Course Introduction and Purposes:
This course offers students a skills and theory based approach to the criticism and development of public diplomacy campaigns. By completing the course, students will be able to:

- Identify the relevance of contemporary public diplomacy campaigns to the development and implementation of specific public policy goals.
- Become familiar with a series of advocacy skills to critique and assess specific campaigns.
- Develop expertise with regard to implementing these advocacy skills in both oral and written form, with special attention paid to proposals that blend oral delivery and visually supported presentations.
- Become engaged critics of public argument and learn to provide meaningful feedback.

Assignments:
Students will be evaluated based on your work product from a series of controversy panel presentations.

After the first few weeks of the course, each session will include two phases. First, a select group of students will take part in a simulated panel presentation of a public diplomacy controversy. The second phrase of each class will be a debriefing session to discuss and assess the panel.

Panel Presentations
Each student will be assigned both to the topic and to specific advocacy positions (i.e., represent the Obama administration, UN leadership, Amnesty International, the Chinese government, a representative from a private company, etc.). We will develop a specific context for each session.

Each panel discussion will include opening statements by each participant of 6-8 minutes. The opening presentations should incorporate an effective strategy for visualizing the essential argument of the presentation. Each presenter is responsible for preparing materials to share with the audience. The form of those materials is to be decided by the presenter.

At the conclusion of all opening presentations the panel will open to questions and exchange from all course participants.

Each presentation will be evaluated on the following criteria:
1. Accuracy in representing the assigned advocacy position
2. Effectiveness of structuring the fundamental aspects of your argument
3. Quality of research utilized to support your arguments
4. Ability to utilize visual support as an enhancement of your argument
5. Ability to engage questions and frame conversation utilizing your themes.

At the conclusion of each panel session, each presenting student will submit e-copies of any supporting material for their presentation as well their own self-assessment. This assessment will examine their goals in developing the presentation, the strategies employed to achieve those goals and their evaluation of the execution of these strategies.

Each student will be assigned to multiple controversy presentations. The final schedule will be determined based on final course enrollment.

All topics for controversy presentations will be determined by student interest after the first course period. The instructor will provide a basic set of readings for each panel and students are invited to submit other materials.

Audience

When not presenting, all other students will be expected to take part as an engaged audience. The audience will ask questions drawn from the reading materials, the presentations and their own knowledge of the subject matter. Audience members will also complete audience evaluation forms that will be shared with each presenter and the instructor.

Course Texts:

All of the readings will be available either through:
- The Blackboard course site – Items marked as 'BB' and available on blackboard under ‘e-packet.’
- Other external websites – All underlined items are hyperlinked.

Daily Schedule

August 30 – Introduction to the Course / Foundations of Public Diplomacy


September 6 – Foundations of Argument Theory


Habermas, Jürgen (1981), The Theory of Communicative Action, Volume 1, pgs. 8-42 (BB)

Toulmin, Stephen, Uses of Argument, 2003, pgs. 11-43 (BB)

** This is a supplemental resource.

** September 13 – Advocacy Challenges of Visual Argument **


*Tools*

http://visual.ly/

Debategraph, via NCDD Resource Center by Sandy Heierbacher on 3/1/12

*Case Studies*


Zarqawi DOD Presentation

Ramage, Bean and Johnson – Writing Arguments, “Conducting Visual Arguments”
** This is a supplemental resource.

** September 20 – History and Collective Memory in Public Argument **

Gronbeck, B. “The Rhetorics of the Past” (BB)

The Need for the Return of History. Why Studying History and Human Motivations is the Key to the Future of Warfare by Major Grant Martin

French Counterinsurgency in Algeria: Forgotten Lessons from a Misunderstood Conflict by Commander H. Canuel

Goodnight, G.T. ”Iraq is George Bush’s Vietnam”: Metaphors in Controversy”
September 27 – Panel 1

October 4 – Panel 2

October 11 – Panel 3

October 18 – Panel 4

October 25 – Panel 5

November 1 – Panel 6

November 8 – Panel 7

November 15 & November 22 (Thanksgiving) – No class scheduled

November 29 – Panel 8

December 6 – Panel 9 / Course Summary

Sample Prior Panel Topics

**Violence in Mexico**

Explosive Escalation?  [Reflections on the Car Bombing in Ciudad Juarez](#) by John P. Sullivan

The [New Cocaine Cowboys](#) - Robert C. Bonner, senior principal of the Sentinel HS Group, describes the tactics Mexico should use to fight its battle against drug cartels

[Mexico Under Siege](#) via SWJ Blog by SWJ Editors on 6/17/10


“Why violence has increased in Mexico and what can we do about it.” Kevin Sabet & Viridiana Rios, November 28, 2009

**Ethical Boundaries: Public Diplomacy & Propaganda**


George Orwell, (1946). “Politics and the English Language” (BB)

**Academic Policies**

**Academic Integrity:**
The Center on Public Diplomacy is committed to upholding the University’s Academic Integrity code as detailed in the SCampus guide at [http://scampus.usc.edu/](http://scampus.usc.edu/). It is the policy of faculty in the School of Communication to report all violations of the code and to pursue appropriate penalties.

**Disabilities:**
Any student requesting academic accommodations 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 the instructor as early in semester as possible. DSP is located in STU 301 and is open 8:30 am – 5:00 pm, Monday through Friday. The phone number for DSP is (213) 740-0776.