

**4 Units**

Fall Tues/Thurs 11:00-12:20

**Section: 52802****Location: Zoom****Instructor: Prof Nick Cull & Prof Joelle Uzarski****Office: ASC 324F****Office Hours: Tues & Thurs, 10-11.****Contact Info: [cull@usc.edu](mailto:cull@usc.edu), [jj\\_u\\_815@usc.edu](mailto:jj_u_815@usc.edu),****I. Course Description**

This course introduces a central feature of the contemporary international affairs – public diplomacy – and challenges the student to locate themselves as both its targets and practitioners. International actors have always understood that success in world affairs requires engaging foreign audiences. Today, thanks to the revolution in communication technology, public diplomacy and associated issues of communication, networking and exchange have moved from being optional extras to essential tools of modern diplomacy. The class is divided into three sections. The first part will consider the core terminology of public diplomacy, propaganda and soft power. The second part will present the foundational practices of public diplomacy – listening, advocacy, cultural diplomacy, exchange diplomacy and international broadcasting. A third and final section will consider the issues raised by globalization and examine how public diplomacy can be used to address the social, political, economic and cultural issues of our time by governments and other international actors. Techniques examined will include entertainment and nation branding. Issues will include crisis communication. At the end of the semester students will reflect on the implications of the world of public diplomacy for their own responsibilities as global citizens.

This class will give especial prominence to guest speakers and will feature contributions from experts and practitioners. Each will specifically address issues of global challenges and citizenship responses.

Core Readings (roughly 50 pages per week) will be taken from Snow and Cull (eds), *The Routledge Handbook of Public Diplomacy, 2<sup>nd</sup> edition* (Routledge, 2020) and Cull, *Public Diplomacy: Foundations for Global Engagement in the Digital Age* (Polity, 2019), both of which were created with this class in mind.

**NOTE:** These books are recommended for purchase. Be sure to buy or rent the 2<sup>nd</sup> edition of the Routledge as it has changed **SUBSTANTIALLY** from the 1<sup>st</sup> edition. **DO NOT BUY THE 1<sup>st</sup> EDITION.** It is interesting **BUT** it does **NOT** have the required reading in it.

Further readings will be posted on Blackboard as needed.

Students will also be required to follow the blog of the USC Center on Public Diplomacy and participate in at least one on-line event organized by the Center on Public Diplomacy.

### Rationale for GE credit:

#### 1) **Citizenship in a Global Era (GE: G)**

This class understands global citizenship as being a planet-wide intersection of realities and responsibilities. Our reality is that our problems are configured at a global level – including issues of climate, resources, inequality and health. Our responsibility is to explore the ways in which we as individuals can become part of the solution, as we can through the tools of public diplomacy, from the most basic responsibility to listen to others on to complex engagement with global opinion through exchanges or even international activism.

#### 2) **Social Problems (GE: SI)**

This class engages with multiple social problems experienced world-wide including issues of climate change and radicalization. It argues that public diplomacy is not only a tool for responding to these problems but is uniquely central to the enormous social challenge of international misunderstanding and deliberate hate-propaganda. Sometimes international communication is the problem. Public diplomacy, beginning with listening, can be part of many individual explorations of international social problems and solutions too.

## II. Overall Learning Objectives and Assessment

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

- Understand the centrality of communication in contemporary international relations.
- Analyze a range of ways in which an international actor can engage a foreign public.
- Articulate the relationship between individual communicators and foreign policy outcomes.

## III. Assignments and Assessment

Students are required to attend class regularly, to contribute to class discussions, and to do weekly reading. Attendance in lecture is important: there is significant material covered in lecture that is not in the reading and you cannot pass the course if you do not attend most of the lectures. There are several writing assignments for this class, and because the lectures, discussions, reading assignments and course assignments are all vitally linked, it is critical that you keep up with the schedule.

Students who miss more than **four lectures and two section discussions** will have their grades reduced and risk failing the course.

The final course grade will be based on the following distribution:

- 1<sup>st</sup> paper, 10% (500 words on definitions of foundational concepts)
- 2<sup>nd</sup> paper 20% (1,500 word listening exercise)
- Mid-term exam 20% (to be taken in class)
- 3<sup>rd</sup> paper 20% (1,500 word country-focused case study)

4<sup>th</sup> paper 20% (2,000 word personal reflection)  
Class/Section *participation* grade. 10%.

### **Papers:**

There are four papers due in this class. The details of each paper will be given in a prompt approximately one week before the papers are due (due dates are noted in the syllabus). Papers must be presented in hard copy (not as an email attachment) and late papers will not be accepted. If you have an emergency that impacts your ability to turn your paper in on time, you need to contact the professor **before** the paper is due. Each long paper is worth 20% of your final grade.

Section Assignments: The 10% section grade will be determined by participation including section assignments such as leading discussion.

The Annenberg School reserves the right to change this syllabus if necessary.

### **IV. Grading Breakdown**

Assignment	Points	% of Grade
Foundational Concept Paper		10
Listening Exercise Paper		20
Mid-term		20
Case Study		20
Personal Reflection paper		20
Class participation		10
<b>TOTAL</b>		<b>100%</b>

### **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 email.

### **VI. 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.

### **Add/Drop Dates for Session 951**

**September 14:** Last day to register and add classes

**September 14:** Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund

**October 2:** Last day to withdraw without a "W" or change a pass/no pass to a letter grade.

**November 6:** Last day to drop a class with a mark of "W"

## VIII. Course Schedule PUBD 369: Reading and Weekly Breakdown

*Important note to students: Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class and/or guest speaker availability.*

### Part One: Foundations.

Week One: (8/18 & 8/20)

Tuesday: **Introduction: The Concept of Public Diplomacy**

Thursday: **From Propaganda to Public Diplomacy**

**Reading:**

“Diplomacy through Foreign Public Engagement” (Cull, *Public Diplomacy*, p.1). 19 pages.

“Definitions: What is public diplomacy, and what is it for?” (Waller, ed., *The Public Diplomacy Reader*, p.23) 16 pages.

“Rethinking Public Diplomacy in the 2020s” (Snow in *Routledge Handbook*, p.3). 9 pages.

“Public Diplomacy Before Gullion: The Evolution of a Phrase” (Cull in *Routledge Handbook*, p. 12) 5 pages.

Week Two: (8/25 & 8/27)

Tuesday: **Soft Power in Public Diplomacy.**

Thursday: **Guest speaker with Background in Applied Soft Power**

**Reading:**

“Public Diplomacy and Soft Power” (Nye, *The Annals*, p.94). 16 pages.

“Operationalizing Public Diplomacy,” (Armstrong in *Routledge Handbook*, p. 82) 13 pages.

“The Continuing Promise of the Noosphere and Noopolitik: 20 Years After” (David Ronfeldt and John Arquilla in *Routledge Handbook*, p. 445) 34 pages

### Part Two: Core Approaches

Week Three: (9/1 & 9/3)

Tuesday: **Listening in Public Diplomacy.**

Thursday: **Speaker with expertise in polling**

**1. paper due in class on Tuesday.**

**Reading:**

“Listening: The Foundational Skill” (Cull, *Public Diplomacy*, p. 20). 19 pages

“The Spectrum of Listening,” (Martino in *Routledge Handbook*, p.21). 8 pages.

“Public Diplomacy Evaluation,” (Banks in *Routledge Handbook*, p.64). 13 pages.

Week Four: (9/8 & 9/10)

Tuesday: **Advocacy in Public Diplomacy.**

Thursday: **Nation Brands and Branding.**

**Readings:**

“Advocacy: The Cutting Edge,” (Cull, *Public Diplomacy*, p. 39). 20 pages

“Country Branding: A Practitioner Perspective” (Kaefer, *Routledge Handbook*, p. 129) 7 pages

“The Changing Nature of Nation Branding,” (Dinnie and Sevin, *Routledge Handbook*, p.137), 8 pages

“Nation Brands and Branding,” (Cull, *Public Diplomacy*, p. 120). 20 pages

Week Five: (9/15 & 9/17)

Tuesday **Culture in Public Diplomacy**

Thursday **Guest speaker working with culture**

**2<sup>nd</sup> paper (Listening Exercise) due in Tuesday’s class.**

**Reading:**

“Cultural Diplomacy,” (Patricia M. Goff in *Routledge Handbook*, p. 30) 8 pages.

“Culture: The Friendly Persuader,” (Cull, *Public Diplomacy*, p. 60) 19 pages

“Communication Logics of Global Public Diplomacy, (Zaharna in *Routledge Handbook*, p. 96) 14 pages.

“Arts Diplomacy: The Neglected Aspect of Cultural Diplomacy,” (Brown in *Routledge Handbook*, p. 79) 3 pages

Week Six: (9/22 & 9/24)

Tuesday **Exchanges in Public Diplomacy**

Thursday 10/1 **Guest Speaker on US exchanges.**

**Reading:**

“Exchange Programs and Public Diplomacy” (Scott-Smith in *Routledge Handbook*, p.38). 12 pages.

“Exchanges as Good Propaganda,” (Snow in *Routledge Handbook*, p. 422). 7 pages

“Exchange and Education,” (Cull, *Public Diplomacy*, p 80) 20 pages

“The Nexus of US Public Diplomacy and Citizen Diplomacy,” Sherry Lee Mueller in *Routledge Handbook*, p. 112) 7 pages

Week Seven: (9/29 & 10/1)

Tuesday: **International Broadcasting.**

Thursday: **Expo Diplomacy.**

**Reading:**

“International Broadcasting: The Struggle for News,” (Cull, *Public Diplomacy*, p.101) 18 pages

“International Broadcasting: Public Diplomacy as a Game in a Marketplace of Loyalties,” Phillip Arceneaux and Shawn Powers in *Routledge Handbook*, p. 50) 13 pages.

“The World Expo and Nation Branding,” (Jian Wang, p. 224) 6 pages

“Public Diplomacy through Expos: Nine Commandments for Expo Pavilions,” Cull, on line at <https://www.bic-paris.org/site/fr/grand-angle/entry/public-diplomacy-through-expos-the-nine-commandments-for-expo-pavilions>

**Part Three: Globalization: Issues and Responses.**

Week Eight: (10/5 & 10/7) Midterm by take-home due in class

**Tuesday: Celebrity and Aid Diplomacy**

**Thursday: Guest Speaker: with personal experience of aid/development work.**

**Reading:**

“UN Celebrity-Driven Public Diplomacy: Causes, Critiques, and Trajectories,” (Andrew F. Cooper in *Routledge Handbook*, p. 187) 7 pages.

“Celebrity diplomacy: United Nations’ Goodwill Ambassadors and Messengers of Peace” (Wheeler, *Celebrity Studies*) 14 pages

“Public Diplomacy and Development Communication: Two Sides of the Same Coin?” (Pamment in *Routledge Handbook*, p. 430) 7 pages.

Week Nine: (10/13 & 10/15)

**Tuesday: Entertainment and Food: Soft Power in Action.**

**Thursday: Guest Speaker: with experience of media/entertainment as a force in international relations.**

**Reading:**

“Communicating Confidence: China’s Public Diplomacy,” (Rawnsley in *Routledge Handbook*, p. 284). 15 pages.

Diplomacy and Culture in the European Union Global Strategy (Gygax, in *Routledge Handbook*, p 195) 9 pages

“A Guide to Gastrodiplomacy,” (Rockower in *Routledge Handbook* p. 205) 7 pages.

“UNESCO Approaches to Public Diplomacy,” Gervais *Routledge Handbook* p. 231) 9 pages.

Week Ten (10/20 & 10/22)

Tuesday: **Diaspora Diplomacy/Corporate**  
Thursday: **Social Issues/LGBTI Diplomacy**

“Diaspora and Diplomacy” (Kennedy in *Routledge Handbook*, p. 213) 11 pages.

“Corporate Diplomacy,” (White in *Routledge Handbook*, p 431) 8 pages

“Gay Rights Are Human Rights: LGBTI Equality and US Public Diplomacy”  
(Belmonte in *Routledge Handbook*, p 438) 6 pages

“Ethics and Social Issues in Public Diplomacy,” (Izadi and Nelson in *Routledge Handbook*, p.391) 14 pages

Week Eleven (10/27 & 10/29)

Tuesday: **Conflict, Crisis and Public Diplomacy.**  
Thursday: **Guest Speaker with military background re CVE**

**Reading:**

“Tactics of Social Influence for Use in International Conflicts” (Pratkanis in *Routledge Handbook*, p. 147). 8 pages.

“Reflections on the Counter-Insurgency Era” (Petraeus, *RUSI Journal*, p. 82). 5 pages.

“Crisis and Narrative: The San Bernardino Case,” (Walker in *Routledge Handbook*, p. 120) 8 pages

“Credibility and Public Diplomacy,” (Gass and Seiter in *Routledge Handbook*, p. 155) 14 pages

“The Primacy of Culture in Influence: A Dissenting View,” 169 Kelton Rhoads in *Routledge Handbook*, p. 169) 15 pages

Week Twelve: (11/3 & 11/5)

Reading: 59 pages

Tuesday: **Digital Diplomacy and the Global Network.**  
Thursday: **Guest speaker with digital/network background.**

“Digital Public Diplomacy: Business as Usual or a Paradigm Shift?” (Corneliu Bjola, Jennifer A. Cassidy, and Ilan Manor in *Routledge Handbook*, p. 405), 8 pages.

“The Challenges of the Internet and Social Media in Public Diplomacy.” (Wallin, *Perspective*, American Security Project) 14 pages

“WikiLeaks, public diplomacy 2.0 and the state of digital public diplomacy” (Cull, *Place Branding and Public Diplomacy*) 9 pages

Week Thirteen: (11/10 & 11/12)

Tuesday: **Partnerships and Public Diplomacy**

Thursday: **The Future of Public Diplomacy.**

**Reading:**

“Moving from Monologue to Dialogue to Collaboration: The Three Layers of Public Diplomacy.” (Cowan and Arsenault, *The Annals*, p.10). 20 pages

“Partnership...” and “Conclusion” (Cull, *Public Diplomacy*, p. 141), 30 pages

**3<sup>rd</sup> paper due in Monday class: No Late Papers Accepted**

**FINAL PAPER due at start of second week of exam period.**

## **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](http://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**



*The Instructor may* 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 information for DSP: [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](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](mailto:ability@usc.edu).

### **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**

**The following rules are now in effect:**

#### **Synchronous session recording notice**

Live class sessions will be recorded and made available to students through Blackboard (including transcriptions). Please remember that USC policy prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. As a student, you are responsible for the appropriate use and handling of these recordings under existing S-Campus policies regarding class notes (<https://policy.usc.edu/scampus-part-c/>). These rules will be strictly enforced, and violations will be met with the appropriate disciplinary sanction.

#### **Going back to Campus**

Although we are starting the semester with online instruction only, conditions may improve. In such case, courses listed as hybrid will give opportunity to students to attend class in person. This will happen only by following the strictest health guidelines and safety protocols. These are listed in the [Trojans Return](#) page. Please take the time to read this ahead so that you are prepared in case it is possible to return to in-person instruction.

#### **Attendance policy**

Students are strongly encouraged to attend live sessions via Zoom. This is the best way to engage with the course and keep up to date with class activities and assignments. However,

there will be no penalty for failing to attend live sessions, and students who miss live sessions will be able to keep up with the class by reviewing class recordings and engaging through asynchronous class activities and assignments. Note that university guidelines dictate that faculty should only maintain normal attendance, participation, and assessment expectations for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm in the student's time zone.

### **Participation**

Participation is part of your grade. The current modality of teaching includes synchronous and asynchronous lessons, assignments, exercises, and evaluation processes, and each affords different types of participation. In a synchronous zoom environment, when proper, participation is synchronous. This may include talking, when appropriate, during a zoom meeting, or using the chat function to generate or participate in discussions. Blackboard offers different types of participation, including participating in forums and completing asynchronous assignments.

The distant nature of these learning environments may prompt us to forget that we are a community and that each of us and our ideas deserve respect. For this reason, it is imperative that you remember to **respect the opinion of others**, regardless of how much you disagree.

### **Zoom Etiquette**

Although you are not obligated to turn your camera on, we highly recommend it. Please wear **appropriate clothing**. Please keep your **microphone off** during zoom class, except when you're asked to unmute for discussion or questions. Please use **appropriate backgrounds**.