



PR 463: Strategic Public Relations Research, Analysis, and Insights

4.0 Units

Summer 2021

Tues. and Thurs. – 6:00 p.m.-8:30p.m.

Section: 21040R

Location: Online/Zoom

Instructor: Dave Quast

Office Hours: Thursdays from 5-6 p.m. or by request

Contact Info: quast@usc.edu, 917.434.9429 (try email first)

Course Description

A major component of the public relations practitioner's work is to find and utilize facts, figures and opinions in a thoughtful and productive manner. Successful practitioners can observe and examine an array of information ranging from consumer perceptions to voting trends to spending habits and, most importantly, can draw useful and actionable conclusions based on those data. This course is designed to introduce students to the research and evaluation tools available to them as well as to the ways in which practitioners use these tools to draw appropriate and useful insights.

The goals of the class are twofold. The first goal is to produce professionals who understand the need to measure and evaluate data to inform communications strategies and to be able to use data analysis and insight to inform the evaluation of communications efforts. Students will leave the course prepared to evaluate assignments they encounter as professionals; find, interpret, synthesize and present research, to direct a research project, and to package and present research.

The second goal of the class is to develop in students an "eye for data," to understand that we are surrounded (if not bombarded) by information every day – online and offline -- that, when viewed through the eye of a researcher, can provide actionable information for a professional communicator.

Over the course of the semester, you will gain a toolkit of research methodologies and analysis techniques that you can apply in a variety of professional contexts. You will apply that toolkit to a series of real-world data collections, culminating in the presentation of a project that includes team and individual components.

Classes will generally consist of the following components:

- Lectures (including guest lectures)
- Discussion
- Exercises
- Student presentations

Note that full engagement during class, and participation in class discussions and presentations, is essential and can significantly influence your final grade. This is particularly true when we have guest lecturers, many of whom will be joining us from all over the country to speak with you. You owe them your full engagement, and you should get as much out of them as you can by picking their brains.

Student Learning Outcomes

At the end of this course, students will be able to:

- Articulate the basic tenets of public relations research
- Demystify research and data analysis for various stakeholders
- Match research/findings to an organization's business objectives
- Identify an array of target audiences and create appropriate research design/questions to analyze them
- Provide accurate and quantifiable evaluation of public relations techniques/campaigns
- Investigate and use social media monitoring tools
- Conduct a thorough competitive analysis
- Package and present research findings for an array of stakeholders

Required Readings and Supplementary Materials

Required readings for each class will be posted to Blackboard one week in advance. Many readings will come from Stacks, D., & Michaelson, D. (2nd Edition). ***A Practitioner's Guide to Public Relations Research, Measurement and Evaluation*** referred to in the Course Schedule as the "Text."

You are also expected to read a daily newspaper or otherwise keep up on current events in the news.

Description and Assessment of Assignments

Short written assignment

Throughout the course, you will be assigned two written assignments designed to evaluate your understanding of course content. You'll receive a handout describing the details of the task and a grading rubric that will explain how the assignment will be evaluated. In addition, quizzes and in-class projects will affect your participation grade.

Participation in Focus Group role/Focus Group reflection

We will be conducting an in-class focus group on a hot-button topic of public concern. Some students will be assigned as focus group participants and the rest will be the client observers. You will be given background information to help you play your designated role. Following the focus group, you will write a short reflection on the experience. You'll receive a handout describing the expectations of your participation in your role and the requirements of the written assignment as well as a grading rubric that will explain how the assignment will be evaluated.

Midterm Exam

The midterm exam will feature a variety of short answer and multiple-choice questions. It will be administered on Blackboard during our class session.

Quiz

There will be one in-class quiz on statistical reasoning during the second half of the semester.

Group research project, presentation, and report

The final project in this course is a **group research project**. Together with your group, you will produce your own empirical study of some aspect related to a product, brand, issue, or political issue. This project includes several components: 1) A 3-5 slide project plan/presentation including research objectives and ongoing individual contribution updates; 2) a professional-quality group presentation and 3) a sophisticated 15-20 page persuasive group research report advocating for a course of action for a "client" based on your group's primary and secondary research. The presentation and report will contain your group's research objective, research results, analysis and recommendations.

Both the in-class presentation and the written parts of the assignment that will be graded both on the quality and thoroughness of information and thought presented as well as innovation and quality in presentation style (e.g., use of multimedia, PowerPoint/ Keynote/Prezi, clarity, visual impact). You will receive a single group grade for the project, however your individual grade on the project will factor-in evaluations of your individual contribution to the final projects. You will have an opportunity to evaluate your group members— each group member is expected to make a strong contribution.

Grading Breakdown of Grade

Assignment	Points	% of Grade
Class participation	100	10%
Written Assignment #1 – Secondary Research/S.W.O.T. & Objectives	200	20%
Written Assignment #2 – Survey Design	50	5%
Participation in Focus Group role/Focus Group reflection	50	5%
Midterm Exam	250	25%
Quiz (in class) – Statistical Analysis	50	5%
Final Group Research Report	200	20%
Final Group Presentation	100	10%
TOTAL	1000	100%

There are 1,000 points officially available in the course. This will make it very easy for you to determine your current grade at any point during the class based on the scale below.

Each student will have the option to do **one** short (5-10 minute) presentation on a data-related items in the news. 20 points (2 percent of course grade)

Parameters:

- What is the issue or problem?
- How do data and data analysis present itself within the problem?
- What conflicts, if any, arise out of the relevant parties’ use of data analysis?
- What are your personal conclusions? Are data being abused? Used well?

We will start scheduling extra credit presentations following the Midterm.

Grading Scale

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

Grading Standards

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method.

High end of scale: publishable today as is.

“B” projects have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

“C” projects have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

“D” projects have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

“F” projects are not rewritable, late or not turned in.

While each student will get an individual grade on the Final Project, you will be working in groups and turning in only one written report and doing only one final presentation. **As such, there are elements of the project that will be evaluated on a “group” basis, while taking into account personal contributions.**

Final Group Project Grading: Criteria	Grade
<ul style="list-style-type: none"> • Group produces sound, thought-provoking analysis grounded in research on a singular organizational area of interest. • Thoroughly examines all pertinent aspects of a given organization with a singular, clear purpose. • Formulates innovative, valid conclusions grounded in empirical evidence. • Effectively delivers engaging, informative multimedia presentation on research findings. • Provides defensible implementation plan for the organization, including themes, messages, channels, sources etc. • Optimally structures and organizes content in written product and presentation. • Delivers professional quality paper and presentation, without grammatical errors, typos, etc. • Accurately cites all source material • Meets all posted deadlines for project deliverables. 	A
<ul style="list-style-type: none"> • Group produces sound, interesting analysis grounded in research on a singular organizational area of interest. • Examines all pertinent aspects of a given organization with a singular, clear purpose. • Formulates innovative conclusions grounded in sound empirical evidence. • Delivers engaging, informative presentation on research findings. • Effectively structures and organizes content in the written product and the presentation. • Delivers professional quality paper and presentation, with few grammatical errors, typos, etc. • Little original insight • Accurately cites all source material 	B

<ul style="list-style-type: none"> Meets all posted deadlines for project deliverables. 	
<ul style="list-style-type: none"> Group produces interesting analysis grounded in research on a singular organizational area of interest. Examines some pertinent aspects of a given organization without identifying a singular, clear purpose or clear objectives No original insight Paper/presentation lacks in the professional quality and standards expected of today's PR professionals. Meets all posted deadlines for project deliverables. 	C

d. Grading Timeline

- Assignments will be graded and returned to students within one week of their submission.

V. Assignment Rubrics

- Assignment rubrics will be posted to Blackboard in advance of being assigned.

VI. Assignment Submission Policy

- All assignments are due on the dates, and at the times, specified. ***Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F. This includes the final project.***
- Assignments must be submitted to quast@usc.edu.
- All written assignments should be double-spaced in 12-point font. At the top of every paper must appear your name, the due date of assignment, and the topic/title. Pages numbers must appear at the bottom of each page.
- Written assignments are to be delivered in Microsoft Word or a similar program that allows the instructor to make comments in the document. Assignments in PDF format will not be accepted.**
- Written assignments will be graded for content (a demonstrated understanding of the material) ***and for quality of writing.*** Proofread your written work before handing it in. As noted in the previous section of this syllabus, typos or writing quality that makes reading the work difficult will result in a lower grade.

d. Grading Timeline

- Assignments will be graded and returned to students within one week of their submission.

V. Assignment Rubrics

- Assignment rubrics will be posted to Blackboard in advance of being assigned.

Assignment Submission Policy

- All assignments are due on the dates, and at the times, specified. ***Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F. This includes the final project.***
- Assignments must be submitted to quast@usc.edu.
- The Midterm Exam will be conducted, in class, via Blackboard.
- All written assignments should be double-spaced in 12-point font. At the top of every paper must appear your name, the due date of assignment, and the topic/title. Pages numbers must appear at the bottom of each page.
- Written assignments are to be delivered in Microsoft Word or a similar program that allows the instructor to make comments in the document. Assignments in PDF format will not be accepted.**

- Written assignments will be graded for content (a demonstrated understanding of the material) **and for quality of writing**. Proofread your written work before handing it in. As noted in the previous section of this syllabus, typos or writing quality that makes reading the work difficult will result in a lower grade.

Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

Add/Drop Dates for Session 0057 (15 weeks: 5/19/2021 – 7/27/2021)

Wednesday, June 2: Last day to register and add classes for Session 057

Wednesday, June 2: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 057

Tuesday, February 9: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, June 18: Last day to drop a course without a mark of "W" on the transcript for Session 057. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, June 18: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Wednesday, July 14: Last day to drop a class with a mark of "W" for Session 057

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

Reading assignments are for the following week (so, Chapters 1, 4-5 are to be read in preparation for our second class, for example).

	Topics/Daily Activities	Readings/Preparation	Deliverable/Due Dates
Week 1: No Tues. class			
May 20	Overview of course, readings and syllabus. Personal introductions Introduction to data and research: Why do we do research in public relations? Final project group assignments	Text: Chapters 1-4	
Week 2: May 25	"Data" and "Insights"	Text: Chapter 5	

	<p>Goals vs. Objectives</p> <p>Types of Objectives (Business, PR, Research)</p> <p>Strategies v. Tactics</p> <p>Short video: what is the strategy and objective?</p> <p>Introduction to Secondary Research</p> <p>Group breakouts: Determine Final Project "Client"</p>		
May 27	<p>Competitive analysis</p> <p>Situation/SWOT analyses</p>		<p>Assignment #1 (handout):</p> <p>Secondary Research OR</p> <p>Situation Analysis & Objectives – Due June 8</p>
Week 3: June 1	<p>USC Research Resources</p>	<p>Text: Chapter 8</p> <p>Guest speaker: Chimene Tucker, USC Research Librarian</p>	
June 3	<p>Introduction to quantitative analysis</p> <p>Introduction to survey methodology: writing good questions</p>	<p>Text: Review Chapters 8, 10</p> <p>Sign-up for a Qualtrics account (free for USC students)</p> <p>Begin thinking about group survey sample/email list</p>	
Week 4: June 8	<p>Qualtrics demonstration</p> <p>Use and misuse of survey data</p> <p>Sampling</p> <p>Group meetings</p>	<p>Text: Chapter 7</p> <p>Begin building group survey sample/email list</p>	<p>ASSIGNMENT #1 DUE BY 6:00 P.M.</p> <p>Assignment #2 (handout): Survey Design – Due June 10</p>
June 10	<p>Content analysis</p> <p>Group check-in</p>	<p>Text: Chapter 6</p>	<p>ASSIGNMENT #2 DUE BY 6:00 P.M.</p>

		Continue building group survey email list	Take online VALS test and send results to quast@usc.edu
Week 5: June 15	Audience segmentation	Submit proposed group survey as early in the week as possible for approval Begin gathering survey data	
June 17	Introduction to qualitative research Focus groups In-class focus group assignments Group presentation parameters Midterm preview and study guide	Text: Chapter 6 (Handout) Prepare group presentation for next week. Prepare for specific focus group role Continue gathering survey data Begin other quantitative research (content analysis, etc.) as needed	
Week 6: June 22	In-class focus group! Midterm Q&A	Continue gathering quantitative research Plan qualitative (focus group, interview) research	
June 24	MIDTERM EXAM	Continue gathering quantitative research Gather qualitative (focus group, interview) research	
Week 7: June 29	Data in the entertainment industry Guest speaker: Sandy Padula , fmr. SVP, Research, WarnerMedia Extra Credit explanation	Continue gathering quantitative research Continue gathering qualitative (focus group, interview) research	
July 1	Social media content analysis Guest speaker: Matthew Leveque , USC Annenberg	Text: Chapter 9 Conduct qualitative research Gather/analyze survey data	Extra Credit presentations (optional) for remainder of semester

Week 8: July 6	Introduction to statistical analysis Group meetings	Conduct qualitative research Gather/analyze survey data	
July 8	Statistical analysis Data workshop Guest speakers: Su Jung Kim, Ph.D. , USC Annenberg In-class quiz Sign-up for extra credit presentations	Bring your group's data to class – very important! Conduct qualitative research Gather/analyze survey data	QUIZ (IN-CLASS) – 50 points Bring one data-related item from the news to share with the class – this and every week. <i>If it is something to be shown on the screen, please email it to me at least one hour before class begins.</i>
Week 9: July 13	Introduction to Crisis Response Using Data during Crises Guest speaker: Ellen Barry , Principal, EM Barry LLC (Chicago)	Text: Chapter 11 Group meetings Gather and analyze all data, begin drawing insights, organizing for final report/presentation	
July 15	Data in Public Affairs Campaigns Guest speaker: Diane Padilla , Senior Director of Communications, Planned Parenthood of Pasadena & the San Gabriel Valley	Group meetings Prepare extra credit presentations or assignments Gather and analyze all data, begin drawing insights, organizing for final report/presentation	
Week 10: July 20	Data in Government Guest Speaker: Kristi Lopez Constituent Liaison, State Sen. Anthony Portantino Presentation Training	Gather and analyze all data, begin drawing insights, organizing for final report/presentation	

July 22	Course Evaluation Extra Credit Presentations Applying data, analysis and insight in different career environments	PREPARE FINAL GROUP REPORT AND PRESENTATION	
Week 11: July 27	FINAL GROUP PRESENTATIONS!		Written Report due by 6:00 p.m.

Policies and Procedures

Additional Policies

- This course will feature robust in-class discussion, debate, simulations, and student presentations. The class will get to know each other as the semester progresses and a sense of camaraderie will hopefully emerge. You are encouraged to embrace the opportunity to share your professional goals and ambitions, as the class will be tailored to these needs as much as possible, particularly in the context of the final project.
- Expect to discuss a wide range of issues in class including those that are controversial and about which students (and the professor) may have strongly held, and possibly differing, views. There are virtually no topics off-limits if they advance understanding of the course material and if discussions are characterized by civility and mutual respect. You are expected to always act as adults, being courteous and sensitive to the interests of your fellow classmates.
- I do not wish to quell constructive conversation, drive groupthink or encourage homogenization of ideas or opinions. Sharing differing perspectives typically contributes greatly to personal understanding, growth and appreciation of similarities and differences, but the dialogue must remain as respectful and as inclusive as possible. To ensure the safety of all students, I have a zero-tolerance policy on discussion that directly or indirectly endorses acts of racism, sexism, ageism, homophobia, or other behaviors against protected classes and/or that are in direct opposition to inclusiveness and a respectful learning environment.
- If you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, I encourage you to check your motives, and if you are at all uncertain about the scope of, or specifics as to what might constitute offensive or potentially offensive communication/behavior, please speak with me in advance of presenting any potentially inappropriate content.
- You are expected to be well prepared for each class meeting and to provide value to the class discussion.
- Students having any doubt or questions regarding assignments, schedules, etc. should consult this syllabus first, then check with fellow students and only then contact the professor if something remains unclear.

Communication

I am committed to being readily available to my students. My goal is to ensure that you learn the course material -- and have fun doing it -- and I encourage you to talk to me if you have questions at any time. Please write (quast@usc.edu) or call (917.434.9429) and if I cannot respond immediately, I promise to get back to you within 24 hours; it will usually be much sooner!

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

About Your Instructor

I have nearly 30 years of experience as a public relations practitioner counseling clients in the corporate, legal and political arenas. My expertise includes corporate communications; corporate positioning and messaging; issues, crisis and reputation management; litigation support; and media and presentation coaching.

I am currently an independent consultant. I have led engagements in a variety of sectors including energy, industrials, professional services, financial services, health care, technology and non-profit. Notable among recent activities, I served as California Director of Energy in Depth, an education and research campaign focused on correcting misinformation about oil and gas development in California, particularly on the issue of hydraulic fracturing (“fracking”).

In addition to work, teaching, and being a father of four (including triplets), I also serve on the Board of Directors of Planned Parenthood of Pasadena and the San Gabriel Valley and I try to find time to improve my guitar playing when I can.

As a working public relations practitioner who has worked in almost every environment (corporate, agency, politics, government, etc.) on challenging and often-controversial assignments, I try to bring a “real world” perspective to my classes so that students understand how the concepts we discuss and skills we develop will apply after graduation.

I am passionate about teaching and in helping my students succeed. As such, I always welcome constructive criticism or requests to explain material in a more accessible way based on a student’s learning style or personal interests, in class or during office hours.

I hold a B.A. in politics and government from the University of Puget Sound, an M.A. in British Government from the University of Essex (U.K.) and I attended the Georgetown University Law Center.