Course Description

Measuring success in public diplomacy (defined as policy-based communication activities designed to understand, engage, inform, and influence foreign publics in support of national/institutional interests) is a challenging enterprise. It is difficult, for instance, to establish a direct causal link between any given PD program and its desired impact on a target audience, often framed as positive attitude or behavior change. The degree of complexity grows exponentially when, as is often the case, the desired impact only begins to manifest itself years, even decades, later. Investing in public diplomacy, in short, rarely results in dramatic, demonstrable change or produces instant gratification.

Despite the challenges posed by PD evaluation, no organization in today’s “culture of measurement” can afford to ignore the need to
obtain measurable results. In the US, the attacks of 9/11, the wars in Iraq and Afghanistan, and the subsequent worrying decline in the US image abroad focused increased attention on USG efforts to advocate for itself, and on developing better performance measurement instruments in order to justify expenditures on PD programs.

This class will introduce students to the metrics of public diplomacy. We will look at the special challenges posed by PD assessment, the tools, terminology and mechanics of evaluation, the measurement community, and varying approaches to PD evaluation. We will focus particular attention on how the USG approaches performance measurement, using case studies to gain a deeper appreciation of current practices and likely future developments.

**COURSE GOALS**

1) To provide students with a firm understanding of the current theory and practice of public diplomacy evaluation

2) To stimulate greater awareness of the value that sound evaluation practices can offer to public diplomacy institutions and practitioners

3) To provide students with the intellectual tools and depth of knowledge necessary to explore innovative new approaches

4) To introduce students to the professional evaluation community
Course Requirements

Class Participation -- 10%: Active class participation and discussion are essential ingredients for this class. Students should prepare themselves for each session by reading the required texts.

Short Exercise -- 10%: Students will review a real public diplomacy case study and respond to questions about it designed to illuminate their understanding of key concepts involved in PD evaluation. Exercise will be due in Week #3.

Readings Response – 20%: Students will be asked to submit three written responses to the assigned readings. Responses should identify the key issue(s) addressed in each week’s readings and offer an informed analysis of the author’s conclusions vis a vis these issues. Students should pay special attention to areas of controversy or dispute and their implications for the role of evaluation in the practice of public diplomacy going forward. Submissions will be due in Weeks #5, 9 and 13.

Survey Exercise – 25%: Students will learn how to use Qualtrics survey software and then design and implement a survey related to some aspect of public diplomacy. Surveys will be due in Week #10.

Research Paper/Project Report -- 35%: Students may choose to write a research paper or devise a project on an aspect of the evaluation of public diplomacy. The research paper should be 15 pages in length, double-spaced, with an executive summary, notes, and bibliography. The project can be either an actual evaluation of a PD-related program or initiative, or a proposal for how such an evaluation should be conceived and executed. The project report should also be no more than 15 pages in length,
and should include a summary, notes, and bibliography. The topic of the research paper or project report should be the product of consultation with the course instructor.

CLASS OUTLINE AND REQUIRED TEXTS

Class #1: January 12

Measuring Success in Public Diplomacy: An Overview


Class #2: January 19

The Evaluation Process, Methods, and Tools


http://learningstore.uwex.edu/Assets/pdfs/G3658-05.pdf


Lozano, Sandra, “The Value of Core Members of an Online Panel,” NPR, April 4, 2011.


http://www.sagepub.com/sites/default/files/upm-binaries/51113_ch_1.pdf

Class #3: January 26

Qualtrics Survey-Building Class

Class #4: February 2

The Role of Polling and Public Opinion Research in PD Metrics


Class #5: February 9

PD Vs. PR: The Private Sector Approach to Evaluation


The UK Government’s Approach to Measurement

www.britishcouncil.org/home-carter-report


The British Council Annual Report and Accounts 2015-2016

https://www.britishcouncil.org/organisation/policy-insight-research/research/trust-pays
https://www.britishcouncil.org/organisation/policy-insight-research/research/culture-means-business

http://www.publications.parliament.uk/pa/cm201011/cmselect/cmfaff/581/58106.htm

Class #7: February 23

Information Outreach and Advocacy

http://www.jstor.org/stable/2745237

http://www.jstor.org/stable/2747814


Michaelson, David and Griffin, Toni L., “A New Model for Media


Class #8: March 2

PD Metrics in the U.S. Government: Toward a “Culture of Measurement”


Government Performance Results Act of 1993, pp. 1-12. [www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.html](http://www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.html).


**Class #9: March 9**

**Measuring Spaces (Field Trip)**


“Youth, Students, and Educators: From Card Catalogues to 21st Century Community Centers: New Dynamics for the American Space,” Remarks by Under Secretary of State for Public Diplomacy


**SPRING BREAK: MARCH 16**

Class #10: March 23

**Cultural Programming**


http://exchanges.state.gov/media/pdfs/ope/completed/execsummaries/ja.pdf


Class #11: March 30

Exchanges

“Evaluating and Measuring the Impact of Citizen Diplomacy:
http://www.iie.org/Research-and-Publications/Publications-and-
Reports/IIE-Bookstore/Evaluating-Measuring-Impact-of-Citizen-
Diplomacy#.WAV1G8kgwdU

Smith, Brewster M. “Evaluation of Exchange of Persons,”

Flack, Michael. “Results and Effects of Study Abroad,” The Annals
of the American Academy of Political and Social Science. Vol. 424,
http://www.jstor.org/stable/1040809

Sunal, Dennis W. and Cynthia C. Sunal. “Professional and Personal
Effects of the American Fulbright Experience in Africa,” African

“Outcome Assessment of the Visiting Fulbright Student Program,”
Executive Summary, Prepared for U.S. Department of State by SRI
http://exchanges.state.gov/media/pdfs/ope/completed/execsum-
maries/fvsp.pdf>.


Class #12: April 6

New Media


http://twiplomacy.com/blog/twiplomacy-study-2016/

http://surface.syr.edu/cgi/viewcontent.cgi?article=1032&context=exchange


Crouch, Giles, “Ranking of Governments Engaged in Digital Diplomacy Through Social Media,” Media Badger.

http://www.abc.net.au/radionational/programs/futuretense/digital-diplomacy/5344156

Rubin, Michael, “Why Do Diplomats Tweet,” *Commentary Magazine*,


Class #13: April 13

**Approaches to Broadcast Evaluation**


*An Evaluation of Alhurra Television Programming,* conducted for the BBG by the USC Center on Public Diplomacy at the Annenberg


Class #14: April 20

Case Study: Argentina: Combating Anti-Americanism


Class #15: April 27

Student Project Reports

Policies and Procedures
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.

Stress Management
Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Sexual Assault Resource Center
The Center for Women & Men and the Sexual Assault Resource Center are one and the same. Student Counseling Services is a separate place that also offers confidential counseling and support groups on a variety of other topics. To schedule an appointment with Student Counseling Services, call (213) 740-7711 between 8:30 a.m. and 5 p.m. weekdays or visit the Engemann Student Health Center on the University Park Campus.
Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.