I. Course Description
This course, which is required for students in the Master’s degree in Public Diplomacy, will examine the evolution of Public Diplomacy – the conduct of foreign policy by engaging a foreign public – during the course of the twentieth century. The class focuses on the United States and the major counter example of Britain. Issues include the evolution of the term ‘public diplomacy’ and the trajectory of the practice from crude wartime propaganda to a complex approach to world opinion, including mutual learning, listening and exchange. Major subthemes include the development of international broadcasting. Each week is framed around a historical moment with contemporary implications.

II. Overall Learning Objectives and Assessment

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

- Analyze the main structures and policies of public diplomacy which evolved in the US and UK during the twentieth century, and assess their impact.
- Delineate the relationship between public diplomacy and conventional diplomacy.
- Delineate the relationship between public diplomacy and propaganda.
- Discuss the relationships between the various elements within any one nation’s public diplomacy.
- Present a historical case with attention to its contemporary significance.
III. Assignments and Assessment
This class is assessed by mixture of research essays, case studies, presentations and class participation.

Attendance and Participation (10%): Overall attendance and participation in class discussion will be accounted for in the final grade.

Oral presentation (10%): Each student must take responsibility for leading class discussion on an assigned reading.

Short papers (2 x 10%): Students will prepare two 1,000 word papers engaging developing issues in the course in weeks five and ten.

Book review exercise (1 x 20%): Each student will analyze

Semester Paper (40%): Students will complete a 5,000 word semester paper that addresses public diplomacy in a historical and/or comparative perspective in order to measure its goals and effectiveness and advance our understanding of how public diplomacy operates.

IV. Grading Breakdown

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>10</td>
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<tr>
<td>Oral Presentation</td>
<td>10</td>
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<tr>
<td>Case Study #1</td>
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<td>Case Study #2</td>
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<tr>
<td>Book review exercise</td>
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<tr>
<td>Semester Paper</td>
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<td>TOTAL</td>
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V. Assignment Submission Policy
Instructor: Describe how, and when, assignments are to be submitted. Examples:
A. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
B. Assignments must be submitted via [Blackboard, Multimedia Asset Management (MAM) system, e-mail, etc.]
VI. Required Readings and Supplementary Materials

The core texts are:
Philip M. Taylor’s, *British Propaganda in the Twentieth Century*,
Michael Nelson’s *War of the Black Heavens*.
To add a personal perspective the reading will also include extracts from the classic practitioner memoir: Robert Marett, *Through the Back Door: An Inside View of Britain’s Information Services*.

Supplementary materials are included under each week for expanded research, background and preparation of presentations.

VII. Laptop Policy
Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Virtual Commons for more information. To connect to USC’s Secure Wireless network, please visit USC’s Information Technology Services website.
VIII. Course Schedule PUBD 502: A Weekly Breakdown Fall 2018

1. Definitions and Foundations. **27 August**

2. Propaganda in the Great War. **3 September**

3. Reluctant Propagandists: The Interwar Period, 1919-1941. **10 September**

4. Strategic Communications in World War Two, 1942-45. **17 September**

5. The Coming of the Cold War, 1945-1953 **24 September (first case due)**


7. The Civil Rights Era: Public Diplomacy & Domestic Change. **8 October.**

8. Documentary Film as Public Diplomacy **15 October**

9. The Vietnam Era: Public Diplomacy & Counter Insurgency **22 October**

10. Representation of Domestic Crises: Watergate & Northern Ireland. **29 October (second case due)**


13. The End of the Cold War and After... **19 November.**

14. Thanksgiving (independent work on final research essay) **26 November**


Final essay due on 11 December 2018.

*Important note to students:* Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.
Readings & Questions: PUBD 502

Week 1. Definitions and Foundations: Propaganda to 1914

This session will address the history of international propaganda from the earliest times and open key questions of definitions.


David Welch and David Culbert, ‘Propaganda, definitions of’ in Nicholas J. Cull, David Culbert & David Welch (eds), *Propaganda and Mass Persuasion: A Historical Encyclopedia from 1500 to the present*, ABC-Clio, 2003,

Background: UK


Background: US


Week 1. Seminar Questions:
   1) Develop definitions for propaganda and public diplomacy. To what extent are they distinct?
   2) To what extent were British and American governments of the late Nineteenth Century in control of the media which drove their foreign policy?
   3) What are the lessons of the reading for this week for contemporary public diplomacy?
Week 2: Propaganda in the Great War.

The Great War, more than any other event, shaped ideas about propaganda in the first part of the 20th century. This session will consider the role of propaganda in precipitating the war and determining its course. Attention will be paid to the use of propaganda at home and abroad to both enemy and neutral audiences. Particular attention will be paid to British propaganda in the United States, which laid the foundation for later American antipathy against the practice.


Background: US

George Creel, *How We Advertised America*, Arno Press, 1972

Background: UK


Seminar Questions:

1) How justified were the widespread American objections to the morality of British propaganda in the First World War?
2) How effectively were ideas of international reform deployed during the Great War?
3) What are the lessons of the reading for this week for contemporary public diplomacy?
**Week 3. Reluctant Propagandists: the Interwar Period, 1919-1941**

This week will examine the inter-war period, during which the Americans largely neglected formal overseas propaganda but trusted to the private sector, while the British developed tools for democratic national projection in an attempt to rally the world against fascism.

Cull, *The Cold War and the United States Information Agency*, introduction, pp. 12-20,

Taylor, *British Propaganda*, pp. 63-150,

Marett, *Through the Back Door*, pp. 21-35,


**Background: US**


**Background: UK**


**Background: General**

Seminar Questions:
1) Account for the divergent approach of Britain and the US towards state-funded national projection in the inter-war period.
2) Assess the achievement of British propaganda in the US before Pearl Harbor.
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 4. Strategic Communications in World War Two, 1942-45

This week examines the experience of propaganda in World War Two, including the challenge of weaponized rumors, the development of film propaganda, the rapid US creation of a propaganda capability and the experience of psychological warfare on the battlefield.

Cull, The Cold War and the United States Information Agency, introduction, pp. 20-38,


Allan Winkler, The Politics of Propaganda: the Office of War Information, 1942-1945, Yale University Press, 1978 chapter on overseas propaganda,

Taylor, British Propaganda, pp. 151-224,

Background: US


Background: UK

Robert Cole, Britain and the War of Words in Neutral Europe, 1939-45: the Art of the Possible, St Martins, 1990


Donaldson, British Council, pp 68-123.
Seminar Questions:
1) Assess the role of psychological warfare in the allied victory in World War Two.
2) Why was the administration of propaganda in both Britain and the US the subject of such controversy?
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 5. The Coming of the Cold War, 1945-1953

This week considers the post-war period. The Truman administration’s attempt to create mechanisms to counter Soviet propaganda and the parallel effort in the UK. The session will include consideration of both re-education in Germany and Japan and the Marshall Plan as public diplomacy.

Cull, *The Cold War and the United States Information Agency*, Chapter One,


Background: US


Background: UK


Seminar Questions:
1) Assess the view that the Cold War began BECAUSE of propaganda.
2) To what extent were the changes in Germany and Japan the product of allied re-education?
3) What are the lessons of the reading for this week for contemporary public diplomacy?


This week examines the period of the Cold War following the death of Stalin, when the US unveiled its integrated apparatus – the United States Information Agency – and British and US international broadcasting rocked Eastern Europe. The session will pay particular attention to the competing strategies of overt and covert propaganda and specifically the CIA and USIA. It will consider the lessons of events in Hungary in 1956.

Cull, *The Cold War and the United States Information Agency*, Chapters Two and Three,

Taylor, *British Propaganda*, pp. 225-42,


Background: US


Giles Scott-Smith, *The Politics of Apolitical Culture: the Congress for Cultural Freedom, the CIA, and post-war American hegemony*. Routledge, 2002


Background: US & UK


Background: UK


**Seminar Questions:**
1) What were the strengths and weaknesses of Eisenhower’s USIA?
2) To what extent were Britain and the United States ‘in step’ in their public diplomacy in the 1950s?
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 7. **The Civil Rights Era: Public Diplomacy & Domestic Change.**

This week will focus on a major issue during the Kennedy Years – the representation of race in America and specifically the movement for African American civil rights.

Cull, *The Cold War and the United States Information Agency*, chapter four


**Background: US**


**Background: UK**

Seminar Questions:
1) How effective was US public diplomacy in managing the challenge of Civil Rights?
2) With what justification can the Murrow period be considered a Golden Age of US public diplomacy?
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 8: Documentary film as Public Diplomacy

This week will be built around the screening of a series of documentary films created in the 1960s to advance US foreign policy, including the Oscar winning *Nine From Little Rock*


Cull, *The Cold War and the United States Information Agency*, Chapter Five

Background:


Seminar Questions:
1) How effective was documentary film as a mechanism of US public diplomacy?
2) Assess the ethical issues of using documentary and news film for political purposes?
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 9: The Vietnam Era: Public Diplomacy & Counter Insurgency

This week will look at the development of US information and public diplomacy work in the 1960s and the cases of the Dominican Republic intervention and the war in Vietnam. Attention will be paid to the ways in which the US was borrowing ideas and tactics from British counter insurgency operations in the 1950s. The session will also consider the birth of the term ‘Public Diplomacy.’


Background: US


Background: UK


Seminar Questions:
1) Assess the role of public diplomacy in America’s failure to prevail in Vietnam.
2) Assess the role of public diplomacy in Britain’s successes and failures in the field of counter insurgency.
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 10. The Representation of Domestic Crises: Watergate & Northern Ireland

This session will look at the representation of crisis – the Watergate issue in the United States and the ‘troubles’ in Northern Ireland in the UK.


Nelson, *War of the Black Heavens*, pp 137-156

Background: US


Background: UK


Martin Dillon, *The Dirty War*, Hutchinson, 1988


**Seminar Questions:**
1) To what extent were the Nixon years a nadir in US public diplomacy?
2) Assess the view that the Northern Ireland troubles show the weakness of both British media policy and British media practice.
3) What are the lessons of the reading for this week for contemporary public diplomacy?

**Week 11. Structures & Firewalls: the 1970s**

This session will consider the post-Vietnam, post-Watergate re-evaluation of US public diplomacy, which was one of the points at which the experience of other nations and the British model became an explicit element in the debate around public diplomacy.


Background: US


Background: UK


**Seminar Questions:**

1) Now effective was the restructuring of public diplomacy in Britain and the US in the 1970s.
2) Based on the public diplomacy record, how justified is the Carter administration’s reputation for mixed signals and weakness.
3) What are the lessons of the reading for this week for contemporary public diplomacy?

**Week 12. Global Technologies, Disinformation and Limited War: the 1980s.**

This session will look at the Reagan era and the Second Cold War, paying particular attention to the response to Soviet disinformation. It will also look at the early US use of satellite technologies. The session will examine the British ‘spinning’ of the Falklands war, and its emergence as a paradigm for media management in limited war.


**Background: USA**


**Background: UK**

Susan L. Carruthers, *The Media at War*, Macmillan, 2000, ch. 3,


David E. Morrison and Howard Tumber, *Journalists at War: the dynamics of news reporting during the Falklands conflict*, Sage, 1988

*Robert Harris, Gotcha!: The media, the government, and the Falklands crisis*. Faber and Faber, 1983
Seminar Questions:
1) To what extent can the end of the Cold War be credited to Anglo-American public diplomacy and broadcasting?
2) To what extent does the Falklands War represent a transferable model for media-military relations?
3) What are the lessons of the reading for this week for contemporary public diplomacy?

Week 13. The End of the Cold War and After...

This session looks at the role of public diplomacy in the political changes in Eastern Europe of 1989, and the first major post-Cold War conflict: the Gulf War of 1991. It considers the impact of CNN. It also looks – through the work of Jarol Manheim – at the rise of new players in the field, targeting US opinion.

Cull, *The Decline and Fall of the USIA*, Intro and Chapter One/George H.W. Bush.


Background:


Seminar Questions:
1) Assess the view that the first Gulf War One shows US public diplomacy working at its best.
2) What was new about the arena of public diplomacy in the 1990s? To what extent did the US and the UK respond to these changes?
3) What are the lessons of the reading for this week for contemporary public diplomacy?
Week 14. **Independent Research on final exercise.**

This is Thanksgiving Week and to free students for travel there will be no formal meeting of class, rather student should begin work on their final research essay, which will be 40% of the grade and will be due on 11 December.

**Week 15. Branding, Re-Branding and Intervention: Clinton, Blair & Kosovo**

This session looks at the use of public diplomacy in the 1990s: the post-Cold War neglect in the US and reemergence as an issue in the UK. Particular attention will be played to propaganda in the war in Kosovo and ethical issues around ‘information intervention.’

Cull, *The Decline and Fall of the USIA*, Chapters Two & Three on Clinton.


Background:


Rhiannon Vickers, ‘Blair’s Kosovo Campaign: Political Communications, the Kosovo War and the Battle for Public Opinion,’ *Civil Wars*, vol. 3, no. 1 (Spring 2000), pp. 54-70


**Seminar Questions:**

1) Account for the decline of public diplomacy under Clinton.
2) How successful was Britain in re-branding under Tony Blair?
3) What are the lessons of the reading for this week for contemporary public diplomacy?
IX. Policies and Procedures

A. Plagiarism
Statement on Academic Integrity
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. Please see the SCampus (http://scampus.usc.edu/1300-academic-integrity-review/) for the university’s Student Conduct Code.

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.

B. Additional Policies
Instructor: Add any additional policies specific to your class that students should be aware of: missed classes, attendance expectations, checking USC e-mail, use of technology in the classroom, etc.

C. 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
D. 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.

E. 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.

F. 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.

Statement on Academic Conduct and Support Systems:

Academic Conduct:
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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:
Student Health Counseling Services - (213) 740-7711 – 24/7 on call engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.
**Relationship and Sexual Violence Prevention Services (RSVP)** - (213) 740-4900 – 24/7 on call engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

**Office of Equity and Diversity (OED) | Title IX** - (213) 740-5086  
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

**Bias Assessment Response and Support** - (213) 740-2421  
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

**The Office of Disability Services and Programs** - (213) 740-0776  
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Support and Advocacy** - (213) 821-4710  
studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC** - (213) 740-2101  
diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency** - **UPC**: (213) 740-4321, **HSC**: (323) 442-1000 – 24/7 on call  
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.
USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.