COURSE DESCRIPTION

Measuring success in public diplomacy (defined 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 a challenging enterprise. It is difficult, for instance, to establish a direct causal link between any given PD program and its desired impact on a target audience, often framed as positive awareness, attitude or behavior change. The degree of complexity grows exponentially when, as is often the case, the desired impact only begins to manifest itself years, even decades, later. Investing in public diplomacy, in short, rarely results in dramatic, demonstrable change or produces instant gratification.

Despite the challenges posed by PD evaluation, no organization in today’s “culture of measurement” can afford to ignore the need to obtain measurable results. In the US, the attacks of 9/11, the wars in Iraq and Afghanistan, and the subsequent worrying decline in the US image abroad focused increased attention on USG efforts to advocate
for itself, and on developing better performance measurement instruments in order to justify expenditures on PD programs.

This class will introduce students to the metrics of public diplomacy. We will look at the special challenges posed by PD assessment, the tools, terminology and mechanics of evaluation, the measurement community, and various approaches to PD evaluation. We will focus particular attention on how the USG approaches performance measurement, using case studies to gain a deeper appreciation of current practices and likely future developments.

**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:

1) Use the terminology, tools, and methods of evaluation to undertake effective program assessment

2) Produce a well-constructed public opinion survey

3) Design and execute a media content analysis

4) Apply the principles of sound and ethical evaluation practice to the use of new technologies
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.

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

Class Participation -- 10%: Active class participation and discussion are essential ingredients for this class. Students should prepare themselves for each session by reading the required texts.

Short Exercise -- 10%: Students will review a real public diplomacy case study and respond to questions about it designed to illuminate their understanding of key concepts involved in PD evaluation. Exercise will be due in Week #4.
Readings Response – 15%: Students will be asked to submit 3 written responses to the assigned readings over the course of the semester. Each response, worth 5%, will consist of selecting 2 of the readings from that week’s list and preparing a “lessons learned” paragraph on each. This means that you will provide a lessons learned document 3 times during the semester. The first will examine the readings from Weeks 1-5, the 2nd from 6-10, and the 3rd from Weeks 11-15. Students should briefly summarize the entire article, then identify those aspects of the piece that have served to advance their knowledge of evaluation in a new or expanded way. Submissions will be due in Weeks #5, 10, and 14.

Survey Exercise – 30%: Students will learn how to use Qualtrics survey software and then design and implement a survey related to some aspect of public diplomacy. Surveys will be due in Week #9 (Mar 13).

Research Paper/Project Report -- 35%: Students may choose to write a research paper or devise a project on an aspect of the evaluation of public diplomacy. The research paper should be 15 pages in length, double-spaced, with an executive summary, notes, and bibliography. The project can be either an actual evaluation of a PD-related program or initiative, or a proposal for how such an evaluation should be conceived and executed. The project report should also be no more than 15 pages in length, and should include an executive summary, notes, and bibliography. The topic of the research paper or project report should be the product of consultation with the course instructor. Final paper/project will be due on May 7, the assigned date 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. Papers not turned in by the deadline, without specific approval from the instructor, will be reduced by a half-letter grade for each day late.

**GRADING SCALE: Points out of 100**

<table>
<thead>
<tr>
<th>95-93: A</th>
<th>92-90: A-</th>
<th>89-87: B+</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-84: B</td>
<td>83-81: B-</td>
<td>80-78: C+</td>
</tr>
<tr>
<td>77-75: C</td>
<td>74-72: C-</td>
<td>71-69: D+</td>
</tr>
<tr>
<td>68-66: D</td>
<td>65-63: D-</td>
<td>Below 63 - F</td>
</tr>
</tbody>
</table>

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

CLASS OUTLINE AND REQUIRED TEXTS
Class #1: Jan 16 - Measuring Success in Public Diplomacy: An Overview


Class #2: Jan 23 - The Evaluation Process, Methods, and Tools


Rose, Brad, “Questions before Methods,” Brad Rose Consulting, Inc.,
https://bradroseconsulting.com/questions-methods/


Class #3: Jan 30

Qualtrics Survey-Building Class

The instructor will distribute materials for review in advance of the class.

Class #4: Feb 6 - The Role of Polling and Public Opinion Research in PD Metrics


Alex Oliver and Natasha Kassam, “The polls were wrong, but here’s our poll, and why you should read it,” The Interpreter, published by the Lowy Institute, June 26, 2019. https://www.lowyinstitute.org/the-interpreter/polls-were-wrong-here-s-our-poll-and-why-you-should-read-it

Class #5: Feb 13 - The Evaluation Process, Methods, and Tools – Part 2


https://webapphuddle.com/beginners-guide-to-dashboard-design/


https://evalcop.extension.org/tag/data-parties/
Class #6: Feb 20 - - Information Outreach and Advocacy


Claire Hutchings and Kimberly Bowman on “Advocacy Impact Evaluation,” in Advocacy and Policy Change,


Class #7: Feb 27 – International Broadcasting


An Evaluation of Alhurra Television Programming, conducted for the BBG by the USC Center on Public Diplomacy at the Annenberg School, USC, July 31, 2008, pp. 1-76.


Class #8: March 5 – Cultural Programming


https://www.uscpublicdiplomacy.org/blog/exploring-arts-evaluation-soft-power-and-cultural-relations

Class #9: Mar 12 - Measuring Spaces

https://collectionstrust.org.uk/resource/evaluation-toolkit-for-museum-practitioners/


Class #10: Mar 19 --SPRING BREAK

Class #11: March 26 – PD Metrics in the U.S. Government: Toward a “Culture of Measurement”


Class #12: April 2 - Exchanges


https://cisac.fsi.stanford.edu/publications/does_soft_power_matter_a_comparative_analysis_of_student_exchange_programs_19802006


Class #13: Apr 9 - New Media


Class #14: Apr 16 – Digital Diplomacy 


http://www.abc.net.au/radionational/programs/futuretense/digital-diplomacy/5344156


Class #15: Apr 23 - Case Study: Argentina - Combating Anti-Americanism


Class #16: Apr 30 - Student Project Reports

Classes end: Friday May 1

Study Days: May 2-5

Exams: May 6-13

**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](http://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](http://policy.usc.edu/scientific-misconduct).
b. Support Systems

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

[studenthealth.usc.edu/counseling](http://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](http://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](http://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](http://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](http://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](http://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](http://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://annenberg.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.