Global and Comparative Perspectives on Public Diplomacy- Spring 2014

SIS-628 005/006 - Spring 2014
Global and Comparative Perspectives on Public Diplomacy
SIS 233 – Wednesday 5:30-8:00 PM

Deborah L. Trent, Ph.D., adjunct professorial lecturer, trent@american.edu

Office Hours: By Appointment

This course provides an introduction to the conceptual and theoretical foundations for public diplomacy programs, new media public diplomacy initiatives, and how media outlets are used by international actors to influence global public opinion. The course covers issues and theories related to soft power, strategic communication, and media-based international relations. It reviews contemporary debates on U.S public diplomacy and explores cases outside of the United States, including among other nation-states and non-state actors. This course is not intended as an overview of U.S. public diplomacy. Rather, it is a critical, comparative inquiry into assumptions that continue to justify and define the evolving range of policies related to public diplomacy.

Course Objectives (tied to Course Outcomes, below)

1. To understand the theoretical and historical justifications for public diplomacy programs across national contexts.

2. To appreciate the influence of the media environment and information technology on public diplomacy and strategic communication initiatives.

3. To explore, and contribute to, the ongoing public discussion about public diplomacy, and to be able to critically assess a policy or initiative related to public diplomacy.

4. To be able to recognize and to shape constructive, critical policy arguments in a public venue – including online, classroom, and simulated public fora.

Course Outcomes

1a. Identify key differences across governments’ needs for and approaches to PD.

1b. Apply the theory and history to current practice and possible futures of PD.

2a. Identify and specify media and information technology trends that inform PD.

2b. Distinguish between PD, public relations, and strategic communication.

2c. Analyze national PD approaches, strategies, and tactics.

3a. Engage deeply and collaboratively, i.e., deliberatively, with other students.

3b. Develop working knowledge of PD research tools and other resources.
3c. Become comfortable evaluating PD in written and spoken presentations.

4a. Compare current theories, selecting among and tailoring them to specific policies and programs.

4b. Demonstrate policy and program knowledge.

4c. Synthesize and integrate theory with practice and specific programmatic situations.

4d. Cultivate a collaborative research team centered on listening, learning, and mutual respect.

Course Readings

Readings will be made available online on the web or via Blackboard unless otherwise noted. Readings that are “recommended” are not required for weekly class discussion, but students are encouraged to use them to inform their papers, blogging, and presentations.

Course Assignments and Grade Percentages

Class Participation: 10% - Students are expected to come to class prepared to discuss the readings and relevant current events. The class is not designed as a lecture course – and students will share the responsibility of discussing the course readings as well as questions posed by the instructor in advance of the class. Students are expected to direct discussion of one reading at least once. (Students will sign up in advance the prior week.)

Course Blogging: 25% - Students are required to post to the course blog (http://ausis628.wordpress.com/) once a week by 10 a.m. EST Wednesday, week 2 through week 13, except during spring break week. There are three basic options for posting. Students may: 1) post on news and policy developments related to the public diplomacy of the country chosen for their Profile Essay; 2) provide commentary on current debates in the blogosphere or news (with links) on issues pertaining to public diplomacy (a list of relevant blogs useful for ideas will be discussed in class); 3) provide a substantial comment on a fellow classmate’s blog post. Students are encouraged to comment on blogs across the five student groups. These blogs will be accessible via the main course blog.

Policy Recommendation Presentation: 15% (Group) – Students will work in groups of 4 or 5 to develop a significant policy presentation and accompanying proposal. This will involve students developing a specific public diplomacy initiative, or corrective to an existing program, either in the U.S. or in another country. Details on the assignment will be discussed in class.

Policy Recommendation Proposal: 25% (Group) – As part of the Policy Recommendation Presentation assignment, students will work in groups to compile substantial written proposals to accompany their presentations. This document should be
well-edited, soundly argued and clearly designed, outlining the analysis that justifies the proposed policy. Details on the assignment will be discussed in class.

Country Profile Essay: 25% - By the third week of class, each student will choose a government, non-governmental or civil society organization, or private sector actor, which will be the subject of an analytic essay on that actor’s role in (a) public diplomacy program(s). The paper will be at least 15 pages and will adhere to a standard style format. Students are encouraged to seek out local resources (such as embassies) to conduct original research on these programs. Details on the essay will be discussed in class.

Course Policies

1. Be prepared to speak in every class meeting. I will be “cold-calling” you to answer questions in class. You are allowed one “pass” per semester, no questions asked. Remember that participation is 10% of your grade. You will be expected to have completed required readings before each class and to be prepared to discuss key concepts found in the readings.

2. Your written assignments (online or otherwise) are due at the beginning of class. If you are absent the day of a written assignment due date, you will receive a 10% deduction in assignment grade for each day that the assignment is not turned in.

3. All students are expected to participate in class. Special Note: Turn all mobile phones to silent mode during class time. Also, please refrain from texting while in class. Communicate with me before class about any reason for using your mobile phone during class.

4. Attendance Policy:
   a. You are allowed one absence from class during the semester, no questions asked. More than two absences will result in your course grade lowered by 1/2 letter grade per additional absence. More than three absences risk failure in the class. Tardies and leaving class early count as 1/3 of an absence.
   b. If you miss a scheduled activity, you will receive no credit for it.
   c. Extended absences are only tolerated if caused by medical emergencies. Written permission from a physician is required. Details of your absence must be promptly communicated to me via email.

5. Paper deadlines are final. (See point 2).

6. Questions about grades should be addressed in a timely manner. The university grading system is explained at http://www.american.edu/provost/registrar/academicservices/system.cfm. There is a 24-hour wait period after receiving a grade. You have one week after the wait period to discuss a grade. All grades after this period are considered final.

7. Academic integrity: By registering as a student at American University, all students acknowledge their awareness of the Academic Integrity Code (see http://www.american.edu/academics/integrity/code.cfm) each semester at the time they acknowledge their awareness of university registration policies. Students are responsible for becoming familiar with their rights and responsibilities as defined by the Academic Integrity Code. Students are responsible for knowing the requirements for their particular courses as well as for learning the conventions of documentation and acknowledgment of sources required in academic discourse.
Section II of the Code lists and defines the types of Academic Violations. These include (but are not limited to) plagiarism; inappropriate collaboration; dishonesty in examinations and papers; work done for one course and submitted to another; deliberate falsification of data; interference with other students’ work; and copyright violations.

8. As instructor I reserve the right to add, delete, or otherwise change this syllabus. You will be notified of any syllabus changes.

**Schedule of Classes and Readings**

**WEEK 1 - January 15 – Introduction**

*Recommended*


**WEEK 2 - January 22 – Setting the Context: From Propaganda to Public Diplomacy**


*Recommended*

WEEK 3 - January 29 – Conceptualizing Public Diplomacy and Comparative Thinking


Recommended


WEEK 4 - February 5 - Reconsidering the “New” Public Diplomacy


Recommended


**WEEK 5 - February 12 – Understanding Soft Power, Social Power, Culture, and Public Diplomacy (part 1)**


Recommended


doi:http://dx.doi.org/10.1525/as.2012.52.6.1089

WEEK 6 - February 19 – BATCH 1 of BLOG POSTS DUE

a) Understanding Soft Power, Social Power, Culture, and Public Diplomacy (part 2);
b) Strategic Influence and Strategic Communication

a)


Herb Keinon, (2013), “Jerusalem plans to bring non-Jewish US leaders to Israel,”

b) Strategic Influence and Strategic Communication


http://wwwctcusmaedu/posts/the-nairobi-attack-and-al-shababs-media-strategy


Recommended


WEEK 7 – February 26 – Contextualizing Global Media, Global Influence, and International Broadcasting


Commentary and Analysis,
http://www.unc.edu/depts/diplomat/item/2012/0106/ca/heil_quiet.html


Recommended


WEEK 8 - March 5 - Cultural Diplomacy


Recommended


Week of Spring Break – March 9-16 – No class on March 12

Week 9 – March 19 – Transforming Diplomacy: Prospects and Problems

BATCH 2 of BLOG POSTS DUE


Recommended


Tim Wu, (2010), “Does Facebook have a foreign policy?”


Week 10 – March 26 – Middle Powers and Public Diplomacy

Excerpts from PD Magazine, (Summer 2009), “Middle Powers: Who They Are. What They Want”:

- Eytan Gilboa, “The public diplomacy of middle powers,” pages 22-28
- Andrew Cooper, “Middle powers: Squeezed out or adaptive?” pages 29-34
- Olle Wastberg, “The symbiosis of Sweden and Ikea,” pages 58-60
- Petri Tuomi-Nikola & Rene Soderman, “Finland: Paying back its debt and conducting public diplomacy,” pages 61-63


- Cesar Jimenez-Martinez, “Chile: Looking at the Pacific, but not at all of it,” pages 44-46

Yul Sohn, (2012), “Middle powers like Korea can’t do without soft power and network power,” [http://www.globalasia.org/V7N3_Fall_2012/Yul_Sohn.html](http://www.globalasia.org/V7N3_Fall_2012/Yul_Sohn.html)


Recommended


Excerpts in Spanish from the March 27, 2013 issue of *El Molinillo* 52, (the journal of Spain's Political Communication Association), [http://compolitica.com/no52-estrategia-y-diplomacia-publica-el-tiempo-de-la-politica/](http://compolitica.com/no52-estrategia-y-diplomacia-publica-el-tiempo-de-la-politica/):

- Juan Luis Manfredi, “Estrategia y diplomacia publica: el tiempo de la politica”
- Teresa La Porte, “Contribucion de los actors no estatales a la nueva diplomacia publica”
- Francisco Javier Hernandez Alonso, “La importancia de lo publico en la nueva diplomacia”
- Bruce Gregory, “Entrevista con Bruce Gregory,” Questions and translation into Spanish by Teresa La Porte and Joyce Baptista.
Week 11 – April 2 – China: Behind the Charm Offensive


Mai’a Davis Cross, (2013), “EU leaders should change tone when talking to rest of the world,” http://www.clingendael.nl/publication/eu-leaders-should-change-tone-when-talking-rest-world


Recommended


Taiwan


**Week 12 - April 9 - Japan: Building Cultural Soft Power?**


**Recommended**


**Week 13 - April 16 – The United States: Diplomacy Reconceived**

**BATCH 3 of BLOG POSTS DUE**


Week 14 - April 23 – Group Presentations and Course Wrap-up; No assigned readings

UNIVERSITY RESOURCES

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (http://www.american.edu/emergency/) and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

ADDITIONAL INFORMATION

If you experience difficulty in this course for any reason, please don’t hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, Mary Gradon Center 243) offers study skills workshops,
individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228.

**Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

**Disability Support Services** (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

**Students with Disabilities** wishing to receive accommodations should please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested. The Center is located in MGC 243, [www.american.edu/asac](http://www.american.edu/asac), and can be contacted at 202-885-3360 and asac@american.edu.

**Blackboard Help**: blackboard@american.edu or 202-885-3904.

**OIT Help Desk**: helpdesk@american.edu or 202-885-2550.