COURSE DESCRIPTION

If we look at Public Diplomacy programs as existing on a spectrum or continuum, with dialogic or two-way communications at one end and a monologic or one way style of communication at the other, broadcasting and information dissemination are probably at the monologic end. They are largely outreach oriented, spray and pray types of activities that provide initial, often superficial, exposure that speaks mostly to scale and scope – how many people can we reach? – rather than to impact or change.

Exchanges, on the other hand, are a sharply targeted, high touch, deep exposure type of PD activity. As such, they are, according to many scholars and practitioners, the most intensive, effective, and unfortunately, expensive component of Public Diplomacy. Much of PD tends to be
somewhat transactional in nature – i.e., role-based, fleeting, and superficial
-- but exchanges are more sustained and opportunistic, and much more
likely to produce a broader, more national-interest based learning and
perspective that is both culturally and value sensitive.

In this class, we will examine the vast and diverse field of international
exchanges through a number of disciplinary lenses -- historical, cultural,
economic, diplomatic, psychological -- and theoretical perspectives: inter-
cultural and international communications. We will pay special attention to
the variety of exchanges (academic, youth, sports, virtual), how they are
designed, implemented, and evaluated, and the role they play in the foreign
policy process. We will hear directly from experts and field practitioners and
explore with them the issues and trends that will define how we view this
key component of the PD toolbox going forward.

**COURSE OBJECTIVES AND GOALS**

Upon completion of this course, students should:

1. Gain a better understanding of the relationship between public
diplomacy and its most celebrated international and intercultural
communication tracks--educational and cultural exchange.

2. Become more aware of current issues in the field of international
exchanges, such as globalization, global competence, intercultural and cross
cultural communication, cultural learning and mediation, distance learning
vs. face-to-face approaches, and new technologies and their impact on
international education and their expression in PD management and
training.

3. Have acquired a heightened appreciation of the role of international
exchanges in the conduct of foreign policy from the post-WWII era to the
present day.
ABOUT YOUR INSTRUCTOR

Dr. Robert Banks joined the United States Foreign Service in 1983. During his 28-year career as a Public Diplomacy practitioner, he served as Assistant Executive Officer in Bonn, West Germany; Deputy Public Affairs Officer (PAO) in Nicosia, Cyprus; Assistant Press Attaché in Seoul, Korea; East Asia Policy Officer in USIA's Worldnet TV service; Press Attaché in Managua, Nicaragua; Cultural Affairs Officer in Seoul; Examiner for the Foreign Service oral entrance exam in the Bureau of Human Resources; Planning and Coordination Officer in the Office of Public Diplomacy in the Bureau of Western Hemisphere Affairs; PAO in Buenos Aires, Argentina; State Department Chair on the faculty of the Marine Corps War College in Quantico, VA., where he taught regional studies; and U.S. Public Diplomat in Residence at the USC Center on Public Diplomacy at the Annenberg School. He is currently Clinical Associate Professor of Public Diplomacy in USC’s Masters in Public Diplomacy Program.

COURSE REQUIREMENTS

CLASS PARTICIPATION: (15%): Students will be expected to attend all classes and to participate fully in discussions and meetings.

COMMONPLACE BOOK (15%): Students will be asked to keep a Commonplace Book, to be submitted for review at 3 separate intervals during the semester. The Book should record the student’s written responses to the assigned readings, as well as thoughts on/insights into public diplomacy generally and exchanges specifically that are gleaned from other courses, public lectures, and non-assigned readings. Your contributions should bear witness to a seriousness of purpose and reflect an effort to come to grips with and draw conclusions about relevant issues raised both in and outside of class. Students should pay special attention to areas of controversy or dispute and their implications for the role of
exchanges in and the practice of public diplomacy going forward. Submissions will be due in Weeks 5, 9 and 13.

**RESEARCH PROJECT:** 30%: Students will work together on a research project, assigned by the professor, that will explore issues involving the practice of public diplomacy by universities. Specifically, we will examine the question of how institutions of higher learning in the U.S. interact with international students from a PD perspective. The professor will provide a detailed outline of the project to the students and guide their efforts in developing a collaborative approach to gathering and assessing the research data. Students will be required to present the results of their research in Week #10.

**SEMESTER PAPER** (40%): Students will complete a 15-page semester paper that addresses some aspect of the role that exchanges play in achieving the public diplomacy objectives of the sponsoring institution. The paper can take a historical or comparative approach, present a case study, or explore new exchange opportunities presented by the spread of potentially transformative new information and communication technologies. Students should consult with the professor on appropriate topics. Papers should be done in Word, contain an executive summary, a bibliography and citations, and be submitted as an email attachment. In this way, they 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.

**REQUIRED TEXTS** **NOTE:** To the extent possible, readings listed below have been hyperlinked for easy access. A number of texts, however, are
available only through ARES, the Automated Reserve System, which manages course reserves including electronic reserves and physical reserve requests. A list of such readings will be provided. You can access ARES at:

http://libguides.usc.edu/reserves

PART ONE: THEORETICAL AND HISTORICAL APPROACHES TO INTERNATIONAL EXCHANGES

Week 1, Aug. 23 – The History and Purpose of Exchanges


• “Historical Acts of Cultural Diplomacy,” Academy for Cultural Diplomacy Website.
http://search.proquest.com.libproxy2.usc.edu/docview/580117956?pq-origsite=summon&accountid=14749

**Week 2, Aug. 30 – Culture Shock, Culture Learning, and Cultural Mediation**


• Adrian Furnham, “Tourism and Culture Shock,” *Annals of Tourism Research*, Vol. 11, Issue 1, 1984, pp. 41-57. [http://ac.els-cdn.com.libproxy.usc.edu/0160738384900951/1-s2.0-0160738384900951-main.pdf?_tid=d0eafeb2-e2d4-11e3-ae7a-00000aab0f02&acdnat=1400889121_183c5a81830ecb8d3417316e914046a2](http://ac.els-cdn.com.libproxy.usc.edu/0160738384900951/1-s2.0-0160738384900951-main.pdf?_tid=d0eafeb2-e2d4-11e3-ae7a-00000aab0f02&acdnat=1400889121_183c5a81830ecb8d3417316e914046a2)


• “Reverse Culture Shock: The Challenges of Returning Home,” U.S. Department of State website, Foreign Service Institute. [https://www.state.gov/m/fsi/tc/c56075.htm](https://www.state.gov/m/fsi/tc/c56075.htm)

• Chaoran Zheng, “Reverse Culture Shock in the Age of Social Media,” University of Gothenburg, Department of Applied Technology, May 2013, pp. 1-54. [https://gupea.ub.gu.se/bitstream/2077/34011/1/gupea_2077_34011_1.pdf](https://gupea.ub.gu.se/bitstream/2077/34011/1/gupea_2077_34011_1.pdf)
Week 3, Sept. 6 – Intercultural and International Communications


- Peter Adler, “Beyond Cultural Identity: Reflections on Multiculturalism,” Mediate.com

Week 4, Sept. 13 – THE ROLE OF EXCHANGES IN U.S. FOREIGN POLICY


- Exchange Programs and the National Interest (2000). Hearing Before the Subcommittee on International Operations of the Committee on Foreign Relations, United States Senate, 106th Congress, September


PART TWO: TYPES OF EXCHANGES

Week 5, Sept. 20 – TOURISM


• “The Percentage of Foreign Visitors Participating in Arts & Culture While Visiting the U.S.,” Americans for the Arts.org website.  
http://www.americansforthearts.org/


• “U.S. Secretary of Commerce Penny Pritzker Delivers Remarks at 2016 World Travel & Tourism Council Global Summit,” April 6, 2016.  

  http://www.sp.uconn.edu/~yian/SMITH.htm


  http://www.seagrant.umn.edu/tourism/pdfs/ImpactsTourism.pdf

  http://go.galegroup.com.libproxy.usc.edu/ps/i.do?action=interpret&id=GALE%7CA320068331&v=2.1&u=usocal_main&it=r&p=AONE&sw=w&authCount=1

WEEK 6, Sept. 27: ACADEMIC


WEEK 7, Oct. 4: ARTS AND CULTURE


  http://www.state.gov/r/remarks/2013/202649.htm

  http://www.state.gov/documents/organization/54374.pdf

**WEEK 8, Oct. 11: SPORTS**


http://www.japantimes.co.jp/sports/2013/07/27/more-sports/examining-nexus-of-sports-international-relations/#.UfXHQI3VB8E


• Dannheisser, Ralph, “Establishing a Dialogue with Young Athletes Through Sports,” IIP Digital, July 9, 2010 http://iipdigital.usembassy.gov/st/english/article/2010/07/20100708185834xlrennef0.8432581.html#axzz4DqtNYu6Q


WEEK 9, Oct. 18: GLOBAL LOS ANGELES: THE IMPACT OF INTERNATIONAL VISITORS ON LOCAL COMMUNITIES


**WEEK 10, Oct. 25: YOUTH**


**WEEK 11, Nov. 1: VIRTUAL EXCHANGES**


PART THREE: EXCHANGES MANAGEMENT
WEEK 12, Nov. 8: FUNDING, OVERSIGHT, & ALUMNI


  http://www.washingtonpost.com/wp-dyn/content/article/2007/02/04/AR2007020401512.html

WEEK 13, Nov. 15: EVALUATION


• Gibson, Irene K., “Improving U.S. State Department Cultural Exchanges with the Middle East: A Case Study Comparison of Iraq and Jordan,” Macalester College, DigitalCommons@MacalasterCollege, Spring, 4/24/15.
  http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1050&context=poli_honors

• “International Visitor Leadership Program Outcome Assessment: Executive Summary.” Apr. 2010) 


• Interagency Working Group On U.S. Government-Sponsored International Exchanges And Training (IAWG), Measuring The
Performance Of International Exchanges And Training Programs.
August 2000.
http://www.iawg.gov/rawmedia_repository/dc07a56b_8539_42a2_8e48_0a67fb0c7fe3.


  http://www.iesabroad.org/system/files/More%20is%20better%20%28Dwyer%2C%202004%29.pdf


WEEK 14, Nov. 22 – THANKSGIVING BREAK
WEEK 15, Nov. 29: STUDENT PRESENTATIONS

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.