

SIS-793-001/201
PRACTICUM: Cultural Diplomacy and International Exchange
Wednesdays, 5:30-8:00 pm SIS Room 348
SPRING SEMESTER 2019

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Course Description and Objectives

The SIS Practicum serves as one of the capstone options for SIS Masters students. It is designed to provide an important bridge between the academic setting and the professional world. Students will work in teams on specific projects for one or more sponsoring clients. During the course of these projects, students will build on the substantive and methodological knowledge they have acquired during the first three semesters of the SIS Master's Program. Students will also develop and enhance practical skills, such as oral and written communication and project management, in a professional context. It is expected that they will hone their organizational skills and further develop their capacity for analysis, critical thinking, and working in teams.

After meeting with each Practicum participant and ascertaining the background, skills, and preferences of each student, the professor will assign students to one of three teams. Through assigned readings and guest speakers, all participants will become familiar with a common body of substantive knowledge.

The first few weeks of the Practicum will focus on 1) Taking stock of the skill sets of team members and identifying roles (project manager, client liaison, professor liaison, etc.); 2) conducting background research on general topic areas clients have already identified; and 3) preparing for and meeting with the client for the first time. Once each team meets with its client, students will identify the scope of their project and break it down into manageable tasks that fully involve all team members. At this stage in the practicum, each team of students will meet with their instructor on a regular basis to review progress to date, identify key issues and problems, and seek guidance. Teams will continue to meet at least once a week to plan, coordinate, and carry out the projects.

The semester will culminate with each team giving an oral presentation at SIS and another to their client presenting their final deliverables. Depending on arrangements with the client, all final reports and/or their executive summaries will be posted on the SIS Practica website (www.american.edu/sis/practica).

In addition, the following activities will take place during the semester.

- ★ **Student Orientation:** Students are required to attend the session on **Wednesday, January 23, 4:00-5:30 pm** or **Saturday, January 26, 10:00-11:30 am**. Both sessions

will be held in the Letts Formal Lounge. This orientation will provide an overview of expectations for the practicum including deadlines, the role of the professor, and some skills related to understanding the consulting relationship, managing your client, and defining your scope of work.

- ★ **Scope of Work (SOW):** After approval by the client and professor, the statement of work is to be submitted to the Director of SIS Experiential Learning, Stephanie Fischer, by **February 22**. (While most SOWs will be completed before, this is the final, drop dead date.)
- ★ **Presentation Boot Camp: dates TBD** Two student teams sign up for each 1-hour block. While presentations do not have to be final by this point, there should be enough content to critique.
- ★ **AU Presentations**
- ★ **Final Client Presentations**

Please note: All final deliverables are due the day of the scheduled end-of-course exam.

Stephanie Fischer, Director of Experiential Learning, is available to students throughout the semester for assistance and coaching on general practicum issues and consulting skills. Her contact information is: fischer@american.edu, (703) 340-6030; office SIS 244
Office hours: <https://stephaniefischer.youcanbook.me>
www.american.edu/SIS/practica

Clients and Projects

International exchange programs and participation in World's Fairs are essential components of public diplomacy. Practicum participants will learn about major actors and resources in the field. They will study a conceptual framework for evaluating the effectiveness of exchanges and other cultural diplomacy activities.

Each team, comprised of four graduate students, will be assigned to one of the following clients:

1. Global Ties US

Client Background

Since 1961, Global Ties U.S., a nonprofit 501(c)(3) organization, has served as a private sector partner of the U.S. Department of State. Global Ties U.S. sustains a membership network that orchestrates exchange programs for leaders from around the world in communities throughout the United States. It serves as a professional association for their members providing training, leadership development, and professional resources. Their members include large, national organizations (program agencies); smaller, community-based organizations serving all 50 states; and alumni associations in more than 20 countries.

Community-based members of Global Ties act as “local sponsors” for the exchange visitors. The largest numbers of visitors are participants in the International Visitor Leadership Program (IVLP), the U.S. Department of State’s premier professional exchange program. Local sponsors arrange professional and cultural activities, including home hospitality, for the participants who visit their communities.

Traveling with the IVLP participants on their 4-day to 3-week programs are interpreters or liaisons (I/Ls) who facilitate the program. They serve as both language and cultural interpreters, act as the communication link to the program officers, handle logistics, write reports, and capture evidence of effectiveness on the ground through photos and quotes. I/Ls are often described as “the glue that holds the program together.”

Project Description

Team 1 will focus on the potential for Global Ties U.S. to broaden its membership by establishing a new category for Liaisons. Liaisons are independent contractors to the U.S. Department of State’s Office of Language Services. They currently have no professional association to represent their interests. The Practicum team will design and conduct surveys and interview Liaisons, U.S. Department of State officials, and Global Ties staff, exploring the mutual benefits (and any disadvantages) that might result from establishing this specific category of membership. These benefits potentially include services Global Ties U.S. could offer Liaisons, advocacy opportunities for Liaisons, and more extensive sharing of best practices to enhance the impact of the International Visitor Leadership Program. The team’s research will also shed light on the value of establishing an individual membership category in general.

In January 2019, the U.S. Department of State, in collaboration with Global Ties U.S., will conduct a two-day special training for Liaisons prior to the annual National Meeting that begins January 24. Team 1 will have the opportunity to attend some parts of the training and National Meeting. The students will present to Global Ties U.S., available Liaisons, and officials of the U.S. Department of State’s Office of International Visitors and Office of Language Services.

Client Liaisons: Barb Keller, Board Member
Jelena Putre, Senior Program Manager, Member Relations
Bonnie Beard, International Visitor Liaison
Brittany Lynk, International Visitor Liaison

Website: www.globaltiesus.org

2. International Student House (ISH-DC)

Client Background

The International Student House of Washington, DC (ISH-DC) is an independent nonprofit 501(c)(3) organization located near Dupont Circle. The House provides an exceptional residential experience to a diverse international community of approximately 100 graduate students, professional interns, and visiting scholars from 35 to 40 countries at any given moment. Each year, the roughly 300 residents represent up to 70 countries. The House

promotes intercultural dialogue, encourages lifelong connections, and fosters global citizenship.

The “House” is a living facility consisting of three buildings. The main building is a Tudor style mansion where ISH-DC hosts dozens of programs every year featuring foreign ambassadors, members of Congress, senior foreign policy professionals, entrepreneurs, and other prominent individuals. The organization successfully cultivates an environment that encourages globally minded future leaders to form long-lasting relationships that strengthen over time.

Since 1936, ISH-DC has provided more than 15,000 young graduate students and professionals from the United States and 140 countries with a unique cross-cultural residential experience and community that enables them to become dynamic global citizens and leaders. ISH-DC works to instill a spirit of international cooperation while building a solid understanding of U.S. culture, government, and business. ISH alumni have gone on to serve as ambassadors, ministers, other government officials, CEOs, NGO leaders, entrepreneurs, and academics.

Project Description

The number of students studying in higher education institutions outside their home countries is escalating. As governments and institutions of higher education increasingly appreciate the economic and cultural benefits (and challenges) of attracting larger foreign student populations, recruitment efforts are expanding and increasingly competitive.

The challenge: ISH-DC staff have story after story of residents sharing the significance of their time at the House and the life-long relationships they have developed. However, the challenge is to quantify the experience on a larger scale. The ability to quantify outcomes more accurately would allow staff to better communicate the importance of ISH-DC to donors and advocates.

Desired outcome: reliable tools that will help address this challenge and can be utilized for years to come. The team will be asked to:

- Review all relevant information on the ISH-DC community
- Identify areas that can be documented and useful to illustrate achievements
- Assess information and present analysis
- Divide into quantitative and qualitative results
- Create tools to easily replicate the process and templates for annual reporting

Team members will have the opportunity to participate in several ISH events. The students will present to the board of ISH-DC.

Client Liaisons: Cynthia Bunton, former President, Board of Directors
Thomas A. O’Coin, Executive Director

Website: www.ISHDC.org

3. Expo Unit, U.S. Department of State

Client Background

In January 2017, the U.S. Department of State established the Expo Unit to oversee U.S. pavilions at Bureau of International Expositions (BIE)-sanctioned international expositions and to support U.S. candidacies to host Expos. The Unit also represents the United States at the BIE, the international organization managing World's Fairs. The Expo Unit is responsible for organizing U.S. participation in 2020 Dubai.

Expo 2020 Dubai - the first World's Fair in the Middle East - is expected to attract 25 million visitors, including six million to a U.S. pavilion, during the six-month event from October 2020-April 2021. Coinciding with the UAE's 50th golden jubilee, the Expo will be the world's largest and most diverse gathering, with 70 percent of the attendees coming from outside the country. The official theme is "Connecting Minds, Creating the Future." Expo 2020 Dubai will be an excellent opportunity to tell America's story and highlight American ingenuity and leadership in commerce and culture, particularly highlighting mobility: social, physical, and mechanical.

Expos, also known as World's Fairs, are nation-branding events that provide the opportunity to promote American industry, culture, and values while countering the messages of rival nations and ideologies. The most recent six-month World Expo was Milan 2015. In 2017, Kazakhstan hosted a three-month exposition focused on energy. Expo attendance numbers exceed those of the World Cup and the Olympics. Countries compete vigorously to host; Azerbaijan, Japan, and Russia are bidding to host Expo 2025. The United States has hosted a dozen Expos, and has participated in all but two, since the first in London in 1851. The next opportunity to host will be 2027 or 2030.

At the end of the Cold War, the United States transitioned from federal funding to a public-private partnership model, with the private partner responsible for raising the money for U.S. pavilions. The United States is the only nation that relies exclusively on private donations. In June 2018, following a competitive selection process, Acting Under Secretary for Public Diplomacy and Public Affairs Heather Nauert announced the private sector implementing partner. The consortium, re-named Pavilion USA 2020, includes fundraisers, architects, exhibit designers, universities, and cultural and communication partners.

Project Description

Students will work with the Expo Unit to review public diplomacy activities accompanying U.S. pavilions at Expos 2005 (Aichi), 2010 (Shanghai), 2012 (Yeosu), 2015 (Milan), and 2017 (Astana). Students will review published U.S. Commissioner General Reports ([posted online](#)), interview past public diplomacy coordinators at U.S. pavilions and/or review Association for Diplomatic Studies and Training (ADST) oral histories, and research the social media and virtual activity surrounding previous pavilions. With the historical information available and after conducting additional interviews, they will review the anticipated audience for Expo 2020 Dubai and propose Expo-related public diplomacy programming before, during, and after the six-month event.

Specifically, the Team will support the U.S. Department of State's Expo Unit and Global Ties U.S. by recommending the best array of cultural programming to reflect American diversity at the USA Pavilion. With the need to select roughly 200 acts, the Team would consider the selection process and suggest the optimal mix of programs that would resonate with key audiences. They would also identify effective ways to engage U.S. Department of State exchange program alumni in the South and Central Asia (SCA) and Middle East and North Africa (MENA) region in the programming for the USA Pavilion, based on consultation with the Expo Unit, past coordinators of the Expos, and related research. The students will present to the Expo Unit and Global Ties U.S., a member of the Pavilion USA 2020 Consortium.

Client Liaisons: Jim Core, Director, International Expositions Unit
Matthew Asada, EXPO 2020 Project Coordinator

Website: www.expo2020dubai.com

General Goals

1. Improve research, analysis, and critical thinking abilities
2. Hone communication skills – speaking, writing, and listening
3. Develop professionalism
4. Increase substantive knowledge of the field
5. Expand professional network

Learning Outcomes

By the end of the Practicum, each student will be able to:

- ★ Research and conceptualize a problem, define the scope of the project and break it down into workable components, develop a timeline (Analysis and Planning).
- ★ Work effectively as a team member by identifying key tasks, sharing responsibility for the project, and ensuring all deadlines are met (Teamwork and Project Management).
- ★ Establish a positive working relationship with a client by understanding the client's needs and deadlines, following up with client requests, and managing expectations (Client Relations).
- ★ Deliver an organized, articulate presentation to the client with effective remarks and graphical aids (Oral Presentation).
- ★ Prepare a professional, cleanly written document that identifies the client's problem and offers thoughtful analysis and recommendations (Written Presentation).

Course Policy

The Practicum, a significant capstone project, also represents the School of International Service and its graduate students to outside organizations. As such, it is important that students conduct themselves in a thoroughly professional manner. Students selected for Practicum courses are expected to participate fully in the program from the earliest stages

through submission of the final deliverables. It is expected that Practicum students serve as responsible team members who are involved in project management, respectful of team deadlines, and conscious of the larger needs of the team and the client. Students must also respect the client relationship and the terms set forth in the client agreement letters regarding client records, personnel, confidentiality or non-disclosure requirements. Students who do not conduct themselves in a professional manner will be removed from the Practicum and receive a failing grade for the course.

All sponsoring clients are informed that they have an open link to the instructor at any time during the semester to discuss any matters of relevance about the project and project team. The instructor, however, is not the leader of the project but rather a coach for the teams, guiding their work for the sponsoring clients.

At the end of the Practicum, students will have the opportunity to present their final written report to the client. In most cases, SIS will provide funding to cover multiple copies (up to 10) of the reports and executive summaries for distribution to the client.

Role of Instructor

Unlike most other courses of study, a Practicum involves multiple stakeholders beyond the student and instructor. This situation creates new roles for the instructor:

- ★ To identify client organizations and negotiate the initial terms of each project.
- ★ To design a course of study that will enable students to manage their work with client organizations effectively and efficiently.
- ★ To determine requirements for reporting and project management; to establish criteria for evaluating student and team performance; to set the schedule and deadlines.
- ★ To act as the overall coordinator among the client, project team, and the University and to maintain these relationships in good order.
- ★ To provide added value to the client and to each team in the form of expertise, management, and quality control.
- ★ To serve as a mentor to students as they navigate the process of research design and implementation, the development of their deliverables through monitoring, feedback, and preparing for a formal presentation.

Course Assignments and Grades

Final grades for the course will be based on class-related assignments (75%) as well as the client's assessment (25%).

The class-related assignments include the following:

- 1) ***Individual Contributions–class participation and individual assignments (20%).*** These assignments will be described in greater detail in class, and may include an annotated bibliography, initial briefing paper(s), and assigned planning documents (including client preparation documents). The assignments are due on the dates indicated in the course schedule. Late submission may result in the reduction by 1/3

of a letter grade for each day it is late. Students who are unable to attend an on or off-campus meeting must inform their instructor ahead of time via email.

- 2) **Oral Presentations (20%).** Teams must present their deliverables to the client, as well as any preliminary presentations requested by the instructor. The oral presentations may include data and effective graphics.
- 3) **Written Report (20%).** The final paper (or other deliverable) will generally be 20 -25 pages in length, not including a separate 2-page executive summary. The final page count will depend on the client request and approval by the instructor. A separate handout will be provided detailing the report requirements (font, charts, appendices, etc.).
- 4) **Team Evaluation of Individual Performance (15%).** Each member of the team will also be evaluated by other team members for their contribution to the project. The instructor will provide an evaluation form to all team members near the end of the semester.
- 5) **Client Assessment (25%).** Each client will be provided with an evaluation form. The client will evaluate the team based on their communication skills, successful definition and management of the project, and final oral presentation and deliverables.

Grade scale

A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	lower than 59

Please note that an “A” grade denotes a truly excellent performance and work that is original, insightful, critical, clear, and well-written. It indicates that the team has worked effectively and successfully to marshal the talents of each member. A “B” is solid work that is well organized and goes beyond minimum requirements. It reflects a good command of the material, with instances of higher-level thinking and intellectual engagement. It will also indicate the degree to which the team has worked effectively. A “C” reflects a lack of higher level thinking, intellectual originality, clear organization, and teamwork. A “D” indicates that minimum course requirements were not fully met. An “F” means the minimum course requirements were not met.

Academic and Other Support Services

The Practicum will provide students with “real world experience” in navigating the challenges associated with working with clients, working in teams, and meeting defined deadlines. Students may discover that additional expertise in their substantive area and/or in their methodological approach is needed. The instructor is available to mentor students throughout their work on the Practicum. She may put students in touch with other “experts” on campus or elsewhere to assist them with particular issues that may arise. It is very important that students address issues early on and maintain a positive and pro-active attitude. In general, clients should not be approached to provide guidance on analytical matters that the team is expected to possess or obtain, such as statistical methods, collaborative software tools, application programs, and basic concepts in international relations theory or the topic area of the Practicum.

Students may also face other academic challenges. A wide range of services are available to support them at American University. These include:

- ★ [Academic Support and Access Center](#) **MGC 243, 202-885-3360** supports the academic development and educational goals of all AU students while also providing support to students with disabilities. The Center offers workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](#).
- ★ [Counseling Center](#) **MGC 214, 202-885-3500** helps students make the most of their university experience, both personally and academically. The Center offers individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to gain the skills and insight needed to overcome adversity and thrive while in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.
- ★ **Center for Diversity & Inclusion MGC 201, 202-885-3651** is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.
- ★ [OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](#) **202-885-7070** provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence or stalking.

American University expressly prohibits any form of harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) 202-885-2527 or the [Office of the Dean of Students](#) 202-885-3300 dos@american.edu. All faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this

conduct are required to report this information to the university, regardless of the location of the incident.

- ★ **The Writing Center**, first floor of Bender Library, offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help a student analyze assignments, understand the conventions of academic writing, and learn how to revise and edit their own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Call 202-885-2991 to arrange a session. Handouts, information, and a weekly writer's blog are available at the Writing Center website and on Facebook.
- ★ **International Student & Scholar Services**, Butler Pavilion, Room 410 has resources to support academic success and participation in campus life including academic counseling, [support for second language learners](#), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code (see <http://american.edu/academics/integrity/code.htm>). By registering, students have acknowledged their awareness of the Academic Integrity Code. They are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly. Disciplinary actions will be taken should such violations occur. Students should consult their instructor if they have any questions about the academic violations described in the Code in general or as they relate to the particular requirements for this course.

Emergency Preparedness

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. Students must inform their faculty member 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 professor and/or respective dean's office for course and school-specific information.

Preliminary Readings

1. Charles Frankel, *The Neglected Aspect of Foreign Affairs*, The Brookings Institution, 1966. Pages 67-79.
2. James H. Billington, *The Intellectual and Cultural Dimensions of International Relations*. President's Committee on the Arts and Humanities Speech, February 28, 1991.
3. Richard Arndt, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*. Potomac Books, 2005. Introduction and pages 1-61.
4. William A. Rugh, *Front Line Diplomacy: How U.S. Embassies Communicate with Foreign Publics*, Palgrave Macmillan, 2014. Pages 7-22, 129-143, 161-178.
5. Senator J. William Fulbright of Arkansas, September 22, 1981: Letter to the President. Senator J. William Fulbright of Arkansas, December 16, 1986, Speech at the National Press Club. *DVD J. William Fulbright: The Man, The Mission, and the Message*, The J.W. and Harriet Fulbright Center, 2006. Available on YouTube.
6. Elihu Root, "A Requisite for the Success of Popular Diplomacy," *Foreign Affairs*, Volume 1. Number 1, September 1922.
7. Sherry Lee Mueller and Mark Rebstock, "The Impact and Practice of Citizen Diplomacy" in *PD Magazine*, Winter 2012. Pages 15-27.
8. Moorhead Kennedy, *The Ayatollah in the Cathedral: Reflections of a Hostage*, Hill and Wang, 1986. Pages 167-177 and 192-202.
9. Brook Larmer, "Alienation 101" in *1843 Magazine*, The Economist Group, April and May, 2017. Pages 84-91.
10. James McCartney and Molly Sinclair McCartney, *America's War Machine: Vested Interests, Endless Conflicts*, St. Martin's Press, 2015. Pages 2-67.
11. Susan Cain, *Quiet: The Power of Introverts in a World That Can't Stop Talking*, Crown Publishing Group, 2012. Pages 34-58, 71-89.
12. Sherry Turkle, *Reclaiming Conversation: The Power of Talk in a Digital Age*, Penguin Press, 2015. Pages 3-56, 211-227.
13. Beatrice Camp, "Neglecting World's Fairs Doesn't Make Them Go Away, So Let's Do It Right" in *The Foreign Service Journal*, September 2016.
14. Ludovic Tournés and Giles Scott-Smith (eds.), *Global Exchanges: Scholarships and Transnational Circulations in the Modern World*, Berghahn Books, 2018. Pages 1-32 (introduction), 173-187 (chapter 10), 188-201 (chapter 11), 262-275 (chapter 16).
15. Andrew Wulf, *U.S. International Exhibitions during the Cold War: Winning Hearts and Minds through Cultural Diplomacy*, Rowman & Littlefield, 2015, Pages 1 – 68
16. Expo Unit Director's Power Point Presentation on Expos as a PD Platform
<http://www.state.gov/documents/organization/286185.pdf>

Valuable Newsletters and Listservs

Public Diplomacy Council

- <https://www.publicdiplomacycouncil.org/>
- Email PublicDiplomacyCouncil@gmail.com to get on listserv

Global Ties Weekly Update

- <https://www.globaltiesus.org/>
- Go to <https://info.globaltiesus.org/l/482051/2018-05-30/6s16w> to subscribe to weekly newsletter

Leonard Baldega

- Email ljbjbb@aol.com to get on listserv

John Brown's Public Diplomacy Press and Blog Review

- <http://publicdiplomacypressandblogreview.blogspot.com/>
- Subscribe on right side of website

Don Bishop (Bren Chair of Strategic Communications, Brute Krulak Center for Innovation and Creativity, Marine Corps University, Quantico)

- Email donbishop99@hotmail.com to get on listserv

Bruce Gregory

- Email BGregory1@aol.com to get on listserv
- Resources on Diplomacy's Public Dimension: <https://ipdgc.gwu.edu/bruce-gregorys-resources-diplomacys-public-dimension>

Course Schedule

Week 1 - January 16

- Introduction: Definitions, The three Rs of cultural diplomacy
- Discussion: The IC Practicum: Projects, Teams, Logistics, and Expectations
- Be prepared to do a four-minute self-introduction that includes: where you were born and grew up, previous education and international experience, work experience, a lesson you learned from your cumulative experience, assets you bring to your team.
- Select reading assignments.

REQUIRED: Practicum Orientation

Thursday, January 23, 4:00-5:30 pm or Saturday, January 26, 10:00 - 11:30am.

Week 2 - January 23

- Oral presentations and discussion of Preliminary Readings. Four-minute presentation should cover main points made by author, your opinion of these, and reasons why you think this reading was included on the reading list.
- Discussion: Professionalism; Elements of a successful meeting
- Planning for first client meeting – finalizing bios, drafting agenda
- Individual Team Meetings

OPTIONAL: Sunday, January 27

- Buffet Dinner at the home of Professor Mueller at 5:30pm. Client representatives and other resource people will be invited to join us.

Week 3 - January 30

- Oral presentations and discussion of Preliminary Readings. Four-minute presentation should cover main points made by author, your opinion of these, and reasons why you think this reading was included on the reading list.
- Discussion of the History of U.S. Public Diplomacy
- Initial team meeting with client should be held before this date.

Week 4 - February 6

- Guest Speaker: Brad Minnick, AU Alumnus and Consultant. Topic: A Career in Cultural Diplomacy and International Exchange. Brad will focus on how he measured success and lessons he learned while holding various positions in the field.
- Annotated bibliography due
- Draft SOW, including project goals, research methods, deliverables, and timeline due
- Individual team meetings

Week 5 - February 13

- Finalize SOWs
- Intensive client interaction continues
- Discussion: Constructing Surveys and Interview Questions
- Individual team meetings

Week 6 - February 20

- Discussion: Client Management Revisited
- Discussion: The Art of Interviewing
- Team reports
- Individual team meetings

Monday, February 25

Cultural Diplomacy and International Exchange Practicum participants host panel discussion: *"Making the Hard Case for Soft Power"*. Sponsors have been recruited.

Week 7 - February 27

- Submit final versions of surveys, interview protocols
- Individual team meetings

Week 8 - March 6

- Discussion: Guidance for Writing Succinctly and Persuasively
- Mid-term Peer Review
- Mid-term reflection on lessons learned and potential mid-course corrections
- Individual team meetings

Week 9 - March 13, Spring Break, No Class

Week 10 - March 20

- Guest professor: Nancy Sachs, Ph.D.
- Mid-term Progress Reports: Each Team member will give a formal presentation on one aspect of the team's project including client description, goals, research methodology, and progress to date. Dr. Sachs and other participants will provide feedback.
- Individual team meetings

Week 11 - March 27

- Individual team meetings

Week 12 - April 3

- Individual team meetings as needed
- Outline of final report and outline of final presentations due

Week 13 - April 10

- Draft of final reports and other deliverables due
- Instructor and clients review initial drafts before final submission
- Draft and send invitations to oral presentations scheduled for April 24

Week 14 - April 17

- Individual team meetings
- Rehearsal of final presentations and critiques by teams

Week 15 - April 24, Last day of class

- Oral presentations at AU IC Commons, SIS Building; Client Presentations as scheduled.