

AMERICAN UNIVERSITY
School of International Service
Washington D. C.

SIS -653-001 Public Diplomacy
Monday 2:30 to 5:20 p.m.

BLIB B60

Amb. Anthony Quainton
Tel: (202) 363-2382 (h)
(202) 885-1669 (o)

Office: SIS 200E
Office Hours: Tuesday and Wednesday
2 -5 and by appointment

e-mail: quainton@american.edu
aquainton@aol.com

Research Assistant: Kirti Kler
e-mail: kk4464a@american.edu

COURSE OBJECTIVES: Public diplomacy seeks to promote a country's national interests through understanding, informing, and influencing foreign publics and broadening dialogue between a country's own citizens and institutions and their counterparts abroad. This course is designed to provide students an in-depth understanding of public diplomacy as an instrument of foreign policy. It will explore the history of U.S public diplomacy since the First World War. and the motivations and approaches of various stakeholders. It will examine the constraints which impact the effective use of public diplomacy by the American and other governments. By the end of the course students should have: (1) a thorough knowledge of the enduring issues in public diplomacy, (2) an understanding of the various new and traditional public diplomacy tools that can be used to promote national interests and values; and (3) a capacity to relate foreign policy issues and cultural values to public diplomacy strategies in various areas of the world. The course is designed to enhance students' writing, speaking and critical analysis skills that are essential in a professional career.

The course is taught by a former Ambassador with both academic and governmental experience. As a result, the course has a strong bias towards practical policy implementation strategies. The success of the course will depend on the commitment and hard work of the students, who will be expected to develop and lead discussions, read and understand the assigned readings—and often go beyond them—and discuss their written work with the class. Class time will include short lectures by the professor, class discussion of topical issues, student presentations, and occasional outside speakers.

LEARNING OUTCOMES:

By the end of the course students should be able:

- to work in groups to develop a structured, focused and realistic public diplomacy strategy

- to concisely brief a strategy to an informed but not specialized audience
- to draft a focused and realistic public diplomacy strategy for senior officials
- to understand the relevance and appropriateness of various public diplomacy tools.
- to draft speeches, policy options papers and press guidance

REQUIREMENTS:

During the course, students are expected to stay abreast of public diplomacy issues as reflected in the press and electronic media. Students should also subscribe to John Brown's Public Diplomacy Press and Blog Review (PDPBR) which will be sent to them by e-mail on a near daily basis. To subscribe go to publicdiplomacypressandblogreview.blogspot.com. Students should also regularly review the State Department's public diplomacy site <http://usinfo.state.gov> and may wish to subscribe to the Department's e-mail daily update.

Each week two students will be responsible for identifying two important articles on public diplomacy chosen from those appearing on the PDPBR or in some other public medium. These articles should be posted on blackboard by Thursday evening of the week before class. All students will be expected to have read those articles and to be prepared to discuss them in class. The students who have identified the articles will lead the discussion in class explaining the importance/significance of the chosen articles. In the second half of the course students will be divided into groups of two or three and asked to research the public diplomacy programs of a foreign country. If possible they should visit or establish contact with the Embassy of their assigned country to see how public diplomacy efforts are carried out in practice. At a minimum they should review regularly the Embassy's own website and PD structure. They should also examine the US Public Diplomacy programs in that country. Where possible they should enroll in and make use of the social media offered by the US Embassy and its counterpart in Washington. Each student team will be expected to make class presentations contrasting the US' and that country's programs and individually to write a substantive paper analyzing them. The total presentation should be no more than 20 minutes in length and the ensuing paper should be approximately 12 double-paced pages. It will be due one week after the class presentation. In addition students will be asked to draft a 5 minute speech for an Ambassador or other senior official explaining some aspect of contemporary U.S. foreign policy or commemorating an important holiday. Several students will be chosen at random to give the speech to the class. Depending on external events students may also be asked to provide short press guidance on an news event of significance.

The final grade will be determined by grades on a) class participation and discussion of the posted PD articles and press guidance (15%), b) the country presentation (20%), c) the country specific paper (20%), the draft speech (15%) and the final examination (30%). The final examination will be in the form of a public diplomacy strategy memorandum setting out for the Under Secretary of State for Public Diplomacy and Public Affairs options for reaching target audiences in a particular country.

Cell phones may not be used in class. Computers may be used for note-taking and, if needed, to obtain specific information required in the class.

Paper Requirements: All papers must meet the following minimum standards:

- Papers must be printed double-spaced in a font size no smaller than 12 pt. They may be printed on both sides of each sheet of paper.
- There should be a title, your name and the date of submission. This should be at the top of the first page, or on a separate title page. Either form is acceptable
- Each page, except the first, needs to be numbered.
- Papers should have no grammatical or spelling errors. Careful proof-reading is expected. Papers will be marked down one level (eg. From A- to B+) if there are more than seven spelling or typographical errors.
- Citations must be in a standard format. Either footnotes or endnotes are acceptable. When an author's work is paraphrased, credit must be given to the author, preferably in the body of the paper as well as in a footnote/endnote. A quote used without quotation marks is plagiarism.

ACADEMIC INTEGRITY CODE

All students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

EMERGENCY PREPAREDNESS

In the event of an emergency American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a

declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

COURSE BOOKS

The Following books should be purchased:

Nye, Joseph, Soft Power: The Means to Success in World Politics

Dizard, Wilson P., Inventing Public Diplomacy: The Story of the US Information Agency

Seib, Philip (ed), Toward a New Public Diplomacy: Redirecting U.S. Foreign Policy , Palgrave, 2009

These four books produced by the Public Diplomacy Council will be distributed in class:

Kiehl, William P. (ed.) America's Dialogue with the World, 2006

Rugh, William, Engaging the Arab and Islamic Worlds Through Public Policy, 2004

Heil, Alan J. Jr. (ed.), Local Voices/Global Perspectives: VChallenges Ahead for U.S.W. International Media, 2008

Kiehl, William P. The Last Three Feet: Case Studies in Public Diplomacy, 2012

Trent, Deborah L. (ed.) Nontraditional U.S. Public Diplomacy: Past, Present, and Future

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

As indicated in the syllabus materials will generally be available on blackboard

COURSE OUTLINE

Part I – The History and Nature of Public Diplomacy

August 28: Public Diplomacy, Public Affairs and Propaganda

Introductions; Overview of the Course; General Discussion of the concepts of soft power, public diplomacy, strategic communications and propaganda.

Anthony Quinton, “Public Diplomacy Can it Be Defined?” 2015 (on blackboard)

Nye, *Soft Power*, Chapters 1 and 2

Dizard, *Inventing Public Diplomacy*, Chapter 1

William Rugh, “The Case for Soft Power” in Seib, Toward a New Public Diplomacy

September 11: The Invention of U.S. Public Diplomacy: From the Committee on Public Information to the United States Information Agency

Dr. Craig Hayden, Chair, Diplomatic Mastery Program, Foreign Service Institute will lead this class. He is the author of The Rhetoric of Soft Power: Public Diplomacy in Global Contexts, Lexington Books, 2011

Prior to class watch on You Tube “Years of Lightning Day of Drums”

Dizard, *Inventing Public Diplomacy*, Chapters 3, 4, 5 and 6

Nicholas J Cull, “How We Got Here” in Seib, Toward a New Public Diplomacy, Chapter 2
Roberts, Walter R., “The Evolution of Diplomacy”, *Mediterranean Quarterly*, Summer 2006 (on blackboard)

Arndt, Richard T, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*, Chapters 10-12 (on blackboard)

September 18: Clinton, Bush and the Post-Cold War World

Dizard, *Inventing Public Diplomacy*, Chapter 10

Gregory, Bruce, “Public Diplomacy and Strategic Communication: Cultures, Firewalls and Imported Norms”, August 31, 2005 (on blackboard)

Arndt, Richard T, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*, Chapter 24 and Afterword (on blackboard)

“Reinventing Diplomacy in the Information Age,” A report of the CSIS Advisory Panel on Diplomacy in the Information Age. (on library reserve)

Changing Minds – Winning Peace, A New Strategic Direction for U.S. Public Diplomacy in the Arab and Muslim World. Report of the Advisory Group on Public Diplomacy for the Arab and Muslim World (on library reserve)

September 25: Why Do They Hate Us: Overcoming Negative Stereotypes

Sanders, Barry A, “American Footprints Abroad” in *American Avatar: The United States in the Global Imagination*, Potomac Books, 2011 (on blackboard)

Freeman, Charles, “Why not Let Them Hate Us, as long as They Fear Us?” Remarks to the United States Information Agency Alumni Association, October 4, 2006 (on blackboard)

Speulda, Nicole, “Documenting the Phenomenon of Anti-Americanism” The Princeton Project on National Security. (on blackboard).

Berman, Russell A., “Anti-Americanism and the Pursuit of Politics”, Princeton Project on National Security (on blackboard)

Rugh, William A (ed.), *Engaging the Arab and Islamic Worlds through Public Diplomacy*, Chapters 1-4

Robichaud. Carl and Goldbrenner, Rachel “Anti-Americanism and Violence”. June 30, 2005 (on blackboard)

October 2: The Making of Public Diplomacy in Washington and the Field: Government Stakeholders: The State Department and the Military

Review the State and Defense Departments Public Diplomacy Websites

Abiodun Williams, “The US Military and Public Diplomacy” in Seib, Towards a New Public Diplomacy, Chapter 11

Rugh, William A “Defense Department Communications: Changing Roles” and “Defense Department Communication Abroad Compared with Public Diplomacy”, in Front Line Public Diplomacy , Chapters 11 and 2

Department of Defense, *Principles of Strategic Communications*, 2008

http://www.au.af.mil/info-ops/documents/principles_of_sc.pdf

Report of the Defense Science Board Task Force on Strategic Communications , September 2004

<http://www.acq.osd.mil/dsb/reports/2004-09-strategic-communications>

Part II: The Tools of Public Diplomacy

These next five sessions are designed to look at the traditional and non-traditional tools for the implementation of public diplomacy by the United States and other major world powers and examine the institutional constraints which affect the ability of the United States to advance its public diplomacy agenda.

October 9: The Print Media; Working with Journalists

Begleiter, Ralph, “You Talkin’ To Me”, *America’s Dialogue with the World*, pp 35-48

Rugh, William, “Traditional Information Channels” in Front Line Public Diplomacy, Chapter 5

Writing assignment: Prepare press guidance for use at the State Department’s noon briefing on a high visibility foreign policy issues appearing in the press over the weekend of October 3/4

October 16: Electronic Media: Radio and TV and the Internet: News, Entertainment or What?

Visit to Voice of America at either 9:30 a.m. or 2 p.m accompanied by: Alan L. Heil, former Deputy Director of the Voice of America and author of *Voice of America: a History*.

Heil, Alan L.(ed) Local voices/Global Perspectives

Johnson, Joe B. “The Technology Dimension”, *America’s Dialogue with the World*, pp 103-114

Rugh, William A., *Engaging the Arab and Islamic Worlds through Public Diplomacy*, Chapters 3,5,6, 7 and 10

Shawn Powers and Ahmed El Gody, “The Lessons of Al Hurra Television” in Seib, Toward a New Public Diplomacy ,Chapter 3

October 23: People to People Diplomacy; Exchanges and Senator Fulbright’s Vision

William Rugh, “Educational Exchanges”, in Front Line Public Diplomacy, Chapter 10

Ilchman, Alice Stone. “The Role of Competitive Fellowships”, *America’s Dialogue with the World* pp 49-57

Mueller, Sherry Lee, "Professional Exchanges, Citizen Diplomacy and Credibility", *America's Dialogue with the World*, pp 59-70

Rugh, William A, *Engaging the Arab and Islamic World through Public Diplomacy*, Chapters 8 and 9

Visiting Speaker: Sherry Mueller, former Executive Director, National Council of International Visitors

October 30: Clarinets and Cellos: The Role of High and Low Culture

Brown, John, "Arts Diplomacy: The Neglected Aspect of Cultural Diplomacy", *America's Dialogue with the World*, pp 71-91

Arndt, Richard T., Rebuilding America's Cultural Diplomacy, *Foreign Service Journal*, October 2006 (on e-reserve)

Part III: Non-American Public Diplomacy

For the next three sessions we will be looking at how other governments go about the business of public diplomacy. Before each session in addition to any assigned readings you should consult the official websites of the governments concerned as well as the web sites of their respective cultural institutes, if any, such as the Alliance Francaise, Goethe Institute, British Council, etc. You should also consult the websites of the American Embassy in the assigned country. All students should read the case studies in The Last Three Feet.

November 6: How We and the Europeans Do It. Britain, Germany, France

Nye, Joseph S, Jr, *Soft Power*, Chapter 3

Leonard, Mark and Small Andrew, "British Public Diplomacy in the Age of Schisms" The Foreign Policy Center, February 2005 (on blackboard)

Class presentations

November 13: How Close Friends the Canadians and Israelis Do It. How Asian powers India and China do it

Colli, Terry R., "A Canadian Perspective on Public Diplomacy: Canada's Experience in the U.S." http://businessfordiplomaticaction.org/news/articles/dipl_program.pdf

Potter, Evan H., Canada and the New Public Diplomacy, Netherlands Institute of International Relations, (on blackboard)

Guolin Shen, " The View from China", In Seib, Toward a New Public Diplomacy, Chapter 5

Class presentations

November 20: How Adversaries Do It: Russia, Iran Cuba and Venezuela

Victoria Orlova, “The View from Russia” in Seib, Toward a New Public Diplomacy, Chapter 4

Class presentations

Part IV: Future Challenges

December 4 : A Look at the Future: Where do we go from here?

Seib, Philip, Toward a New Public Diplomacy, Chapters 7-10

Quainton, Anthony, “Refocusing America’s Message”, *America’s Dialogue with the World*, (on blackboard)

Barry A Sanders, “Enhancing the Image of America Strategically” in *American Avatar* (on blackboard)

Johnson, Stephen, Dale, Helle C. and Cronin, Pierce, “Strengthening U.S. Public Diplomacy Requires Organization, Coordination, and Strategy” (on blackboard)

“A Call for Action on Public Diplomacy”, A Report of the Public Diplomacy Council, January 2005 (on blackboard)

December 11 : Final Exam Strategy Paper due