing the meaning of development. <i>International Affairs, 81(3), 515-524.</i>
Mar. 22, #30		Newell, Peter. (2005). Citizenship, accountability and community: the limits of CSR agenda. <i>International Affairs, 81(3), 541-557.</i>
Mar. 29, #31	Technology's effect on companies	Badaracco, Claire. (1998). The transparent corporation and organized community. <i>Public Relations Review, 24(3), 265-272.</i>
Mar. 29, #32		Esrock, Stuart L. & Leichty, Greg B. (1998). Social responsibility and corporate web pages: self-presentation or agenda-setting? <i>Public Relations Review, 24(3), 305-319.</i>
Mar. 29, #33		Herrmann, Kristina, K. (2004). Corporate social responsibility and sustainable development: the European Union Initiative as a case study. <i>Indiana Journal of Global Legal Studies, 11(2), 204-232.</i>
Apr. 5, #34	CSR and organization size	Pryce, Vicky. (2002). CSR-should it be the preserve of the usual suspects? <i>Business Ethics: A European Review, 11(2), 140-142.</i>
Apr. 5, #35		Schoenberger-Orgad, Michele, & Mckie, David. (2005). Sustaining edges: CSR, post-modern play, and SMEs. <i>Public Relations Review, 31, 578-583.</i>
Apr. 5, #36		Labatt, Sonia. (1997). Corporate response to environmental issues: packaging. <i>Growth and Change, 28, 67-92.</i>
Apr. 12, #37	Business models/ approaches	Swanson, Diane, L. (1995). Addressing a theoretical problem by reorienting the corporate social performance model. <i>Academy of Management Review, 20(1), 43-64.</i>
Apr. 12, #38		Dhanarajan, Sumi. (2005, June). Managing ethical standards: when rhetoric meets reality. <i>Development in Practice, 15(3&amp;4), 529-538.</i>
Apr. 12, #39		Maclagan, Patrick. (1999). Corporate social responsibility as a participative process. <i>Business Ethics: A European Review, 43-49.</i>
Apr. 19, #40	Evolving CSR standards	Hamann, Ralph. (2003). Mining companies' role in sustainable development: the 'why' and 'how' of corporate social responsibility from a business perspective. <i>Development Southern Africa, 20(2), 237-254.</i>
Apr. 19, #41		Fombrun, Charles, J. (2005). Building corporate reputation through CSR initiatives: evolving standards. <i>Corporate Reputation Review, 8(1), 7-11.</i>

Apr. 19, #42		Gurney, Paul M., and Humphreys, M. (2006). Consuming responsibility: the search for value at Laskarina Holidays. <i>Journal of Business Ethics</i> , 64, 83-100.
Apr. 26, #43	CSR as crises communication and the use of strategic corporate citizenship	Shrivastava, Paul. (1995). Industrial/environmental crises and corporate social responsibility. <i>Journal of Socio-Economics</i> , 24(1), 211-227.
Apr. 26, #44		Stadler, Jane. (2006). AIDS Ads: Make a commercial, make a difference? Corporate social responsibility and the Media. <i>Journal of Media &amp; Cultural Studies</i> , 18(4), 591-610.
Apr. 26, #45		Harvard Law Review. (2004). Finding strategic corporate citizenship: a new game theoretical view. 117(6), 1957-1980.