

**4 Units****Fall 2020—Tuesdays—2 to 4:50pm****Section: 52833****Location: zoom****Instructor: Prof Nick Cull****Office: 324F****Office Hours: Tues & Thurs, 10 to 11****Contact Info: [cull@usc.edu](mailto:cull@usc.edu), 1-310-266-5668****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

Assignment	Points	% of Grade
Attendance & Class Participation		10
Oral Presentation		10
Case Study #1		10
Case Study #2		10
Book review exercise		20
Semester Paper		40
<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 [Blackboard, Multimedia Asset Management (MAM) system, e-mail, etc.]

## **VI. Required Readings and Supplementary Materials**

The core texts are:

Nick Cull, *The Cold War and the United States Information Agency: American Propaganda and Public Diplomacy, 1945-1989*,

Deborah Trent, ed., *Non-Traditional US Public Diplomacy: Past, Present and Future*.

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 2020**

1. Definitions and Foundations. **28 August**
2. Propaganda in the Great War. **1 September**
3. Reluctant Propagandists: The Interwar Period, 1919-1941. **8 September**
4. Strategic Communications in World War Two, 1942-45. **15 September**
5. The Coming of the Cold War, 1945-1953 **22 September (first case due)**
6. Public Diplomacy v. Psychological Warfare: the Eisenhower Era. **29 September**
7. The Civil Rights Era: Public Diplomacy & Domestic Change. **6 October.**
8. The Vietnam Era: Public Diplomacy & Counter Insurgency **13 October**
9. Representation of Domestic Crises: Watergate & Northern Ireland. **20 October (second case due)**
10. Structures & Firewalls: the 1970s. **27 October**
11. Global Technologies, Disinformation and Limited War: the 1980s **3 November**
12. The End of the Cold War and After... **10 November.**
13. Branding, Re-Branding and Intervention: Clinton, Blair & Kosovo. **17 November. (book review due)**
14. Reconciling the Clash of Cultures: After 9/11, **24 November**
15. Final session, **1 December**

**Final essay due date TBC**

***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.

Nicholas J. Cull, *The Cold War and the United States Information Agency*, Cambridge, 2008, introduction, pp. 1-12,

Anthony Quinton, 'Public Diplomacy: Can it be defined' in Deborah Trent, ed., *Non-Traditional US Public Diplomacy: Past, Present and Future*. Public Diplomacy Council, 2016, pp. 25-42

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

John McKenzie, *Imperialism and Popular Culture*. Manchester University Press, 1986

Background: US

Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945*, Hill and Wang, 1982.

### 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 20<sup>th</sup> 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.

Philip M. Taylor, *British Propaganda in the Twentieth Century: Selling Democracy*, Edinburgh University Press, 1999, pp. 1-61.

John Brown, 'Janus-Faced Public Diplomacy: Creel and Lippmann during the Great War,' from Trent, ed., pp. 43-72.

Robert Marett, *Through the Back Door*, pp.8-20.

Background: US

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

Background: UK

H.C. Peterson, *Propaganda for War: the Campaign against American Neutrality, 1914-1917*, University of Oklahoma Press, 1939

Michael Sanders and Philip M. Taylor, *British Propaganda During the First World War, 1914-18*, Macmillan, 1982, pp. 167-207.

### **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,

Nicholas J. Cull, *Selling War: The British Propaganda Campaign Against American "Neutrality" in World War II*, Oxford University Press, 1995,

Background: US

Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945*, Hill and Wang, 1982

John Trumbour, *Selling Hollywood to the World, U.S. and European Struggles for Mastery of the Global Film Industry, 1920-1950*, Cambridge University Press, 2002,

Frank A. Ninkovich, *The Diplomacy of Ideas: US Foreign Policy and Cultural Relations, 1938-1950*, Cambridge University Press, 1981, pp. 1-34.

J. Manuel Espinosa, *Inter-American Beginnings of U.S. Cultural Diplomacy, 1936-1948*, US State Department, 1976

Background: UK

Philip M. Taylor, *The Projection of Britain: British Overseas Publicity and Propaganda, 1919-1939*, Cambridge University Press, 1981

Francis Donaldson, *The British Council: The First Fifty Years*, Jonathan Cape, 1984, pp. 1-67.

Greg Walker, *The Private Life of Henry VIII*, I.B. Tauris, 2003

Background: General

Ruth Emily McMurray and Muna Lee, *The Cultural Approach: Another Way in International Relations*, North Carolina University Press, 1947

**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,

Richard Crossman, 'supplemental essay' in Daniel Lerner, *Sykewar: Psychological Warfare against Germany, D-Day to VE-Day*, G.W.Stewart, 1949, pp. 323-46.

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

Justin Hart, *Empire of Ideas: The Origins of Public Diplomacy and the Transformation of U.S. Foreign Policy*, Oxford, 2012.

Holly Cowan Schulman, *The Voice of America: Propaganda and Democracy, 1941-1945*, University of Wisconsin Press, 1990.

Frank A. Ninkovich, *The Diplomacy of Ideas: US Foreign Policy and Cultural Relations, 1938-1950*, Cambridge University Press, 1981, pp. 35-86.

Background: UK

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

Michael Stenton, *Radio London and Resistance in Occupied Europe: British political warfare 1939-1943*, Oxford University Press, 2000.

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,

Michael Nelson, *War of the Black Heavens: The Battles of Western Broadcasting and the Cold War*, Syracuse University Press, 1997, pp. 1-66,

Background: US

Jessica Gienow-Hecht, *Transmission Impossible: American Journalism as Cultural Diplomacy in Post-War Germany, 1945-55*, Louisiana State University Press, 1999.

Justin Hart, *Empire of Ideas: The Origins of Public Diplomacy and the Transformation of U.S. Foreign Policy*, Oxford, 2012.

David F. Krugler, *The Voice of America and the Domestic Propaganda Battles, 1945-1953*, University of Missouri Press, 2000.

W. Scott Lucas, *Freedom's War: The American Crusade against the Soviet Union*. New York University Press, 1999, pp. 1-163

Frank A. Ninkovich, *The Diplomacy of Ideas: US Foreign Policy and Cultural Relations, 1938-1950*, Cambridge University Press, 1981, pp. 87-183.

Background: UK

John Jenks, *British Propaganda and the News Media in the Cold War*, Edinburgh, 2006

Paul Lashmar, *Britain's Secret Propaganda War*, Sutton, 1998

Andrew Defty, *Britain, America, and Anti-Communist Propaganda, 1945-53: the Information Research Department*, Routledge, 2004.

**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?**

**Week 6. Public Diplomacy v. Psychological Warfare: the Eisenhower Era.**

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,

Nelson, *War of the Black Heavens*, pp. 67-91.

Background: US

W. Scott Lucas, *Freedom's War: The American Crusade against the Soviet Union*. New York University Press, 1999, pp. 163-301.

Francis Stoner Saunders, *The Cultural Cold War: The CIA and the World of Arts and Letters*, New Press, 2000

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

Giles Scott-Smith and Hans Krabbendam (eds), *The Cultural Cold War in Western Europe, 1945-1960*, Frank Cass, 2003

Background: US & UK

Gary D. Rawnsley, *Radio Diplomacy and Propaganda: the BBC and VOA in International Politics, 1956-64*. St. Martin's Press, 1996.

James Vaughan, *The Failure of American and British Propaganda in the Arab Middle East, 1945-1957*, Palgrave, 2006.

Background: UK

Tony Shaw, *Eden, Suez and the Mass Media: Propaganda and Persuasion during the Suez Crisis*, I.B.Tauris, 1996, esp. part three.

James Vaughan, 'A Certain Idea of Britain': British Cultural Diplomacy in the Middle East, 1945-1957, *Contemporary British History*, Vol. 19, No. 2 (June 2005) pp 151-168.

John Jenks, *British Propaganda and the News Media in the Cold War*, Edinburgh, 2006

**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

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*, Princeton University Press, 2000

Tony Shaw, *Hollywood's Cold War*, U.Mass. Press, 2009, chapter 6, 'Turning a Negative into a Positive,' pp. 167-198

Background: US

Gregory M. Tomlin, *Murrow's Cold War: Public Diplomacy for the Kennedy Administration*, Potomac Books, 2016.

Michael L. Krenn, *Black Diplomacy: African Americans and the State Department, 1945-1969*, M. E. Sharp, 1999,

Brenda Gayle Plummer, *Window on Freedom: Race, Civil Rights, and Foreign Affairs, 1945-1988*, University of North Carolina Press, 2003

Brenda Gayle Plummer, *Rising Wind: Black Americans and U.S. foreign affairs, 1935-1960*, University of North Carolina Press, 1996

Background: UK

Frances Donaldson, *The British Council*, pp. 197-258.

**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: 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.'

Cull, *The Cold War and the United States Information Agency*, Chapters Five and Six.

Nelson, *War of the Black Heavens*, pp. 107-136.

Dick Virden, 'The Uses and Abuses of Public Diplomacy: Winning and Losing Hearts and Minds,' in Trent, ed., pp. 73-94.

Background: US

Robert W. Chandler, *War of Ideas: the U.S. Propaganda Campaign in Vietnam*. Westview, 1982

Caroline Page *U.S. Official Propaganda during the Vietnam War, 1965-1973: the limits of persuasion*. University of Leicester Press, 1999

William H. Hammond, *Reporting Vietnam: Media and Military at War*. University of Kansas Press, 1998

Background: UK

Susan L. Carruthers, *Winning Hearts and Minds: British Governments, the media and colonial counter-insurgency, 1944-1960*. Leicester University Press, 1995

Paul Lashmar, *Britain's Secret Propaganda War*, Sutton, 1998, pp. 83-93, 137-143.

**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 9. 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.

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

Taylor, *British Propaganda in the Twentieth Century*, pp 243-260.

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

Background: US

Louis W. Liebovich *Richard Nixon, Watergate, and the press: a historical retrospective*, Praeger 2003

William E. Porter, *Assault on the Media: the Nixon Years*, University of Michigan Press, 1976

Background: UK

David Miller, *Don't Mention the War: Northern Ireland, Propaganda, and the Media*, Pluto Press, 1994.

Liz Curtis, *Ireland and the Propaganda War: The British Media and the Battle for Hearts and Minds*, Sásta, 1998

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

Paul Lashmar, *Britain's Secret Propaganda War*, Sutton, 1998, pp.144-161.

### **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 10. 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.

Cull, *The Cold War and the United States Information Agency*, Chapters Eight & Nine

Background: US

Hallvard Notaker, Giles Scott-Smith, David J. Snyder (ed's) *Reasserting America in the 1970s: U.S. Public Diplomacy and the Rebuilding of America's Image Abroad*, Manchester, 2016

Gifford D. Malone, *Organizing the Nation's Public Diplomacy*, University Press of American, 1988

Alan Heil, *The Voice of America*, Columbia University Press, Columbia University Press, 2003, esp. chapters 7 and 8.

Laurien Alexandre, *The Voice of America: from Detente to the Reagan doctrine*, Ablex Publishing, 1988

Background: UK

John B. Black, *Organizing the Propaganda Instrument: the British Experience*, Martinus Nijhoff, 1975

Donaldson, *The British Council*, pp. 259-336

Paul Lashmar, *Britain's Secret Propaganda War*, Sutton, 1998, pp 163-177.

#### **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 11. 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.

Cull, *The Cold War and the United States Information Agency*, Chapters Ten, Eleven, Epilogue and Conclusion.

Nelson, *War of the Black Heavens*, pp. 157-180

Background: USA

Alvin Snyder, *Warriors of Disinformation: American Propaganda, Soviet Lies and the Winning of the Cold War*, Arcade, 1995

Background: UK

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

Peter R. Young ed., *Defense and the Media in a Time of Limited War*, Frank Cass, 1992, esp. chapter by Foster.

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 12. 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.

Nelson, *War of the Black Heavens*, pp, 157-196.

Jarol B. Manheim, *Strategic Public Diplomacy and American foreign policy: the evolution of influence*, Oxford University Press, 1994

Background:

Philip M. Taylor, *War and the Media: Propaganda and Persuasion in the Persian Gulf War*, Manchester University Press, 1993

Philip M. Taylor, *Global Communications, International Affairs and the Media since 1945*, Routledge, 1997

Piers Robinson, *The CNN Effect: The myth of news, foreign policy and intervention*, Routledge, 2002

**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 13. 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.

Mark Leonard, *Britain TM*, Demos, 1997

Background:

Monroe E. Price and Mark Thompson eds, *Forging Peace: Intervention, Human rights, and the Management of Media Space*, Indiana University Press, 2002

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

Rhiannon Vickers, 'The New Public Diplomacy in Britain and Canada', *British Journal of Politics and International Relations*, vol. 6, no. 2 (Spring 2004), pp. 182-94

Nancy Snow, *Propaganda Inc.: Selling America's Culture to the World*. Seven Stories Press, 1998



Peter Goff, *The Kosovo News and Propaganda War*, International Press Institute, 1999.

**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?**

**Week 14. Reconciling the Clash of Cultures**

Cull, unpublished chapters on George W. Bush.

William A. Rugh (ed.) *Engaging the Arab and Islamic Worlds Through Public Diplomacy*, Public Diplomacy Council, 2004.

Mark Leonard, Andrew Small, with Martin Rose, *British Public Diplomacy in the Age of Schisms*, Foreign Policy Centre, 2005 <http://markleonard.net/fsblob/9.pdf>

Helle C. Dale, 'Non-traditional Public Diplomacy in the Iraq-Afghan Wars or the ups and downs of Strategic Communicators.' in Trent, ed., 171-190.

**Background:**

Advisory Group on the Arab and Muslim World (October 2003). *Changing Minds, Winning Peace: A New Strategic Direction for U.S. Public Diplomacy in the Arab and Muslim World*. <http://www.publicdiplomacy.org/23.htm>

John Brown, *Changing Minds, Winning Peace Reconsidering the Djerejian Report* at [http://www.unc.edu/depts/diplomat/archives\\_roll/2004\\_07-09/brown\\_djerejian/brown\\_djerejian.html](http://www.unc.edu/depts/diplomat/archives_roll/2004_07-09/brown_djerejian/brown_djerejian.html)

GAO Report on Public Diplomacy (2003). Available online at <http://www.gao.gov/new.items/d03951.pdf>.

Nancy Snow, *Information War: American propaganda, free speech and opinion control since 9/11*, Seven Stories, 2003.

Sheldon Rampton and John Stauber, *Weapons of Mass Deception: the uses of propaganda in Bush's war on Iraq*, Penguin, 2003.

Yahya R. Kamalipour and Nancy Snow (eds), *War, Media, and Propaganda: a global perspective*, Rowman & Littlefield, 2004

Robert Satloff, *The Battle of Ideas in the War on Terror: Essays on US public diplomacy in the Middle East*, Washington Institute for Near East Policy, 2004.

#### **Seminar Questions:**

- 1) To what extent are the problems of US PD post-9/11 the result of the Clinton era restructuring?**
- 2) To what extent is a Cold War model applicable to PD in the War on Terror?**
- 3) What are the lessons of the reading for this week for contemporary public diplomacy?**

#### **15. Final Session**

This session will allow for remaining presentations and discussion of the up-coming assessment.

### **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**

**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 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**.