



## COURSE SYLLABUS

### 1. Information about the program

1.1 Higher Education Institution	Babeş-Bolyai University Cluj-Napoca
1.2 Faculty	European Studies
1.3 Department	European Studies and Governance
1.4 Field of study	International Relations and European Studies
1.5 Study level	Master
1.6 Programme of study/ Qualification	International Relations, Foreign Policy and Management of Crises

### 2. Information about the discipline

2.1 Module	<b>Crisis Communication</b>						
2.2 Course holder	Dr. Delia Pop-Flanja, Lecturer						
2.3 Seminar holder	Dr. Delia Pop-Flanja, Lecturer						
2.4 Year of study	2	2.5 Semester	2	2.6. Type of assessment <sup>1</sup>	E	2.7 Type of module <sup>2</sup>	OB

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	3	3.1 of which for course	2	3.3 of which for seminar	1
3.4 Total no. of hours in the curriculum	42	3.5 of which for course	28	3.6 of which for seminar	14
Time distribution:	6 X 25 = 150/14 = 11				Hours
Study by using handbook, reader, bibliography and course notes					3
Additional library/specialised online research, field research					2
Preparation of seminars/laboratories, homework, projects, portfolios and essays					2
Tutoring					2
Examinations					2
Other activities: .....					
3.7 Total no. of hours for individual study					7
3.8 Total no. of hours per semester					98
3.9 No. of ETCS credit points					6

### 4. Prerequisites (where applicable)

4.1 of curriculum	•
4.2 of competencies	• English – B1/B2

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module

## 5. Conditions (where applicable)

5.1 For the development of the course	<ul style="list-style-type: none"> <li>minimal attendance: 75%</li> </ul>
5.2 For the development of the seminar/laboratory	<ul style="list-style-type: none"> <li>minimal attendance: 75%</li> </ul>

## 6. Specific skills acquired

Professional skills	<ul style="list-style-type: none"> <li>To use analytical methodologies in the area of crisis communication and conflict resolution</li> <li>To provide assistance in the area of international negotiation and mediation between groups with divergent interests</li> <li>To convey effective messages to the stakeholders and the media in crisis situations</li> <li>To provide assistance in the management of relations within organisations and institutions involved in European and international processes</li> </ul>
Interdisciplinary skills	<ul style="list-style-type: none"> <li>To manage information pertaining to the resolution of complex tasks in context (reception, transmission of information in specific crisis situations), also by using an international language at an intermediate or advanced level</li> <li>To apply effective multidisciplinary team work techniques at various hierarchical levels</li> <li>To objectively perform a self-assessment of the need for professional training aimed at insertion and adaptability to the requirements of the labour market</li> </ul>

## 7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> <li>to acquaint students with the variables involved in crisis communication, communication tactics that can be brought to bear in such situations, strategies best suited to maintain or enhance the reputation and image restoration practices.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>to develop the range of vocabulary utilised by students in the process of crisis communication</li> <li>to provide students with knowledge in theoretical models of crisis communication and techniques for preventing crises</li> <li>to increase students' adaptability to a wide range of crisis communication situations</li> <li>to develop practical abilities which are needed in order to participate in complex crisis communication situations</li> </ul>

## 8. Contents

8.1 Course	Teaching methods	Observations
Course Introduction and overview	PPT presentation, brainstorming	
Theories of Crisis Communication	PPT presentation, interactive presentation	
Communication to Prevent Crisis	PPT presentation Examples, identification exercise	
Crisis Communication Plan	PPT presentation	

	Case studies, analyses	
Reputation Management & SCCT	PPT presentation examples, identification exercise	
Working with the Media and Audience-specific Strategic Message Development	PPT presentation, multimedia presentation, brainstorming	
Choosing and Preparing a Spokesperson	PPT presentation, interactive presentation, brainstorming, analysis	
Initial Crisis Response	PPT presentation interactive presentation	
After the Crisis	PPT presentation, interactive presentation, brainstorming, analysis	
Image Restoration	PPT presentation, multimedia presentation, brainstorming	
Perceptions of Risk and Crisis; the Cultural Context	PPT presentation, examples from various cultures, brainstorming	
Managing the Post-crisis Challenges and Opportunities	PPT presentation, multimedia presentation	
Crisis and Ethical Issues	PPT presentation, case studies	
Final revision and course feedback	Feedback session	
Compulsory bibliography		
<ol style="list-style-type: none"> <li>1. Coombs, W. Timothy, (2010). "Crisis communication and its allied fields", in W. T. Coombs &amp; S. J. Holladay (Eds.), <i>Handbook of crisis communication</i> (pp. 17-53). New York: Wiley-Blackwell, 2010.</li> <li>2. Coombs, W. Timothy, "Parameters for crisis communication", in W. T. Coombs &amp; S. J. Holladay (Eds.), <i>Handbook of crisis communication</i> (pp. 17-53). New York: Wiley-Blackwell, 2010.</li> <li>3. Fearn-Banks, Kathleen, <i>Crisis Communications: A Casebook Approach</i>, 4th edition, New York : Routledge, 2011.</li> <li>4. Heath, R. L., Lee, J., &amp; Ni, L., "Crisis and risk approaches to emergency management planning and communication: The role of similarity and sensitivity", in <i>Journal of Public Relations Research</i> 21(2), 123-141, 2009.</li> <li>5. Jaques, Tony, "Issues management as a strategic aspect of crisis prevention", in B. A. Olaniran, D. E. Williams, &amp; W. T. Coombs (Eds.), <i>Pre-crisis planning, communication, and management: Preparing for the inevitable</i>. (pp.17-35). New York: Peter Lang, 2012.</li> <li>6. Kim, H. J., &amp; Cameron, G. T. (2011). "Emotions matter in crisis: The role of anger and sadness in the public's response to crisis news framing and corporate crisis response" in <i>Communication Research</i>, 38(6), 826-855. 2010.</li> <li>7. Paek, H-J., Hilyard, K., Freimuth, V., Barge, J. K., &amp; Mindlin, M., "Theory-based approaches to understanding public emergency preparedness: Implications for effective health and risk</li> </ol>		

communication”, in *Journal of Health Communication*, 15, 428-444, 2010.

8. Rasmussen, L., “Planned Parenthood takes on Live Action: An analysis of media interplay and image restoration strategies in strategic conflict management”, in *Public Relations Review* 41, 354-356, 2015.
9. Sherrieb, K., Norris, F. H., Galea, S., “Measuring capacities for community resilience”, in *Social Indicators Research*, 99, 227-247, 2010.
10. Ulmer, Robert; Sellnow, Timothy; Seeger, Matthew : *Effective Crisis Communication: Moving From Crisis to Opportunity*, Thousand Oaks, CA: Sage, 2007.

Optional bibliography

1. Horsley, S., “The method in their madness. Chaos, communication, and the D.C. snipers.”, in *Journal of Communication Management*, 18(3), 295-318, 2014.
2. Pearl, R. F. (2007, Jan. 3). *International terrorism: Threat, policy, and response. CRS Report for Congress*, available at <https://www.fas.org/sgp/crs/terror/RL33600.pdf>, 20.03.2018.
3. Veil, S. R., “Clearing the air: Journalists and emergency managers discuss disaster response”, in *Journal of Applied Communication Research*, 40(3), 289-306, 2012.
4. Wigley, S., “Telling your own bad news: Eliot Spitzer and a test of the stealing thunder strategy”, in *Public Relations Review*, 37, 50-56, 2011.

8.2 Seminar / Laboratory	Teaching methods	Observations
Seminar introduction and overview	Presentation of contents, student feedback	
Best Practices in Crisis Communication	Cases for class analysis, group work, identification, explanations, factsheets	
Special Situations and Avoiding Mistakes	Cases for class analysis, group work, identification, explanations	
Individual Case Study Presentations	Individual contributions, group work	
In Class Crisis Simulation	Simulation, group work, brainstorming	
Final revision	Feedback session	

Compulsory bibliography

1. Barton, Lawrence, “Communicating When It's Code Red”, in *Crisis Leadership Now: A Real-World Guide to Preparing for Threats, Disaster, Sabotage, and Scandal*, New York: McGraw-Hill, 2008.
2. Coombs, W. Timothy, “Protecting organization reputations during a crisis: The development and application of situational crisis communication theory”, in *Corporate Reputation Review*, 10(3), 163-176, 2007.
3. Diers, A. R., & Donohue, J., “Synchronizing crisis responses after a transgression: An analysis of BP’s enacted crisis response to the Deepwater Horizon crisis in 2010”, in *Journal of Communication Management*, 17(3), 252-269, 2013.
4. Fearn-Banks, Kathleen, “The crisis communications plan”, in K. Fearn-Banks, *Crisis communications: A casebook approach* (4th ed.), (pp. 301-339). New York: Routledge, 2011.
5. Seeger, M. W., “Best practices in crisis communication: An expert panel process”, in *Journal of Applied Communication Research*, 34(3), 232-244, 2016.
6. Ulmer, R. R., Sellnow, T. L., & Seeger, M. W., “Considering the future of crisis communication research: Understanding the opportunities inherent to crisis events through the discourse of renewal”, in W. T. Coombs & S. J. Holladay (Eds.), *Handbook of crisis communication* (pp. 691-697).

New York: Wiley-Blackwell, 2010.

7. Yang, S-U., Kang, M., & Johnson, P., "Effects of narratives, openness to dialogic communication, and credibility on engagement in crisis communication through organizational blogs", in *Communication Research*, 37(4), 473-497, 2010.

Optional bibliography

1. Kim, I., & Dutta, M. J., "Studying crisis communication from the subaltern studies framework: Grassroots activism in the wake of Hurricane Katrina", in *Journal of Public Relations Research*, 21(2), 142-164, 2009.
2. Lachlan, K. A., Burke, J., Spence, P. R., & Griffin, D., "Risk perceptions, race, and Hurricane Katrina", in *The Howard Journal of Communications*, 20 295-309, 2009.
3. Veil, S. R., Sellnow, T. L., & Heald, M., "Memorializing crisis: The Oklahoma National Memorial as renewal discourse", in *Journal of Applied Communication Research*, 39(2), 164-183, 2011.
4. Veil, S. R., Sellnow, T. L., & Petrun, E. L., "Hoaxes and the paradoxical challenges of restoring legitimacy: Dominos' response to its YouTube crisis", in *Management Communication Quarterly*, 26(2), 322-345, 2012.
5. Wigley, S., & Fontenot, M., " The Giffords shootings in Tuscon: Exploring citizen-generated versus news media content in crisis management", in *Public Relations Review*, 37, 337-344, 2011.

**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

- This course aims to develop essential abilities meant to foster the students' integration into the professional environment, by means of the various written and oral crisis communication elements it relies on. The latter are presented in an interactive manner, the contents are up-to-date, the teaching methods are modern and the involvement of students is constant. Moreover, the course makes use of knowledge students have acquired from other courses within the curriculum and it is meant to facilitate the comprehension of other subjects in the field, from a terminological/linguistic point of view.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Quality of evaluation file	File assessment	3p.
10.5 Seminar/Laboratory	Activity during seminars	Continuous evaluation	3p.
	Presentation of evaluation file	Oral evaluation	3p. + 1 point
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> <li>• active attendance at 25% of seminars</li> <li>• accurate presentation of the file, ability to answer medium-difficulty questions</li> </ul>			

Date  
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Course holder signature  
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Seminar holder signature  
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Date of departmental approval  
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Head of department signature  
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