

Spring 2020**Time:** Wed – 2:00-4:50pm**Section:** 52807R**Location:** ASC 230**Instructor:** Robert Banks**Office:** G21E**Office Hours:** 1:00-2:00pm Wednesday; 12:20-
1:00pm Thursday, and by appt**Contact Info:**Email - robertdb@usc.edu

Phone number – 626 577 3486

COURSE DESCRIPTION: The field of Public Diplomacy, defined here as an international actor's policy-based communication activities designed to understand, engage, inform, and influence foreign publics in support of national/institutional interests, 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 system; moreover, the message is not in service of 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 to PD. 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 the problem and evaluate what is being done about it. Students will then be divided into teams and asked to design a public diplomacy strategy to engage multiple audiences about the issues and to transform the key ideas into a transmissible message and plan 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 a *briefing* section in which the issue for the coming week will be introduced. In those classes where no student presentations are scheduled, the professor will introduce real world-case studies of PD challenges, for which students will be asked to propose their own solutions for subsequent in-class discussion.

Students will be expected to keep track of contemporary 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 #3, to discuss issues currently 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.

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.*

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to:

- Describe 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
- Work effectively in a team setting

ABOUT THE INSTRUCTOR

Dr. Robert Banks joined the U.S. 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 and Co-Director of USC's Masters in Public Diplomacy Program.

REQUIRED TEXTS:

Rugh, William A., *Front Line Public Diplomacy: How US Embassies Communicate with Foreign Publics*, Palgrave Macmillan, New York, 2014.

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

Attendance and Participation:	10%
1 st Short Paper (Case study analysis – cultural programs)	15%
2 nd Short Paper (Case study analysis – information programs)	15%
Team Assessment:	25%
Final Paper: Creation of an in-depth PD strategy:	35%

Attendance and Participation: Students are required to attend class regularly, to contribute to class discussion, and to do the assigned readings. Students who miss 2 or more classes will have their grades reduced and risk failing the course.

Short Papers: You will be presented with real-life case studies in which PD practitioners have applied information/cultural tools to address a challenging public affairs issue and asked to analyze the approach they have taken. Grades will be based on the overall quality of your analysis, with special attention paid to your understanding of the range and applicability of available PD programming tools and your suggestions on how the practitioners' chosen approach might be improved/enhanced to ensure the desired outcome. These papers should be 5 pages in length. The first short paper on Cultural Programs will be due in Week #4 and the second in Week #6.

Team Assessment: Student teams will work together starting in week 5 to present on the assigned global issue for that week. Teams will present a total of 7 times during the term as designated in the weekly schedule. Team presentations on the week's assigned global issue will

be graded on the basis of the team's presentation style, the depth and quality of their research, and the aptness of their chosen PD strategy. 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. Research will include the team's grasp of necessary background information and context and an understanding of the opportunities and challenges each scenario offers. Strategy will focus on the applicability and feasibility of the team's approach to the issue at hand, i.e., whether it is workable in the real world and can be expected to produce the desired outcome.

Final Paper: 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. Paper turned in late without the permission of the instructor will not be accepted. If you have an emergency that affects your ability to turn the paper in on time, you must contact the professor beforehand. The paper will be due on the date set for the final exam.

Specific instructions for each assignment will be discussed in detail in class. All assignments must be completed to earn a grade. Failure to complete one or more of them will result in an F in the class.

Final paper will be due on May 11, the assigned date for the final exam.

GRADING SCALE: Points out of 100

95-93: A	92-90: A-	89-87: B+
86-84: B	83-81: B-	80-78: C+
77-75: C	74-72: C-	71-69: D+
68-66: D	65-63: D-	Below 63 - F

Grades will be assigned as follows:

A/A- outstanding, thoughtful and enthusiastic work

B+/B above average work, demonstrating good insight into the Assignments

B-/C+ needs improvement on ideas, argument & follow through

C /below fulfills the bare minimum and shows little understanding of the material

GRADING TIMELINE: Grades will be returned no more than one week following the submission date of the assignment

LAPTOP POLICY

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg

classes. Please refer to the [Annenberg Digital Lounge](#) for more information. To connect to USC's Secure Wireless network, please visit USC's [Information Technology Services](#) website.

X. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)

Friday, January 31: Last day to register and add classes for Session 001

Friday, January 31: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001

Tuesday, February 4: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001

Friday, February 28: Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, April 3: Last day to drop a class with a mark of "W" for Session 001

THE CLASS WILL OPERATE AS FOLLOWS:

Step One: Orientation

Each subject is introduced by the professor with an orientation briefing offering a general overview of the issue and the record of public diplomacy's historical engagement, at the end of which an exercise is assigned to each team. Typically, teams will be called on to research and present, while the professor will play the role of the 'Murder Board,' which acts as the audience for and judge of the presentations.

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. Academic journals may be consulted, but more typically, you will review relevant websites, news media, blog posts, and government speeches and reports. The teams then prepare a **ten-minute** power point presentations based on the exercise prompts.

Step Three: Presentation

The first part of the following week's session will be devoted to the presentations based on the exercise. Following each presentation, the Murder Board asks questions of the various teams designed to illuminate the team's depth of research, understanding of the geo-political context, and the soundness of their proposed strategy.

Step Four: Assessment

Grades for the presentations will then be assessed by the professor acting as the Murder Board. Grades will be based on three factors: style, content, and strategy.

Step Five: Issue Briefing

After a break, the class will continue with the *orientation briefing* for the coming week, and so forth for the duration of the semester.

SAMPLE CLASS

If the issue in question for that week is, for instance, “Global Health,” the professor will present a power point briefing outlining the topic. At the end of the briefing, an exercise will be presented in which each team is assigned a separate health-related problem to address using PD tools. All teams might be asked to represent, say, a U.S. Embassy inter-agency working group, or an NGO, with each individual team being tasked with raising public awareness in a separate target population. Team One might be assigned to focus on the dangers of avian flu in Indonesia; Team Two on Ebola in Sierra Leone; and Team Three on AIDS in Botswana. The teams then research their particular issue and devise a PD strategy to address the problem. The Murder Board, which may be asked to play the Ambassador or the NGO’s Board of Trustees, listens to each presentation, engages in a Q&A with the presenters, and assigns a grade based on how the teams performed in each of three areas: style, content, and strategy.

OUTLINE OF CLASSES

Week #1: Jan 15

- 1) Introduction to Public Diplomacy: Its History and Role in Today’s International Foreign Policy and Communications Environment
- 2) Approaches to PD: Conceptualizing Engagement with Foreign Audiences

Readings:

Rugh, Introduction and Chapters 1 & 13 – “Legacy: Public Diplomacy’s Philosophy and Legal Basis,” pp. 1-22 and “Changes and Enduring Principles,” pp. 221-233.

Week #2: Jan 22

- 1) Overview Presentation on the U.S. Foreign Service and American Diplomacy
- 2) Briefing on U.S. Government PD: Washington and the Field

Readings:

Rugh, Chapters 2 & 3, “Public Diplomacy Professionals,” and “The Public Affairs Officer,” pp. 23-63.

Week #3: Jan 29

- 1) Discussion of “The Week in PD”
- 2) Briefing on PD Tools of the Trade
- 3) Briefings on How to Organize a PD Strategy & Conduct a Press Conference.

Readings:

Rugh, Chapters 8, 9, & 10, “Cultural and Educational Programs,” pp. 129-178.

Week #4: Feb 5

- 1) Discussion of “The Week in PD”
- 2) Briefing on PD Advocacy
- 3) First Global Theme Briefing: **Trans-National Organized Crime**
- 4) First short paper on Cultural Programs due.

Readings:

Rugh, Chapters, 5, 6, & 7, “Information Programs,” pp. 81-125.

“Transnational Organized Crime: The Globalized Illegal Economy,” UNODC Report, 2018.

<https://www.unodc.org/toc/en/crimes/organized-crime.html>

“What we Investigate: Transnational Organized Crime,” FBI.gov Website. <https://www.fbi.gov/investigate/organized-crime>

Week #5: Feb 12

- 1) Discussion of “The Week in PD”
- 2) Team Presentations on Trans-National Organized Crime
- 3) Second Global Theme Briefing: **Terrorism**

Readings:

Brian A. Jackson, Ashley L. Rhoades, Jordan R. Reimer, Natasha Lander, Katherine Costello, Sina Beaghley, “Building an Effective and Practical National Approach to Terrorism Prevention,” Rand Corporation, 2019.

https://www.rand.org/pubs/research_briefs/RB10030.html

Bruce Hoffman, Chapter One, “Defining Terrorism” from *Inside Terrorism*, Columbia University Press, 2006, pp. 1-42.

<http://www.nytimes.com/books/first/h/hoffman-terrorism.html>

Week #6: Feb 19

- 1) Discussion of “The Week in PD”
- 2) Team Presentations on Terrorism
- 3) Presentation of First Case Study (Korea)
- 4) Second short paper on Information Programs due.

Readings: “U.S. Relations with the Republic of Korea,” Bureau of East Asian and Pacific Affairs, Fact Sheet, July 17, 2018.

<https://www.state.gov/r/pa/ei/bgn/2800.htm>

Week #7: Feb 26

- 1) Discussion of “The Week in PD”
- 2) Class Discussion of Korea Case Study
- 3) Third Global Theme Briefing: **Conflict Resolution**

Readings:

Richard Solomon, "Teaching Peace or War," Congressional Testimony by Richard H. Solomon, President of the U.S. Institute of Peace, October 30, 2003. <http://www.usip.org/publications/teaching-peace-or-war>

Jacob Bercovitch, Victor Kremenyuk, and I. William Zartman, "Introduction: The Nature of Conflict and Conflict Resolution," *The Sage Handbook of Conflict Resolution*, pp. 1-11.

http://www.sagepub.com/upm-data/24632_Bercovitch_Intro.pdf

Week #8: March 4

- 1) Discussion of "The Week in PD"
- 2) Team Presentations on Conflict Resolution
- 3) Fourth Global Theme Briefing: **Diaspora** Public Diplomacy

Readings: Clough, Michael, "Grassroots Policymaking: Say Good Bye to the Wise Men," *Foreign Affairs*, Jan/Feb 1994.

<http://www.foreignaffairs.com/articles/49422/michael-clough/grass-roots-policymaking-say-good-bye-to-the-%C3%82%E2%80%98wise-men%C3%82%E2%80%99>

"Diasporas: Gone but not Forgotten," *The Economist*, June 25, 2015.
<https://www.economist.com/international/2015/06/25/gone-but-not-forgotten>

Week #9: March 11

- 1) Discussion of "The Week in PD"

2) Team Presentation on Diaspora Diplomacy

3) Briefing on **Migration**

Readings:

Jynnah Radford, “Key Findings about U.S. Immigrants,” Pew Research Center, June 17, 2019. <https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/>

Lajcak, Miroslav, “Why We Need a Global Understanding of Migration,” World Economic Forum Website, 16 Jan. 2018. <https://www.weforum.org/agenda/2018/01/global-migration-can-be-a-success/>

WEEK #10: March 18 -- SPRING BREAK

Week #11: March 25

Global Case Studies, Presented by Guest Speaker

Week #12: April 1

1) Discussion of “The Week in PD”

2) Team Presentations on Migration

3) Global Theme Briefing: **Environment**

Readings:

Eliza Griswold, "How 'Silent Spring' Ignited the Environmental Movement," *New York Times Magazine*, September 21, 2012.

<http://www.nytimes.com/2012/09/23/magazine/how-silent-spring-ignited-the-environmental-movement.html?pagewanted=all&r=0>

Rich, Nathaniel, "Losing Earth: The Decade We Almost Stopped Climate Change," *New York Times Magazine*, 1 Aug, 2018.

<https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>

Week #13: April 8

- 1) Discussion of "The Week in PD"
- 2) Team Presentations on Environment
- 3) Case Study Presentation (Argentina)

Readings:

"U.S. Relations with Argentina," Bureau of Western Hemisphere Affairs, June 10, 2019, <https://www.state.gov/u-s-relations-with-argentina/>

Week #14: April 15

- 1) Discussion of "The Week in PD"
- 2) Class Discussion of Argentina Case Study
- 4) Seventh Global Theme Briefing: **Human Rights**

Readings:

Stephen Hopgood, "The End of Human Rights," *The Washington Post*, January 3, 2014. http://www.washingtonpost.com/opinions/the-end-of-human-rights/2014/01/03/7f8fa83c-6742-11e3-ae56-22de072140a2_story.html

Pedro Pizano, "The Human Rights That Dictators Love," *Foreign Policy*, February 26, 2014.

http://www.foreignpolicy.com/articles/2014/02/26/the_human_rights_that_dictators_love

Week #15: April 22

- 1) Discussion of "The Week in PD"
- 2) Team Presentations on Human Rights
- 3) Eighth Global Theme Briefing: **Disinformation**

Readings:

Paul Goble, "Hot Issue – Lies, Damned Lies, and Russian Disinformation," The Jamestown Foundation, August 13, 2014.

http://www.jamestown.org/single/?tx_ttnews%5Btt_news%5D=42745

West, Darrell, "How to Combat Fake News and Disinformation,"

Brookings, Dec. 18, 2017. <https://www.brookings.edu/research/how-to-combat-fake-news-and-disinformation/>

Week #16: April 29

Final All-team Crisis Management Simulation Exercise

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

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.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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 and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, 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

uscsa.usc.edu

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.

Annenberg Student Success Fund

<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can

take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.