

PUBD 504: Global Issues and Public Diplomacy

Instructors: Bob Banks, Nick Cull and Elizabeth McKay

Time & Location: ASC 331, Wednesday 2:00-4:50 pm.

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Course Overview

Public Diplomacy is now an essential dimension of world affairs. Increasingly, PD is not just the province of the nation state but is a tool used by many actors in the international sphere; moreover, the message is not just focused on endorsing a particular actor but increasingly takes the form of an attempt to promulgate an idea or an approach to a global issue. An ideas-based public diplomacy is emerging. This course is born of that ideas-based approach. It will focus on critical global issues or challenges that require some form of intervention from the international community. In each issue area, we will review and evaluate what is being done about the problem and then students will be divided

into teams and asked to design a public diplomacy strategy to educate multiple audiences about the issues and to transform the key ideas into a transmissible message and course of action. Class time will be divided into a *presentation* section in which teams of students present their responses to the issue from the previous week and an *orientation* section in which the issue for the coming week will be established.

There is no text book for this class but Chip Heath and Dan Heath's *Made to Stick: Why Some Ideas Survive and Others Die*, Random House, 2007, will help you think about shaping messages and Jan Melissen's *The New Public Diplomacy*, Palgrave, 2005, is excellent on the contemporary PD context.

Students will be expected to keep track of current developments in geopolitics and to consider their implications for the practice of Public Diplomacy. Time will be set aside at the beginning of each class, starting in Week #2, to discuss issues presently on the global political agenda and to discuss the variety of tools and approaches that the PD practitioner might profitably employ to address them. Active student involvement in these discussions will be factored into that part of the grade devoted to attendance and class participation.

COURSE OBJECTIVES AND GOALS

By the end of the course students will be able to:

- Understand PD's role in the broader foreign policy framework
- Design a short and long term Public Diplomacy strategy.
- Extract and communicate core messages for a complex international subject.

- Differentiate between audiences.
- Understand the limits and capabilities of Public Diplomacy in global affairs.
- **Be able to work effectively in a team setting.**

Availability

This course is required for all first year MPD students and may be taken by other students with special permission.

Course Requirements

Attendance and Participation:

10%

Students are expected to attend class regularly and to contribute actively to class discussion.

Team Assessment:

40%

Teams will be assessed a grade for each week's presentation. See below for information on class organization and grading guidelines for presentations.

Final Paper: Creation of in-depth PD strategy

50%

For the final paper, you will be asked to select a global issue and design an in-depth PD strategy to deal with it. You are required to consult with the professor before choosing a topic for your final paper. The paper should be 12 pages in length, done in Word, contain an executive summary, a bibliography and citations, and sent as an email attachment. In this way, it can be graded using Tracked Changes and returned to you with feedback embedded in the text.

Specific instructions for each assignment will be discussed in detail in class. All assignments must be completed to earn a grade.

Work turned in late, and without specific permission from the instructor, will be assessed a half letter grade penalty for each calendar day late.

The class will operate as follows:

Step One: Orientation

Each subject is addressed with an orientation briefing presenting a general overview of the issue and the record of Public Diplomacy's engagement, at the end of which an exercise is assigned to each team. Typically, three teams will be called on to research and present, while the fourth team will be a "Murder Board" responsible for providing a critical and informed audience.

Step Two: Research

Teams research the subject, paying attention to government, international organization, regional organization and NGO sources and perspectives as appropriate to the question. They each prepare a **ten minute** power point presentation based on the exercise.

Step Three: Presentation

The first part of the following week's session will be devoted to the presentations based on the exercise and debate. After a break, the class will continue with the *orientation briefing* for the coming week and so forth for the duration of the semester.

Step Four: Assessment

The team grade is derived from marks awarded by faculty and the murder board for the team's performance collectively, and from marks allocated by fellow team members at the end of each four week cycle of exercises.

NOTE: Guidelines for presentations in PUBD 504

Team presentations on each week's assigned global issue will be graded on the basis of the team's presentation style, the depth and quality of its research, and the aptness of its chosen strategy:

- **Style** – Style includes how each team organizes itself for the presentation, distributes the presentation load, stays within the set time limit (10-minutes), and prepares a quality power point. Teams should make sure their graphics are professional in quality and enhance the impact of the presentation.
- **Research** – Research will include the team's grasp of necessary background information and context and an understanding of the opportunities and challenges each scenario offers. Presentations should present complex material clearly, accurately, and concisely. In this regard, teams need to keep their audience in mind. Presentations will be evaluated not only by what is said but also by how the team and its ideas hold up under the Murder Board's cross examination.
- **Strategy** – Strategy will focus on the applicability and feasibility of the team's approach to dealing with the issue at hand, i.e., whether it can realistically be expected to produce the desired result. Teams need to take into account historical precedent and current geopolitical context. Creativity is encouraged but the strategy must be workable.

Outline of Classes:

Introductory Sessions:

Week 1: August 22

- 1) Introduction/Organization [Banks]
- 2) Skills Briefing: How to Organize a PD Strategy [Banks]

Week 2: August 29

- 1) Discussion of the week in public diplomacy
- 2) PD and Crisis Management [Banks, Cull, & McKay]

Part A: PD & Global Security Issues

Week 3: September 5

- 1) Discussion of the week in public diplomacy
- 2) Skills Briefing: How to Handle a Press Conference [Banks]
- 3) Briefing on PD and **Terrorism** [Banks]
- 4) Assignment of teams

Week 4: September 12

- 1) Discussion of the week in public diplomacy
- 2) Terrorism Presentations
- 3) Briefing on PD and **Conflict Resolution** [Banks]

Week 5: September 19

- 1) Discussion of the week in public diplomacy
- 2) Conflict Resolution Presentations
- 3) Briefing on PD and **Trans-national Organized Crime** [Banks]

Week 6: September 26

- 1) Discussion of the week in PD
- 2) Trans-national Organized Crime Presentations
- 3) Briefing on **Diaspora PD** [Banks]

Part B: PD & Global Humanitarian Issues

Week 7: October 3

- 1) Discussion of the week in public diplomacy
- 2) Diaspora PD Presentations
- 3) Briefing on PD and **Globalization** [Cull]
- 4) Assignment of new teams

Week 8: October 10

- 1) Discussion of the week in public diplomacy
- 2) Globalization Presentations
- 3) Briefing on PD and **Immigration** [McKay]

Week 9: October 17

- 1) Discussion of the week in public diplomacy
- 2) Immigration Presentations
- 3) Briefing on PD and **Environment** [Cull]

Week 10: October 24

- 1) Discussion of the week in public diplomacy
- 2) Environment Presentations
- 3) Briefing on PD and **Health** [McKay]

Week 11: October 31

- 1) Discussion of the week in public diplomacy
- 2) Health Presentations
- 3) Briefing on PD and **Democratization** [McKay]
- 4) assignment of new teams

Part C: PD & Global Ideological Issues

Week 12: November 7

- 1) Discussion of the week in PD
- 2) Democratization presentations
- 3) Briefing on **Human Rights** [Cull]

Week 13: November 14

- 1) Discussion of the week in public diplomacy
- 2) Human Rights Presentations
- 3) Briefing on PD and **Disinformation** [Cull]

Week 14: November 21 **THANKSGIVING BREAK (no class)**

Week 15: November 28

Final all-team exercise on Disinformation.

Classes End: December 1

IX. Policies and Procedures

Plagiarism

USC School of Communication Policy on Academic Integrity

The following is the USC Annenberg School of Communication's policy on academic integrity and repeated in the syllabus for every course in the school:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by

these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as Communication school administrators. In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

Statement for Students with 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 me (or to TA) 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. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

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.