PUBD 510 – TECHNOLOGIES AND PUBLIC DIPLOMACY  
SPRING 2015

Instructor: Theo Mazumdar  
Section: 52810D, Monday 2:00 – 4:50pm, ASC 230  
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Office: ASC G6 – PhD Offices (Annenberg Basement, Below West Lobby)  
Office Hours: By appointment

COURSE DESCRIPTION

Public diplomacy — both as an academic field and as practice — is in the midst of a profound transition wrought by the Internet, Web 2.0 and social media. The theorizing and research that have accompanied our shift to a digital, networked world have achieved both successes and false starts, as have the efforts of public diplomacy actors. However, the changes to public diplomacy (and to all human communication) ushered in by the Internet are not the only such transformations owing to technologies and their advancement. Technologies, from the newspaper to television to Web 2.0, have all had important implications for the practice and study of public diplomacy. This course approaches public diplomacy from the perspective of communication, tracing the ramifications to public diplomacy of technologies, both historical and current. We will interrogate the inchoate theorizing of public diplomacy and technologies, separate myths from facts, and place into context public diplomacy in a world of technological innovation. Students will be presented with relevant theoretical frameworks and watershed historical examples, as well as the up-to-the-minute efforts of public diplomats to harness technology in a digital world. This course will thus provide students both the tools to critically assess the influence of technologies on public diplomacy, as well as the opportunity to consider and design a digital diplomacy campaign that pushes us closer to twenty-first century best practice.

REQUIRED TEXTS

All readings, clips and recordings are available on Blackboard.

DISABILITY SERVICES

All accommodation requests based on a disability will be taken seriously and honored by the instructor. Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is
delivered to your instructor as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

ESL
Please inform me as soon as possible if English is not your primary language and you believe you may require special accommodations.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS
Academic Conduct
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 Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

USE OF PHONES IS NOT PERMITTED: The use of mobile phones during class is not permitted; they must be turned off and out of reach at all times.

USE OF LAPTOPS IS PERMITTED FOR NOTETAKING ONLY. If laptop use becomes a
distraction during regular class sessions I reserve the right to ask they not be used at all.

**ISTRUCTOR AVAILABILITY:** Office hours are by appointment. Please allow 24 hours for me to respond by email before following up. I may email back at various times but please do not assume your emails will be seen after 6PM on weekdays and over weekends.

**ASSIGNMENTS AND GRADING**

- **Leading of readings discussion (10% of total grade)**
  - Each student will lead a 45-minute to one-hour discussion of our readings once in the semester. Nothing need be turned in to me. Sign-up will be discussed in the first class meeting.

- **Essay critique of current or past technology-based public diplomacy campaign (20% of total grade). DUE MARCH 9.**
  - Each student will complete a four- to five-page (double-spaced) critical discussion of a current or past technology-based public diplomacy campaign not highlighted in class (by this I mean not the focus of a required reading on the syllabus). The campaign discussed can be that of any public diplomacy actor and can involve the use of any technology. Students should evaluate the effectiveness of both the technology strategy employed and the overall public diplomacy campaign. Discussion of theory can, but does not have to be, included in this assignment.

- **Construct, assess and present a digital diplomacy campaign (30% of total grade [assessment 15%; presentation 15%]). WRITTEN ASSESSMENT AND PRESENTATION DUE IN CLASS APRIL 27.**
  - Students will work in pairs to create, assess and present a digital diplomacy campaign of their choosing. The digital diplomacy campaign should be explained and critically assessed in a five-page paper (double-spaced) to be turned in on April 27. Both students in each pair should contribute roughly equally. All pairs will also present their digital diplomacy campaigns to the class on April 27, using a visual aid to help explain their work. Presentations should be twenty minutes each and should address the need for your intervention, your approach, target audience, timeframe, evaluation metrics, and potential hurdles. Students should not discuss theory in the written assessments or presentations, but appropriate research should be thorough. Students can assume the role of any appropriate public diplomacy actor.

- **Final Paper (30% of total grade). TOPICS DUE IN CLASS APRIL 13. FINAL PAPER DUE WED., MAY 6, EMAILED TO ME BY 5PM.**
Each student will complete a fifteen- to twenty-page paper (double-spaced) that engages with a conceptual or theoretical dimension of the class. Students may present public diplomacy examples to back their points, but the thrust of the paper must be an argument that engages one or more of the concepts that undergird the course. Appropriate source material must be included (you can feature material from the syllabus); research should be extensive and should adequately back your points.

- Class Participation (10% of total grade)

* THERE IS NO MIDTERM OR FINAL EXAM IN THIS COURSE

ATTENDANCE: Regular attendance is essential to success in this course. Students are required to do all of the required reading, attend all classes, complete all assignments, and participate fully in class discussions. Lagging attendance will be reflected in the participation grade.

LATE WORK: There will be a 10% deduction of points for each day an assignment is late. Late work will not be accepted one week after the original due date.

COURSE PLAN AND READINGS

<table>
<thead>
<tr>
<th>Jan. 12</th>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>NO CLASS, MLK DAY</td>
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<tr>
<td>Jan. 26</td>
<td>Equipping Ourselves Conceptually</td>
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</tbody>
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Required Readings


**Background/Suggested Readings**


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**Feb. 2 – Technologies up to the Television: Effects and Influence on Public Diplomacy**

**Required Readings**


**Background/Suggested Readings**


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**Required Readings**


**Background/Suggested Readings**


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**Feb. 16 – NO CLASS, PRESIDENTS’ DAY**

**Feb. 23 – The Internet, Web 2.0 and Social Media: Ramifications to the Dynamics of Communication**

**Required Readings**


**Background/Suggested Readings**


March 2 – Digital Diplomacy and the Internet as Foreign Policy: Theoretical Frameworks, Opportunities, Limitations, Concerns

Required Readings


Background/Suggested Readings


**March 9 – Digital Diplomacy: U.S. Efforts, Successes, Failures and Debates | Essay Critique of Technology-Based Public Diplomacy Campaign Due**

### Required Readings


### Background/Suggested Readings


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**March 16 – NO CLASS, SPRING BREAK**

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**March 23 – Digital Diplomacy:**
Non-U.S. State Approaches (Case Study: India)

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**Required Readings**


Mukherjee, R. (2014). The false promise of India's soft power. *Geopolitics, History and International Relations, 6*, 1, 46.

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**Background/Suggested Readings**


### March 30 – Digital Platforms as Tools for Crisis/War Communication (Case Study: The IDF)

**Required Readings**


### Background/Suggested Readings


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**April 6 – Militant Uses of New Media and State Digital Diplomacy Responses (Case Study: ISIS)**

**Required Readings**


**Background/Suggested Readings**


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**April 13 – Evaluating Digital Diplomacy | Non-state Actors as Digital Diplomats | Share Final Paper Topics**

### Required Readings


(* Skim but pay close attention to summaries and recommendations and especially pp. 34-41*)


### Background/Suggested Readings


### Required Readings


Background/Suggested Readings


April 27 – Digital Diplomacy Campaign Presentations (and Written Assessments Due)

FINAL PAPER DUE WED., MAY 6, EMAILED TO ME BY 5PM