Regional Studies in Public Diplomacy: Latin America
PUBD 520, Fall 2017
Wednesdays, 9:00-11:50.
University of Southern California
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Course Description and Content:

This course will look at the use of public diplomacy at it relates to Latin America since the end of the 19th century: In US-Latin America relations, Intra-Latin America Relations, and Latin America’s relations with the rest of the world.

Latin America is the region where the United States first actively employed public diplomacy in its foreign policy. Latin America is a developing region characterized by western values and where most countries won their independence nearly 200 years ago. As such, studying public diplomacy in the Americas offers an outstanding laboratory for analyzing the role and effectiveness of public diplomacy between “strong” and “weak” countries, over an extended period of time, in different policy contexts, and in a region where a basic foundation of common values creates a fairly conducive context for effective public diplomacy.

As a weak region in terms of “hard power”, Latin America has always relied heavily on “soft power” in its foreign relations. Even in intra-Latin America relations where military and economic coercion is evident, including occasional border skirmishes, countries still rely heavily on convincing rather than coercing one another. Outside of the region, Latin America has constantly faced powerful international actors, most particularly the United States, whose foreign policy tool box contains a wide array of economic, military, and diplomatic tools. In in the case of the United States, this includes a historic emphasis on public diplomacy as well.

These realities produce two interesting policy puzzles we will analyze in this course: First, why have very different policy outcomes resulted from the same set of tools applied by 1) different world powers under similar circumstances, 2) the same world power toward the same country at different points in time, and 3) the same world power in different countries at the same point in time? Second, how and why has public diplomacy transitioned from being a marginal foreign policy tool for most regional actors in the early 20th century to becoming an integral element of regional foreign policies by the early 21st century?

While illuminating these policy puzzles, the course aims to help students better understand how to analyze and understand the use and effectiveness of public diplomacy. It will take a largely chronological approach to this task in an effort to isolate the impact of time relative to power and national peculiarities. It will regularly compare the foreign policies of the United States with those of Latin America and extra-regional actors. And it will differentiate between the public diplomacy of nation states from that of non-state actors such as corporations, academics, NGOs, and the church. Finally, it will rely on case studies—discussed through academic publications,
speeches and other primary sources, and the media—to illuminate and analyze the role of soft power and public diplomacy in the Americas.

Course Requirements:

Attendance and Participation: 10%
"Eighty percent of success is showing up". --Woody Allen

Class discussion of the course readings forms the essential foundation for learning in this seminar. Students must be prepared to discuss the required readings on the days for which they are assigned. The instructor will provide questions to help students organize their thoughts about and analysis of the assigned readings. It is highly recommended that students outline the answers to these questions based on the information contained in the assigned readings and bring this with them to class. These questions will guide class discussion each week.

Most weeks, discussion will cover a great deal of history for which the assigned chapter from Gregory Weeks’s book provides an overview. Most students find it helpful to create a timeline of the events discussed in this book and in the other assigned readings (e.g. building on the brief outline Weeks provides).

Although the professor will not formally take attendance in this course, the absence of any student in a seminar setting will be noted. More to the point, since the information contained these discussions forms an essential pillar of the educational experience in this course, it will be very difficult for you to perform well without regular attendance. I therefore encourage you to heed Woody Allen’s words of wisdom.

Two Short Discussion Papers and Leading Class Discussion: 40% (20% each)

Each student will write two short papers (1000-1500 words; about 4-6 pages) based on the assigned readings for a given week. This short essay will synthesize the assigned readings for the week. It will briefly 1) describe the foreign policy challenge or a case study that is the subject of the week’s readings and 2) highlight how soft power and/or public diplomacy was used in the assigned case. This will form the foundation for the third part of the paper – analyzing how effective these PD tools were at achieving the desired policy outcome and why, and what lessons these events provide for policy makers. The resulting argument of the paper should be clear and consistent, and ideally it will be sufficiently surprising or provocative to spur class discussion. This is important since the paper writers for each week will help to lead the class discussion, which will account for 25% of the total grade for this assignment (the paper accounts for 75%).

Semester Project: 50%

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Term Paper</td>
<td>40%</td>
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<tr>
<td>Class Presentation</td>
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Students will apply what they have learned during the semester to analyze a current case of the use of public diplomacy in the foreign policy of a state or non-state actor in the Americas. It might be an analysis of an individual actor’s reaction to a specific event, the overall public diplomacy strategy of an actor, changes in an actor’s policy tactics over time, or a comparison of
different actors’ reactions to a given event (these are suggestions, not constraints). Students are required to have their topic approved by the professor.

The written portion of this assignment will be in the form of a policy report addressed to the foreign minister of the selected country. The report should be about 5000 words (about 20 pages) in length, preceded by a 300-500 word executive summary, which summarizes the FULL content of the report (this is NOT an introduction). The purpose of the report is to brief policy makers on a policy challenge and offer recommended approaches for addressing it.

To this end, the report should illuminate 1) the policy challenge by identifying the foreign policy objectives of the actor that is the subject of the report, 2) the political context in the target country or countries where this actor is operating, and 3) the compliment of policy tools employed thus far to advance this aim (emphasizing the specific role of soft power/public diplomacy). On this foundation, the report should 4) analyze the content and relative effectiveness of the public diplomacy strategy employed to date by the actor under analysis, and based on this 5) offer policy recommendations that might improve the capacity of public diplomacy in advancing the actor’s foreign policy aims.

On the last day of class students will present their findings. These presentations will be addressed to the foreign minister/NGO director (the instructor) and her senior staff (the rest of the class). This presentation should be succinct and brief (12-15 minutes) and may be accompanied by powerpoint (or the equivalent). This presentation will be followed by a question and answer session of 5-8 minutes.

Book Recommended for Purchase:


Outline of Class Topics:

Weeks 1-2: Thinking about Public Diplomacy in the Americas

Week 3-4: From Gunboats to Good Neighbors: The Rise of Public Diplomacy
  Week 3: Pan-Americanism and Dollar Diplomacy in the Early 20th Century
  Week 4: Good Neighbor Diplomacy

Week 5: Public Diplomacy Shifts South: The Early Cold War in Latin America

Week 6-7: Echoes of Cuba in the Americas
  Week 6: The Battle for Latin American Hearts and Minds
  Week 7: “We Beat the Yankees”: Cuban Public Diplomacy

Week 8-9: The Second Cold War
  Week 8: Civil Wars, Democracy and Human Rights
  Week 9: The Free Market Mantra of the 1990s
Week 10-12: New Actors on the Stage
   Week 10: The Public Diplomacy of Non-State Actors
   Week 11: China Comes Calling
   Week 12: The Battle for Ideas in Latin America

Week 13-14: The Americas Today
   Week 13: Current Public Diplomacy in the Americas
   Week 14: No Class. Thanksgiving Week.
   Week 15: Student Presentations

**Late Paper Policy**

Papers should arrive in the professors email inbox by the due date and time as established in class meetings. Any paper arriving late will be penalized as follows: 3% for first hour, another 3% for the second hour, and another 4% for the next 22 hours. After that, papers will be penalized a full grade for each additional 24 hours.

**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/](https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/).

**Discrimination, sexual assault, and harassment** are not tolerated by the university. Report any incidents to the Office of Equity and Diversity [http://equity.usc.edu/](http://equity.usc.edu/) or to the Department of Public Safety [http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us](http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us). The Center for Women and Men provides 24/7 confidential support, [http://www.usc.edu/student-affairs/cwm/](http://www.usc.edu/student-affairs/cwm/), and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

The **Office of Disability Services and Programs** provides certification for students with disabilities and helps arrange the relevant accommodations. [http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html).

If an **officially declared emergency** makes travel to campus infeasible, USC Emergency Information [http://emergency.usc.edu/](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.
Readings

Introduction to Public Diplomacy

**August 23:** Mutual Introductions and Group Exercise

*Bush vs Obama vs Trump: What is the image of the United States in Latin America and why?*


President Barack Obama’s Speech to the People of Cuba, 22 March 2016.
Video: [https://www.youtube.com/watch?v=9FqF6eOmro](https://www.youtube.com/watch?v=9FqF6eOmro)

Donald J. Trump’s Presidential announcement speech, 16 June 2015.
Video: [https://www.youtube.com/watch?v=q_g61B-DyPk](https://www.youtube.com/watch?v=q_g61B-DyPk) Time stamps: 6:00-8:52; 23:50-33:40.

Susan Rice, “To be Great, America Must be Good”, *New York Times*, 2 June 2017. [http://nyti.ms/2uJ4odM](http://nyti.ms/2uJ4odM)


**All first year MPD and non-MPD students must also read:**


**August 30:** Public Diplomacy in Foreign Relations


From Gunboats to Good Neighbors: The Rise of Public Diplomacy in the Americas

September 6: From Big Sticks to Aggressive Diplomacy

The emergence of public diplomacy in the Americas during the early 20th century, beginning with its foundations in the 19th century and focusing on its implementation in Central America and Mexico.


Michael LaRosa and Frank O. Mora, eds., *Neighborly Adversaries: Readings in U.S.-Latin American Relations*, pp. 21-40, & 61-86


September 13: Good Neighbor Diplomacy

Continues the analysis of public diplomacy in the early 20th century, emphasizing the rise of the Good Neighbor Policy with its strong reliance on soft power and public diplomacy.

Recall Root from last week.

*Neighborly Adversaries*, pp. 87-95 & 117-123.


J. Manuel Espinosa. *Inter-American Beginnings of U.S. Cultural Diplomacy, 1936-1948.* Bureau of Educational and cultural Affairs, US Department of State, Washington, DC: 1976. Pages 67-71; 79-86; 89-91; 104-105; 111-137; 139-142; and 159-162. (skim to get a feel for the nature of cultural diplomacy in this era) (Bb)


**Public Diplomacy Shifts South: The Early Cold War in Latin America**

**September 20:** Public Diplomacy and Revolutionary Change 
Analyzes the conflicting policy goals of the US and Latin America during the 1950s, the new guise of US public diplomacy in the Americas, and the rise of public diplomacy in corporate and revolutionary foreign policy

Weeks, chapter 5.

President Truman’s first inaugural address. 

*Neighborly Adversaries*, pp. 125-186. 


https://www.youtube.com/watch?v=kjpnfDwWd7Y

Echoes of Cuba in the Americas

September 27: The Battle for Latin American Hearts and Minds
Looks at key public diplomacy components of the US response to Castro and communism, including the Alliance for Progress, the Peace Corps and the origins of business PD.

Weeks, chapter 6.

President Kennedy’s Missile Crisis Speech,
http://www.youtube.com/watch?v=P7YkJxQT_0Y


“President John F. Kennedy and the Alliance for Progress”,
http://www.youtube.com/watch?v=7Co6rjlprsg

*Neighborly Adversaries*, pp. 191-204.
Jerome Levinson and Juan de Onis, “The Alliance that Lost its Way”.


October 4: “We Beat the Yankees”: Cuban Public Diplomacy of the 1970s and 1980s
Explores the origins of Cuba’s creative reliance on soft power and public diplomacy as a survival strategy for a country living next to a hostile great power.

Jorge Dominguez, *To Make a World Save for Revolution: Cuba’s Foreign Policy*, Harvard University Press, 1989: Introduction (pp. 1-7). (Bb)


The Second Cold War

October 11: Civil Wars, Democracy and Human Rights (Readings to be Revised)
Examines public diplomacy in Latin America during the 1970s and 1980s.

Weeks, chapters 7 & 11.


Tomas Carothers, “The Reagan Years: The 1980s” in Abraham F. Lowenthal, ed., Exporting Democracy, Johns Hopkins University Press, 1991: 90-122. (Bb) (Skim the individual cases to extract the factual foundation for his broad argument about promoting democracy)


Juanita Darling, Latin America, Media and Revolution, Palgrave, 2008: chapters 1 & 4. (Bb)

October 18: The Free Market Mantra of the 1990s
Examines the role of soft power in Latin America’s shift from protectionism to free trade in the late 1980s and 1990s.

Weeks, chapter 8.
Recall Ikenberry from September 3.


Patricio Silva. “Technocrats and Politics in Chile: From the Chicago Boys to the CIEPLAN Monks” in Paul Drake, ed.: 205-230. (Bb)


New Actors on the Stage

October 25: The Public Diplomacy of Non-State Actors
Focuses on the expanding role of a growing array of non-state actors whose public diplomacy is reshaping the nature of foreign policy in the region.


Recall Sikkink and Smith from October 18.


Juanita Darling, “Zapatismo in Mexico and Cyberspace”, in Latin America, Media and Revolution, Palgrave, 2008: chapter 5. (Bb)


November 1: China Comes Calling (readings could be updated if events warrant)
Analyzes Chinese interests, actions, and soft power in Latin America. Throughout, note the publication dates of the assigned readings to follow changes in Chinese policy in the region.


Video of Xi’s speech – watch a bit to get a feel for his “charisma”: https://www.youtube.com/watch?v=3WjbzPsyLZY

News Articles on recent developments in Chinese soft power in the Americas:

November 8: The Battle for Ideas in Latin America (readings could updated as events warrant) Examine the public diplomacy of Venezuela in the early 21st century to create an “anti-imperialist” alliance in Latin America and of Brazil to create a “neo-structuralist” alliance.

Weeks, chapter 9.

Venezuela: Chavista Success


Chavez UN speech calling Bush the Devil  [https://www.youtube.com/watch?v=p8ofsfURDu8](https://www.youtube.com/watch?v=p8ofsfURDu8)

Chavez calling Bush a Donkey  [https://www.youtube.com/watch?v=NYYQT21p7I8](https://www.youtube.com/watch?v=NYYQT21p7I8)

Take a peek at TeleSur: [http://www.telesurte.net/](http://www.telesurte.net/)

**Brazil: The Moderate Alternative to Chavez**

Andrew Hurrell, “Brazil and the New Global Order” and Sean Burges, “Brazil as Regional Leader: Meeting the Chavez Challenge” in *Current History* (February 2010).


Aleksandra Ristovic, “Brazil’s Soft Power and Dilma’s Dilemma”.  [http://uscpublicdiplomacy.org/pdin_monitor_article/brazils_soft_power_and_dilmas_dilemma](http://uscpublicdiplomacy.org/pdin_monitor_article/brazils_soft_power_and_dilmas_dilemma)


**Venezuela: The Collapse of the Dream**


Colin Hale, “Are We Witnessing the Demise of Venezuela’s Soft Power?”
http://uscpublicdiplomacy.org/blog/are-we-witnessing-demise-venezuela%E2%80%99s-soft-power

Brazil: Aspirations to Regional Leadership Falter


Latin American views of Venezuela and Brazil


Latin Barometer Polls on the relative image of Venezuela and Brazil in Latin America: 2010 report, pages 110-114 (Liderazgos en la region); 2011 report, pages 106-108 (Evaluacion de lideres); and 2013 report, pages 45-48 (La imagen de progreso del pais); and 2014 report (imagen de los paises), pages 16-18. (Bb)

Latin America Today

November 15: Current Public Diplomacy in the Americas (readings to be updated/revised)
Economic collapse in Venezuela and corruption scandals and recession in Brazil create new opportunities for US and Mexican regional public diplomacy.

Neighborly Adversaries, pp. 343-346.
Michael LaRosa and Frank Mora, “By Way of Conclusion”.

The Global Context


U.S. Policy in Latin America

Weeks chapters 9 & 11.


Recall Obama’s remarks in Cuba from the first class session.

Mexican Public Diplomacy

Interview with Simon Anholt, Internacionalista, October 2014: 30-43. (Bb)

Jose Antonio Brambila Ramirez, “Mexico’s Image and the Media”, Internacionalista, October 2014: 14-21 (Bb)


November 22: No Class (Thanksgiving Break)

November 29: Student Presentations