

Spring 2020
PUBD 599: Public Diplomacy and National Security

Instructor: Professor Philip Seib

Time and location: Wednesday 9-11:50am, ASC 328

Office: ASC 307-A

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Office hours: Monday 12-2; Thursday, 12-2; various other times, best by appointment

Course Description

Although sometimes overlooked, the relationship between public diplomacy and national security is significant, and the connection underscores the integral role public diplomacy can play in advancing national interests. For many nations, the military, the intelligence community, and other security arms of government are involved to varying extent with public diplomacy. In conflict prevention and post-conflict peacekeeping, public diplomacy is a valuable – if often underused – tool. Also, public diplomacy may sometimes be used provocatively as part of modern hybrid warfare. This course will examine numerous cases in which these facets of public diplomacy have been put to use. Special emphasis is given to communication aspects of public diplomacy and contemporary security structure.

Assessment

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

- understand the relationship between public diplomacy and national security strategies and tactics;
- recognize and evaluate the use of public diplomacy in national security affairs;
- identify historical precedents for contemporary connections between public diplomacy and national security policy;
- make informed judgments about the scope and quality of public diplomacy strategies and tactics in a national security context;
- analyze the effects of public diplomacy tools, such as international broadcasting and social media, in security-related matters.

Required readings

- 1) Kazuo Ogoura, *Japan's Cultural Diplomacy* (Tokyo: Japan Foundation, 2009).
- 2) P. W. Singer and Emerson T. Brooking, *Like War: The Weaponization of Social Media* (New York: Houghton Mifflin Harcourt, 2018).
- 3) Geoffrey Wiseman, *Isolate or Engage: Adversarial States, U.S. Foreign Policy, and Public Diplomacy* (Stanford, CA: Stanford University Press, 2015).

[additional readings are listed, with online addresses, in the week-by-week schedule, and others will be sent to you by email]

Course requirements

PAPERS: 100% (3 @ 33.3%). Students will write three papers, each about 3,000 words (approximately 10 double-spaced pages). The papers are due by 5 PM on **February 12, March 11, and April 8**. Please send them by email as Word documents (not PDFs).

CLASS PARTICIPATION: Bonus Points. These points will be added to your papers' average score at the end of the course. This covers general class discussion and performance in assigned presentations. Students with unexcused absences will, in effect, be penalized due to their lack of participation.

Paper guidelines

Length: about 10 double-spaced pages (approximately 3,000 words).

Please send them by email as Word documents (not PDFs).

Form: standard footnotes or endnotes are required. The particular style of citation you choose doesn't matter, as long as you are consistent.

Due dates and general topic areas

PAPER #1, FEBRUARY 12: Public diplomacy's relationship to hybrid warfare.

PAPER #2, MARCH 11: Public diplomacy in conflict zones: its role in Syria, Iraq, and Afghanistan.

PAPER #3, APRIL 8: Your choice: any topic related to the course, regardless of whether we addressed it in class.

For all the papers, submitting specific topic ideas and/or outlines in advance is optional. They may be presented for the professor's comments and suggestions about research material. Late papers will lose at least one letter grade.

Class discussion teams

During the semester, teams of students will be responsible for leading conversation about topics related to the reading. One of the goals of this course is to enhance your ability to discuss, fluently and thoughtfully, issues and events. This format may prove helpful in achieving that.

Each team will be responsible on the assigned dates for a joint presentation that should include research findings about the topic and discussion questions for your

colleagues in the class. The presentation should last about an hour. Feel free to use PowerPoint, video, etc.

TEAM 1:

TEAM 2:

TEAM 3:

DATES/TOPICS:

TEAM 1, FEBRUARY 5: Is Russia's information warfare a form of public diplomacy?

TEAM 2, APRIL 1: How is Japan using public diplomacy, regionally and globally?

TEAM 3, APRIL 22: Should U.S. public diplomacy be better integrated within American national security strategy?

Grading policies

Papers will receive numerical grades that will be converted into letter grades at the end of the semester. This is the conversion table, as prescribed by the university:

95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D

The university defines the letter grades as A="excellent"; B="good"; C="fair." C is the minimum passing grade for graduate credit. I define D as "dismal."

"Incomplete" and other special situation course grades are given at the discretion of the professor (i.e., not solely at the request of the student), and the professor is strictly limited by university rules related to this.

I will be happy to discuss the content of your papers. I will not, however, discuss the grade you have received. If you wish to appeal a grade, a formal process is available for doing so.

In grading your work, I consider quality of research and clarity of expression. Good research needs to be presented through good writing, and good writing needs to be backed up by good research. Clarity of expression also involves good organization. Don't wander and don't take an overly broad approach to your topic. Doing so can seriously detract from the power of your writing. Factual errors and mistakes in spelling, grammar, etc. will cost grade points, so proofread carefully.

Additionally, I look for evidence of insight into the topic -- do you seem to really grasp the subject matter and say something interesting about it?

In research papers you may interject your opinion, but only if you support it with evidence. In other words, beware of lapsing into polemic, no matter how passionately you may feel about the topic. For this class and your future endeavors, you want your work to be compelling and convincing. Achieving that balanced combination is always difficult but always possible.

One more very important point: Many of the issues/cases you might address in your papers change rapidly in the fast-moving modern political environment. Be certain that sources you cite related to current or near-current events are not outdated.

Mobile phones

Turned off and put away during all class sessions. If you have urgent need to have access to your phone during class, talk with the professor beforehand. Laptops and tablets are okay; you might actually be taking notes on them, but I've learned that mobile phones are merely distractions.

Course outline (*please consider this flexible*)

- Week 1 Introduction: considering intersections of public diplomacy and national security in the information age.

- Week 2 Public diplomacy and the military.
 READING: Matthew Wallin, "Military Public Diplomacy: How the Military Influences Foreign Audiences," American Security Project, February 2015, pp. 1-42.

- Week 3 Public diplomacy, counterinsurgency, and counterterrorism.
 READING: Philip Seib, "U.S. Public Diplomacy and the Terrorism Challenge," *Hague Journal of Diplomacy*, vol. 14 (2019), 154-168.
 Peter G. Peterson, "Public Diplomacy and the War on Terrorism," *Foreign Affairs*, vol. 81, no. 5, September-October 2002,
https://s3.amazonaws.com/academia.edu.documents/33330532/Soft_Power_on_Terrorism.pdf?

- Week 4 Public diplomacy versus propaganda.
READING: Singer & Brooking, chapters 2-4 (pp. 24-117).
- Week 5 Israel's multifaceted public diplomacy as security tool.
READING: Avner Golov, "The Israeli Community in the United States: A Public Diplomacy Asset for Israel," Institute for National Security Studies, 2018, <https://www.inss.org.il/publication/israeli-community-united-states-public-diplomacy-asset-israel>.
TEAM 1 PRESENTATION.
- Week 6 Hybrid warfare and Russia's information-centered public diplomacy.
READING: Jim Rutenberg, "RT, Sputnik, and Russia's New Theory of War," *New York Times Magazine*, September 13, 2017.
Singer & Brooking, ch. 1 (pp. 1-23).
PAPER 1 DUE.
- Week 7 Collaborative public diplomacy and security: NATO.
READING: Barbora Maronkova, "From Crawling to Walking: Progress in Evaluating the Effectiveness of Public Diplomacy, Lessons from NATO," https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/From%20Crawling%20to%20Walking_Maronkova.pdf. Pp. 5-40.
Singer & Brooking, chapters 5-6 (pp.118-180).
- Week 8 Public diplomacy as cause and remedy in a hostile relationship: Cuba.
READING: William M. LeoGrande, "Cuba: Public Diplomacy as a Battle of Ideas," in Wiseman, pp. 231-258.
- Week 9 Vietnam: beyond warfare.
Mark Philip Bradley and Viet Thanh Nguyen, "Vietnam: American and Vietnamese Public Diplomacy, 1945-2010," in Wiseman, pp. 110-139.
PAPER 2 DUE.
- No class; spring break.*
- Week 10 China: broadcasting, Confucius Institutes, Belt and Road
READING: Tony Tai-ting Liu, "Public Diplomacy: China's Newest Charm Offensive," <https://www.e-ir.info/2018/12/30/public-diplomacy-chinas-newest-charm-offensive/>.
R. S. Zaharna, Jennifer Hubbert, and Falk Hartig, "Confucius Institutes and the Globalization of China's Soft Power Discourse,"

<https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/uscuploads/u25044/Confucius%20Institutes%20v2%20%281%29.pdf>.

Robert S. Ross, "China: American Public Diplomacy and U.S.-China Relations, 1949-2012," in Wiseman, pp. 59-109.

- Week 11 Korea: public diplomacy amidst unfriendly neighbors.
 READING: Kwang-Jin Choi, "The Republic of Korea's Public Diplomacy Strategy: History and Current Status," pp. 5-46.
https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/The%20Republic%20of%20Korea%27s%20Public%20Diplomacy%20Strategy%20Web%20Ready_2.3.19.pdf.
TEAM 2 PRESENTATION.

- Week 12 Turkey: public diplomacy and regional influence.
 READING: Ellen Huijgh and Jordan Warlick, "The Public Diplomacy of Emerging Powers: The Case of Turkey,"
<https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/uscuploads/u35361/The%20PD%20of%20Emerging%20Powers.pdf>.
 B. Senem Cevik and Philip Seib (eds.), *Turkey's Public Diplomacy*, Ch. 4, 7 (pp. 85-97, 153-171).
PAPER 3 DUE.

- Week 13 Japan: cultural diplomacy as a national security asset.
 READING: Ogoura, pp. 6-80.

- Week 14 U.S. public diplomacy: does it advance national security?
 READING: Katherine A. Brown, Shannon N. Green, and Jian "Jay" Wang, "Public Diplomacy and National Security in 2017," https://csis-prod.s3.amazonaws.com/s3fs-public/publication/170117_Brown_PublicDiplomacy2017_Web.pdf?
 Singer & Brooking, "Conclusion" pp. 258-273.
TEAM 3 PRESENTATION.

- Week 15 Conclusion – looking back, looking ahead.

- Final Pacific Council on International Policy roundtable
 (Date TBD)

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:

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.

About the Instructor:

Philip Seib is Professor of Journalism and Public Diplomacy, and Professor of International Relations. He was director of USC's Center on Public Diplomacy, 2009-2013, and Vice Dean of the Annenberg School 2015-16. He is author or editor of numerous books, including *Headline Diplomacy: How News Coverage Affects Foreign Policy*; *The Global Journalist: News and Conscience in a World of Conflict*; *Beyond the Front Lines: How the News Media Cover a World Shaped by War*; *Broadcasts from the Blitz: How Edward R. Murrow Helped Lead America into War*; *The Al Jazeera Effect*; *The Future of Diplomacy*; and *As Terrorism Evolves*. He is editor of the Palgrave Macmillan Series in International Political Communication, co-editor of the Palgrave Macmillan Series in Global Public Diplomacy, and was a founding co-editor of the journal *Media, War, and Conflict*. He is also an attorney, and while teaching in Texas he also worked as a television and print journalist.