



SIS-653-002 Public Diplomacy
Thursdays 8:20-10:45 pm
Location: SIS room 355

Earl Anthony (Tony) Wayne, Career Ambassador Office: SIS 200E Distinguished Diplomat in Residence Office Hours: Thursday Telephone: 240-400-0225 (cell); 202-885-1683 (O) 4:00-6:00 pm and by apt. Email: eawayne@american.edu; RA: Melina Villavicencio wayneea@gmail.com Email: melina.villavicencio@student.american.edu

Course Objectives: This course is designed to provide students with an in-depth understanding of Public Diplomacy (PD) as an instrument of foreign policy. Public diplomacy is used by governments to influence others' thoughts and actions in ways that advance national interests and values, that build and manage long-term relationships, and that promote understanding of cultures, attitudes and behaviors.

Instructor and students will examine concepts, practices, institutions and critical issues of public diplomacy as one of the vital tool kits used to carry out a nation's international policies. The course assumes the central importance of engaging with the public in today's diplomacy.

Diplomatic practice is changing in fundamental ways. More diplomatic engagement is occurring in public places, real and virtual. More diverse sets of actors are filling the expanded global space for public engagement. Issues are often more complex, more interconnected and more international than ever. In fact, many of them are "inter-mestic" – international and domestic at the same time.

The communications landscape is faster, more crowded and more competitive. New technologies have accelerated the speed of the news cycle and thus of diplomacy and national security decision-making, transforming operations of foreign policy machinery in capitals and in embassies. Disinformation and propaganda, similar in some ways to that used during the Cold War, is now enabled by social media and other enhanced technology tools, making it harder to overcome long present challenges of negative opinion, which for the U.S. often shows up as anti-Americanism.

To be successful, public diplomacy now more than before needs to be a "whole of government" undertaking, with public diplomacy professionals at its core, but drawing on the expertise and participation of a wide range of actors and actions in government as well as partners outside of government. To be effective, as has always been the case, Public Diplomacy needs to be well incorporated into the policy process.

This course will explore what today's international and technological landscape means for the actors, issues, methods and working environments of public diplomacy as well as traditional diplomacy. The course is designed to enhance student's writing, speaking and critical analytic skills that will be essential in a professional career.

By the end of the course, students should have:

- 1) A knowledge of the foundational issues in public diplomacy;
- 2) An understanding of traditional and new tools of public diplomacy that can be used to promote and defend national interests and values and to build enduring international relationships;
- 3) A good sense of the challenges to be overcome and countered in pursuing successful public diplomacy; and
- 4) A capacity to produce a public diplomacy strategy for use in another country.

The course is taught by a former U.S. ambassador with decades of diplomatic experience, including years guiding U.S. embassy public diplomacy efforts in challenging country settings. He also has experience writing and speaking about relevant international issues in the Washington think tank world and working in the private sector, as well as spending two years as a journalist covering international topics from Washington. The course will thus reflect the instructor's strong predisposition toward practical policy implementation skills. (Biographic information on the instructor is available on the SIS website as well as on other sites accessible via the web.)

The success of the course will depend on the commitment and hard work of each of the students. Students will be expected to take turns developing and initiating weekly discussions on current topics, to read and understand the assigned readings, to complete assignments before class, and to be prepared to discuss and engage on the week's topics. Class time will include short talks by the professor, class discussion of topical issues, student presentations, and remarks by outside speakers with experience related to public diplomacy.

Learning Outcomes:

- Understand how and why historical, political, social and economic contexts are important for successful public diplomacy (PD).
 - Demonstrate an understanding of the concepts, institutions, processes and tools relevant to public diplomacy, especially as practiced by the United States, and specifically have experience drafting for a senior official a speech, an analytic policy memo, press guidance and a multi-dimensional public diplomacy strategy.
 - Be able to evaluate public diplomacy strategies of the U.S. and others. ■
- Understand current challenges to successful and effective public diplomacy, and be able to recognize how the internet, social media, globalization, disinformation and non-state actors are shaping the practice of public diplomacy.

- Hone oral skills in class discussions and presentations and sharpen writing skills in various assignments and class projects.

General Requirements:

- Attend all classes and be punctual. Please contact the instructor in advance via email with an explanation if unable to attend.
- Complete all assignments before class and be prepared to discuss the readings, to answer assigned questions for the written homework and to raise your own questions and perspectives during the class discussion. Please flag to the professor via email or in person any issues needing clarification.
- Laptops/iPads may be used to take notes, but please do not use them during class for personal reasons. Cell phones should be silent, and there should be no texting. ■ The instructor will be pleased to meet with students during office hours and by appointment regarding class work, any other concerns, and/or career aspirations. Email interchanges are always welcome.
- Written assignments should be submitted electronically via Blackboard no later than 11:59 pm on their due date. Students will be downgraded one level (e.g. A to B+) for each day a written assignment is late, except for the final project. In that case, students will lose one grade for each day the project is late.
- Papers must be printed double-spaced in a font size no smaller than 12pt. They may be printed on both sides of each sheet of paper. Pages should be numbered. Papers will be downgraded one level (e.g. A- to B+) if there are more than seven spelling or typographical errors. Citations should be in standard format using endnotes or footnotes. Quotes and paraphrases must be credited.

Specific Course Requirements and Grading

- **Weekly discussion of Contemporary PD Issues:** Students will be expected to stay well informed about the news and its public diplomacy aspects by monitoring a high-quality news and analysis source as well as PD focused blogs. Part of every class will be devoted to discussing an important article (or articles) relevant to public diplomacy.
- **Each week, two students will be responsible** for identifying an important article or set of articles related to public diplomacy for class discussion. The responsible students should post the article(s) on blackboard by Tuesday evening of the week of the Thursday evening class, so all class members (and the instructor) can read and think about the material. The two students who selected the article(s) will be responsible for initiating the class discussion by highlighting the significance/relevance of the article and asking initial questions about it. All students should have read the material and be prepared to engage in the conversation.
- **High quality news sources** include the Washington Post, the New York Times,

the Wall Street Journal, and The Economist. Good free online sources include Just Security, Axios (several newsletters available) and Politico. Other excellent (and free) sources include think tanks emails, newsletters and websites, such as

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those of The Council on Foreign Relations, The Atlantic Council, The Brookings Institution, The Center for Strategic and International Studies, The Wilson Center and The Carnegie Endowment for International Peace.

- **Public diplomacy specific web sites include:** John Brown's Public Diplomacy Press and Blog Review (<http://publicdiplomacypressandblogreview.blogspot.com/>), which you can sign up to receive by email, and Bruce Gregory's Resources on Diplomacy's Public Dimension (<https://ipdgc.gwu.edu/bruce-gregorys-resources-diplomacys-public-dimension>). You can also subscribe to the newsletter of the Center on Public Diplomacy at the University of Southern California and follow its blog (https://www.uscpdiplomacy.org/newswire/cpdblog_main). Please review the joint web page of the Public Diplomacy Council and the Public Diplomacy Association of America (<https://www.publicdiplomacy.org>) to discover events and materials associated with public diplomacy professionals. Please also review the Department of State's State.gov web site and its Discover Diplomacy site, as well as foreign embassy web and Facebook pages. Also available to explore are a host of international broadcasters from BBC and Al Jazeera to Russia's "RT" channel, and any of the USG broadcasters such as Voice of America.

- **Weekly one-page bullet point answers:** Each week you will be asked to provide a one-page set of bullet points responding to the key questions asked regarding the reading for that week. This will be due electronically to blackboard by midnight Tuesday of each week. Your class discussion of these issues will also count toward a weekly grade given along with the one-page papers. (I will drop the two lowest scores for these one-page assignments during the semester, which can be helpful for weeks when you have heavy workloads or other commitments.)

- **Press Guidance:** Working from external events during the semester, students will be asked to write press guidance designed for use by a U.S. Ambassador overseas (see below) as part of the assignments/homework for three weeks (9/19, 9/26, & 10/3). This will include a background paragraph and the guidance itself. It will also include extra points to use with the media on a not from attribution basis. We will discuss this exercise during class. Your press guidance should be submitted to me via blackboard along with the one-page bullet point answers on the three weeks that it is required.

- **Examining PD programs related to a specific country:** Students will be divided into groups of two to study the public diplomacy programs of another country in the United States and the public diplomacy programs of the United States in that other country. (If we have an odd number of students, we can either have three students work together on a particularly busy PD relationship or allow one

student to cover an additional country on her/his own.) Each pair of students will partner with each other for a presentation to class, see below.

- The task will be to research the public diplomacy programs of the non-U.S. country and of the U.S. embassy in that country. If possible, the students should

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visit or establish contact with the embassy of their assigned country in Washington to explore how public diplomacy efforts are carried out in practice by this country. At a minimum, they should examine the Embassy's web site, social media, and its government's PD websites and outlets in its capital. They should also research articles about the country's PD program. A similar effort should be made regarding the U.S. Embassy's websites in that country, as well as Facebook, Twitter and any other social media accounts directed toward that country. The students should also research any State Department statements and postings regarding the country. They may want to request a meeting with the State Department desk officers who work on public diplomacy issues regarding the country assigned. If possible, students should enroll to receive the tweets and other communications from that country's embassy in Washington and from the U.S. embassy in that country. (Note: the instructor recognizes that language will be a barrier to some of this work. It may help to get on alerts for news reporting in English regarding relations between the U.S. and the chosen country. Google Translate can help too!)

- Each team of students will be expected to make a **presentation to the class** that compares and contrasts the PD approach of the non-U.S. country with the U.S. PD approach in that country, including themes, social media, traditional media, exchanges, cultural tools, etc. That presentation should be **no more than 10 minutes in length (though a three-student group can make a presentation of up to 15 minutes if desired/needed)**.
- Each student will then **produce individually a five-page paper** analyzing and comparing the two countries' PD programs. The paper will be due via blackboard a week after the class presentation. **In-class presentations will begin October 31. Volunteers for early presentation are encouraged. Otherwise dates will be assigned by the instructor.**
- **Short Speech for the U.S. Ambassador with cover memo:** You will each draft a **500-word speech** for the U.S. ambassador in the country you have chosen. It should stress the key points in the bilateral relationship and persuasively present top US priorities for relations with that host country, which will likely include broader themes than just bilateral issues. You should provide a one-page cover memo to the Ambassador explaining the priorities you have selected and the arguments you used to help convince the audience to pursue U.S. priorities (cover memo is 1/3 of the grade). You can assume that the speech will have wide media coverage. (If scheduling permits, several students may be chosen to give their

speeches to the class.) You can start looking for good examples of speeches by US Ambassadors, senior officials and Secretaries of State related to your country and region now. The speech and cover memo should be submitted via blackboard on the **due date, October 17.**

- **A two-page policy memo to the U.S. ambassador:** The memo will propose a multi-dimensional PD strategy to deal with a specific disinformation, propaganda

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or other significant negative view toward the U.S. faced by the U.S. embassy in that country. This proposal should have a focused objective and propose a strategy to use traditional PD tools, social media, and innovative actors, partners or means to counter the specific challenge. You should identify the target audience, the key messages, the rationale for tactics and tools suggested, and how one can measure success. We will discuss key generic elements for such a strategy and the memo format in class. The memo should be submitted via blackboard by midnight on the **due date, October 24.**

- **A comprehensive public diplomacy strategy:** In lieu of a final exam, each student will prepare a comprehensive public diplomacy strategy for the U.S. ambassador of the country you have chosen. (If a student wishes to select to prepare a PD strategy for the Ambassador of that country in the United States, please request permission from the instructor: a non-U.S. embassy might not have access to all of the resources available to the U.S. embassy and will face the challenges of getting attention in the U.S. and Washington).
- The PD strategy will include an executive summary of one page maximum and should total 5 to 7 double spaced pages of narrative. (You may include PowerPoint pages to illustrate your strategy.) The strategy should include a clear statement of the policy objectives; an analysis of the context for public diplomacy in this country including salient challenges and opportunities; and a presentation of the public diplomacy tactics that you recommend to achieve the stated objectives. You should discuss the resources required and how to get them if not already available to the embassy. Please also describe what success will look like and how the embassy can measure/evaluate success and follow up on initial results. The strategy should be submitted via blackboard on or before the **date due, December 9.**
- We will read about and discuss in class recommended key elements for successful public diplomacy strategies which can be developed by considering “ABCDEF” elements: Audiences; Behaviors; Content; Delivery; Evaluation; and Follow up. We will discuss these elements in class, and there will be materials to help guide your work. We will also discuss formats.

Student Evaluation and Grades:

A student's grade will be the weighted sum of all the above activities.

Class participation and weekly written assignments, including discussion of current event/issues and press guidance with total value: 30% Class presentation on PD strategies and accompanying analytic paper: 20% Speech for the Ambassador: 15% Memo to the Ambassador on a significant PD challenge: 15% PD Strategy for the U.S. Embassy in your country: 20%

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Each of the items is graded on a 0-100 scale and then a weighted sum is calculated for the Final Numerical Score (FNS). The FNS is then mapped to an AU letter grade from A to F according to the grade definition index below.

The grade definition index is as follows:

A	95 - 100	[Superior]
A-	90 - 94	[Excellent]
B+	87 - 89	[Very Good]
B	83 - 86	[Good]
B-	80 - 82	[Marginally Satisfactory]
C+	77 - 79	[Minimally Satisfactory]
C	73 - 76	[Minimally Performing]
C-	70 - 72	[Poor]
D	69 - 68	[Very Poor]
F	Below 68	[Fail]

Please note that an "A" grade denotes a truly superior, sustained performance and indicates that all the student's work is on time, accurate, precise, insightful, clear, and well-written and provides ample evidence that the student or student team has gone significantly beyond the minimum course requirements. An "A-" or "B+" reflects excellent or very good work that demonstrates a high level of competency and goes beyond the minimum requirements. It reflects a very good command of the material, with instances of higher-level thinking, technical prowess, and intellectual engagement. A "B" fulfills minimum requirements but indicates a lack of higher-level thinking, intellectual originality, or minimal technical understanding of the material. A grade below B indicates that the minimum course requirements to demonstrate competency with the material were not fully met.

The instructor does not permit students to perform extra credit assignments to improve lagging grades, except in exceptional circumstances to be discussed and negotiated in advance with the student.

Written assignments should be submitted electronically via Blackboard no later than 11:59 pm on their due date. Students will be downgraded one level (e.g. A- to

B+) for each day a written assignment is late, except for the final project. In that case, students will lose one grade for each day the project is late.

Project papers must be printed double-spaced in a font size no smaller than 12pt. They may be printed on both sides of each sheet of paper. Pages should be numbered. Papers will be downgraded one level (e.g. A- to B+) if there are more than seven spelling or typographical errors. Citations should be in standard format using endnotes or footnotes. Quotes and paraphrases must be credited.

One-page bullet point assignments may be single spaced, if desired.

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Missed/missing assignments will be scored with a zero unless mitigated by agreement between the student and the instructor. A missing required item will be scored with a zero value and will be included in the FNS. If that final numerical score is less than 68 points, the student will receive an “X” for the course, equivalent to an F.

If you experience difficulty in this course for any reason, please do not hesitate to consult with the instructor. In addition to the resources of the department, a wide range of services is available to support students in their efforts to meet the course requirements.

The AU Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228. The Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. ***If a student qualifies for special accommodations because of a disability, please notify the instructor in a timely manner with a letter from the Academic Support Center or Disability Support Services. That allows the instructor to make the arrangements to address your needs, particularly in taking examinations.***

STATEMENT ON ACADEMIC INTEGRITY

The University requires that all course syllabi contain a statement on academic integrity. All students enrolled in this course are governed by the American University's *Academic Integrity Code*, which is available at <http://www.american.edu/academics/integrity/code.htm>. The *Academic Integrity Code* details specific violations of ethical conduct that relate to student behavior. By registering as a student in this class, you have acknowledged your awareness of the *Academic Integrity Code*, and you are obliged to become familiar with your rights and responsibilities as defined in it.

All of your work—oral or written—in this class is governed by the provisions of the *Academic Integrity Code*. Academic violations of the Code include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in taking any examinations, dishonesty in writing class papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright law violations.

The adjudication process and possible penalties for Code violations are listed in American University's *Academic Integrity Code*. Being a member of an academic community entitles each of us to substantial liberties and to pursue individual scholarly interests; with that liberty, there is also a responsibility to uphold high, traditional, ethical standards of scholarly conduct.

EMERGENCY PREPAREDNESS

The University may close or delay openings due to inclement weather or other emergencies from time to time. Students are encouraged to sign up for AU Alerts to stay informed of such contingencies. In the event of a declared pandemic (influenza or other communicable disease), 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 or use of distance instructional methods. Specific remediation 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 instructor 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, AU Alerts and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty or respective Dean's Office for course and school-specific information.

The instructor will usually keep his mobile phone in service to receive AU alerts. Students are also free to keep their phones active to receive AU alerts. The instructor recommends that all students sign up for AU alerts. More information can be found here: <https://www.american.edu/emergency/>

Required Course Materials

There is one required text for this course: Public Diplomacy: Foundations for Global

Engagement in the Digital Age by Nicholas J Cull, Polity Press, 2019

Other materials will be available on Blackboard or via internet link. New readings that become available during the semester may be added or substituted. Please also recall the news and PD sources discussed above.

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Course of Study

August 29: What is Public Diplomacy?

The instructor will go over the course objectives and projects and seek to clarify assignments and projects and to respond to any questions.

We will discuss selection of countries for student projects. Your five top country choices will be due via blackboard the Tuesday before the September 5 class and assignments will be made at that time. You may include any country in the world on your list. There are interesting PD challenges for all U.S. embassies around the world, as well as significant challenges for many other countries seeking to have PD impacts in the United States. (Countries often in the news with PD angles include: China, S. Korea, Japan, India, Pakistan, Saudi Arabia, Turkey, Russia, the UK, France, Germany, the European Union, Canada, Mexico, Brazil, Nigeria, and South Africa, but you may put any five countries on you priority list.)

We will also discuss and select the order for weekly class discussions of current new topics relevant for public diplomacy.

Required Readings before the first class on August 29:

Cull, Nicolas, Public Diplomacy. Chapter 1.

Quainton, Anthony, "Public Diplomacy: Can it be defined?" in Nontraditional U.S. Public Diplomacy: Past, Present and Future. Trent, Deborah (ed.), Public Diplomacy Council, 2016

(<https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/useruploads/u39301/Nontraditional%20U.S.%20Public%20Diplomacy.pdf>)

“What is Public Diplomacy?” (<https://publicdiplomacy.wikia.org/wiki/DefiningPD>)

Nye, Joseph, “How Sharp Power Threatens Soft Power: The Right and Wrong Ways to Respond to Authoritarian Influence,” in *Foreign Affairs*, January 24, 2018 (<https://www.foreignaffairs.com/articles/china/2018-01-24/how-sharp-power-threatens-soft-power>)

Nye, Joseph, “Soft Power and Diplomacy Revisited,” in *The Hague Journal of Diplomacy*, April, 2019 (<https://brill.com/view/journals/hjd/14/1-2/hjd.14.issue-1-2.xml?lang=en>)

Recommended Readings:

William Rugh, “The Case for Soft Power,” in Seib, Philip (ed), *Toward a New Public Diplomacy: Redirecting U.S. Foreign Policy*. Palgrave, 2009 (<https://www.mobt3ath.com/uplode/book/book-53510.pdf>)

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“Definitions: What is public diplomacy and what is it for?” Waller, J Michel (ed.), *The Public Diplomacy Reader*. pp. 23-39 (https://www.academia.edu/11035481/The_Public_Diplomacy_Reader_2007_)

Questions for Discussion to be answered from the required readings in one page of bullet points before the first class.

Please note: For the first week of class only the one page of point answers will due via blackboard by midnight Wednesday August 28. Subsequent weeks’ one-page point papers are due by Tuesday midnight via blackboard.

What is Public Diplomacy? Who are Public Diplomacy Actors?

What are some key PD tools?

What is the difference between Public Diplomacy and traditional diplomacy?

What sets PD apart from propaganda and public relations and what do they share?

How has PD evolved over time?

What is meant by soft power, hard power, and sharp power?

September 5: U.S. Public Diplomacy history and structure; there are other models (Speaker: Ambassador Brian Carlson, Vice President of the Public Diplomacy Council) **Required Readings:**

Cull, Nicholas, “How We Got Here,” in Seib, Philip (ed.), *Toward a New Public Diplomacy: Redirecting U.S. Foreign Policy*. Palgrave 2009

(<https://www.mobt3ath.com/uplode/book/book-53510.pdf>)

Center, Seth, “The Evolution of American Public Diplomacy: Four Historical Insights,” U.S. Department of State, December 2013 (<https://2009-2017.state.gov/pdcommission/meetings/218815.htm>)

2018 Comprehensive Annual Report on Public Diplomacy and International Broadcasting, U.S. Advisory Commission on Public Diplomacy (<https://www.state.gov/2018-comprehensive-annual-report-on-public-diplomacy-and-international-broadcasting/>). Read pages 8-42 and skim the rest of the report and the country annexes: this can be a good resource for your country work.

Explore the web page of the Department of State’s new Bureau of Global Public Affairs (<https://www.state.gov/bureaus-offices/under-secretary-for-public-diplomacy-and-public-affairs/bureau-of-global-public-affairs/>)

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Williams, Abiodun, “The U.S. military and Public Diplomacy” in Seib, Philip (ed.), *Toward a New Public Diplomacy: Redirecting U.S. Foreign Policy*. Palgrave 2009 (<https://www.mobt3ath.com/uplode/book/book-53510.pdf>)

You can also use the index in Cull’s book to find his discussion of other countries’ practices.

Optional readings:

McClory, Jonathan (ed.) *The Soft Power 30*. USC Center on Public Diplomacy, 2018 (<https://softpower30.com/wp-content/uploads/2018/07/The-Soft-Power-30-Report-2018.pdf>). See the sections on Asia, pp. 60-91.

From Snow, Nancy and Taylor, Philip (eds.), *Routledge Handbook of Public Diplomacy*. Routledge, 2009 (<http://www.gbv.de/dms/ilmenau/toc/518658104.PDF>)

Fisher, Ali, “Four Seasons in One Day: The Crowded House of Public Diplomacy,” 251-61 (UK model)

Zollner, Oliver, “German Public Diplomacy: The Dialogue of Cultures,” 262-269

Ogawa, Tadashi, “Origin and Development of Japan’s Public Diplomacy,” 270-281

Baumler, Bianca, “EU Public Diplomacy: Adapting to an Ever-Changing World,” USC Center on Public Diplomacy, 2019 (<https://www.uscpublicdiplomacy.org/story/new-cpd>)

[perspectives-eus-public-diplomacy\)](#)

Henrikson, Alan, “Niche Diplomacy in the World Public Arena: The Global Corners of Canada and Norway” in Melissen, Jan (ed.), The New Public Diplomacy: Soft Power in International Relations. 2005

(http://culturaldiplomacy.org/academy/pdf/research/books/soft_power/The_New_Public_Diplomacy.pdf)

O’Shea, Kevin, “Revitalizing Canadian Public Diplomacy,” Canadian Global Affairs Institute, 2016

(https://d3n8a8pro7vhm.cloudfront.net/cdfai/pages/1085/attachments/original/1474905658/Revitalizing_Canadian_Public_Diplomacy_-_Kevin_O'Shea.pdf?1474905658)

Schneider, Cynthia, “Culture Communicates: U.S. Diplomacy that Works,” Discussion Papers in Diplomacy, Netherlands Institute of Public Diplomacy, 2004

(<http://media.leeds.ac.uk/papers/pmt/exhibits/2060/schneider94.pdf>)

Skim the Report of the Defense Science Board Task Force on Strategic Communication, January 2008 (<https://apps.dtic.mil/dtic/tr/fulltext/u2/a476331.pdf>)

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Questions for Discussion and for one-page bullet papers (due midnight Tuesday):

What trends have characterized U.S. Public Diplomacy over time? How is the U.S. organized to handle PD?

What are the advantages of organizing PD this way? Disadvantages?

Why do some other countries separate some PD activities (e.g. culture and exchanges) from the handling discussion of foreign policy (e.g. Germany, Japan, and France)?

We will choose countries and discuss the work needed to prepare the class presentations and subsequent written submissions on PD programs of selected countries.

September 12: Listening, understanding opinion and the environment, analysis.

(Speaker: Former Acting State Department Spokesperson and current senior Foreign Service Officer Mark Toner)

Required Readings:

Cull, Chapter 2

Pew Surveys of Global Views of the U.S. (<https://www.pewresearch.org/topics/u-s>)

[global-image-and-anti-americanism/](#)

Wyne, Ali, "Public Opinion and Power," in Snow, Nancy and Taylor, Philip (eds.), Routledge Handbook of Public Diplomacy. Routledge, 2009
(<http://www.gbv.de/dms/ilmenu/toc/518658104.PDF>)

Optional Reading:

Lippman, Walter, Public Opinion. Chapters 1,6-11.
(<http://www.gutenberg.org/cache/epub/6456/pg6456-images.html> or
<http://xroads.virginia.edu/~Hyper2/CDFinal/Lippman/contents.html>)

Questions for Discussion and for your one-page bullet point paper (due Tuesday midnight).

How and why do PD practitioners need to listen to their potential audiences and understand perspectives?

Why might connecting with opinions in other societies enhance national security?

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Be prepared to discuss the Pew survey articles about the global views of the US found at the link provided, particularly those from March 4 (U.S. and Germany); February 14 (U.S. power as a threat); December 17 (experts see U.S. as less respected); October 9 and October 1 (how the world views the U.S. and its president).

What can the U.S. do about the negative views it faces as evident in the Pew surveys?

What steps and tools might have good effect?

Will the same tools, tactics and messages work with the same effect in each country?

Explain why or why not.

We will discuss the assignments regarding press guidance, the Ambassadorial speech, and the policy memo to the Ambassador.

September 19: Advocacy: Responding to Anti-Americanism

(Speaker: Vivian Walker, Executive Director of the U.S. Advisory Commission on Public Diplomacy)

Required Readings:

Walker, Vivian, Benghazi: Managing the Message. USC Center on Public Diplomacy, 2015

[https://www.uspublicdiplomacy.org/sites/uspublicdiplomacy.org/files/useruploads/u33041/Benghazi%20-%20FULL%20\(1\).pdf](https://www.uspublicdiplomacy.org/sites/uspublicdiplomacy.org/files/useruploads/u33041/Benghazi%20-%20FULL%20(1).pdf)

Sanders, Barry A, “American Footprint Abroad” in Sanders, American Avatar: The United States in the Global Imagination. Potomac, 2011

Freeman, Charles, “Why not let them hate us, as long as they fear us?” Remarks to the USIA Alumni Association, October 4, 2006

Douglas, Walter, Engaging the Muslim World: Public Diplomacy After 9/11 in the Arab Middle East, Afghanistan and Pakistan. CSIS 2013 (https://csisprod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/131011_Douglas_EngagingMuslimWorld_Web.pdf)

Optional Readings:

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

Rugh, William A (ed.), Engaging the Arab and Islamic Worlds through Public Diplomacy, chapters 1, 2,4,11.

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Berman, Russel A., “Anti-Americanism and the Pursuit of Politics,” Princeton Project on National Security.

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

Questions for Discussion and for your one-page bullet point

paper: Please list at least five sources of anti-Americanism.

How can Public Diplomacy help deal with anti-Americanism in the short-term? In the medium and long-term? Where and why will it likely fall short? Please share at least three options/examples for each of these questions.

From a short-term “crisis-management” perspective, what are five lessons from the Benghazi case? In a crisis, what key steps should be taken from a PD perspective?

Homework assignment due midnight 9/24 (before 9/26 class): Prepare one-page press guidance on a topic to be determined as well as a one-page bullet paper on the discussion questions.

September 26: Advocacy: Relations with the Media

(Speaker: Former State Department Spokesman and Assistant Secretary, Ambassador Richard Boucher via Skype)

Required Readings:

Cull, Chapter 3.

Department of State Handbook, [A Responsible Press Office in the Digital Age](https://static.america.gov/uploads/sites/8/2016/06/A-Responsible-Press-Office-in-the-Digital-Age_Handbook-Series_English_508.pdf).
Department of State, 2012 (https://static.america.gov/uploads/sites/8/2016/06/A-Responsible-Press-Office-in-the-Digital-Age_Handbook-Series_English_508.pdf
) Chapters 1-9, 11.

Questions for Discussion and for one-page of bullets due via Blackboard.

Why does a PD actor want to develop and maintain good relations with reporters? How do you build “good” relations? What should you avoid in those relations?

How has technology changed the interaction between PD actors and the media?

List five factors that you think are essential for a successful advocacy campaign via the media.

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**Additional Homework assignment due my midnight 10/1 (before 10/3 class):
Prepare one-page press guidance on a topic to be determined, plus the one-page
bullet paper on discussion questions.**

October 3: Advocacy: Digital Diplomacy (Internet, Twitter, Facebook, etc.) and Disinformation

(Speaker: Collette Rhoney, Private Consultant on Digital Media)

Required Readings:

Wallen, Matthew, “The Challenges of the Internet and Social Media in Public Policy,”
American Security Project, 2013.
(<https://www.americansecurityproject.org/ASP%20Reports/Ref%200112%20-%20Challenges%20of%20the%20Internet%20and%20Social%20Media%20in%20PD.pdf>)

Powers, Shawn and Kounalakis, Markos (eds.), Can Diplomacy Survive the Internet? Bots, Echo Chambers and Disinformation. Advisory Commission on Public Diplomacy 2017 (<https://www.documentcloud.org/documents/3711099-Bots-Echo-Chambers-and-Misinformation-Can-Public.html>). Read Executive Summary, and Sections on Disinformation and Narratives.

Bjola, Corneliu, “The ‘Dark Side’ of Digital Diplomacy,” USC Center for Public Diplomacy, 2019 (<https://www.uscpublicdiplomacy.org/blog/dark-side-digital-diplomacy>)

“The War on Pineapple: Understanding Foreign Interference in Five Steps,” Cyber Security and Infrastructure Agency, DHS, 2019 (https://www.dhs.gov/sites/default/files/publications/19_0717_cisa_the-war-on-pineapple-understanding-foreign-interference-in-5-steps.pdf)

Optional Readings:

“Misinformation and fears about its impact are pervasive in 11 emerging economies,” Pew, 2019 (<https://www.pewresearch.org/fact-tank/2019/05/13/misinformation-and-fears-about-its-impact-are-pervasive-in-11-emerging-economies/>)

Deaks, Ashley, McCubbin, Sabrina and Poplin, Cody, “Addressing Russian Influence: What Can We learn from the U.S. Cold War Counter-Propaganda Efforts,” Lawfare blog, 2017 (<https://www.lawfareblog.com/addressing-russian-influence-what-can-we-learn-us-cold-war-counter-propaganda-efforts>)

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McFaul, Michael, “The Smear that killed the ‘Reset,’” The Washington Post, May, 2018 (<https://www.washingtonpost.com/news/posteverything/wp/2018/05/11/feature/putin-needed-an-american-enemy-he-picked-me/>)

Yepsen, Erika, “Practicing Successful Twitter Public Diplomacy: A model and case study of U.S. efforts in Venezuela,” USC Center on Public Diplomacy, 2012 (<https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/useruploads/u35361/2012%20Paper%206.pdf>)

Questions for Discussion and for one-page bullet paper:

What are five advantages of social media for Public Diplomacy work? What are five limitation of that media?

What key strategies and tactics would you recommend for using them?

What are five hallmarks of propaganda and disinformation?
What techniques have been effective in combatting them? Identify five.

We will discuss the format and structure of your memo to the Ambassador on how to handle a major PD challenge involving anti-Americanism or disinformation. It will be due on October 17.

Homework assignment due by midnight 10/8 (before class of 10/10) via Blackboard: Prepare one-page press guidance on a topic to be determined in addition to the one page of bullets on the discussion questions. Watch Speeches by President Reagan, President Obama, and President Trump and be prepared to discuss them.

October 10: Advocacy: Speeches and other effective public messaging

(Speaker: Daniel Morrison, Pew Research Center, former OECD spokesman, former State Department speech writer)

Required Reading:

Read the text of President Obama's June 4, 2009 speech at Cairo University (<https://obamawhitehouse.archives.gov/the-press-office/remarks-president-cairo-university-6-04-09>). Watch as much of the video as you can to measure his delivery (https://www.youtube.com/watch?v=B_889oBKkNU).

Read the text of President Reagan's June 12, 1987 speech at the Brandenburg Gate (<http://www.historyplace.com/speeches/reagan-tear-down.htm>) and watch at least some excerpts in an online version of the video to check his delivery.

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Read the text of President Trump's January 28, 2018 speech at Davos and watch at least some of the video (<https://www.politico.com/story/2018/01/26/full-text-trump-davos-speech-transcript-370861>).

Made to Stick Succes(s)" model on Blackboard.

Questions for Discussion and for one-page of bullet points:

After reading and watching the speeches by the three presidents please consider the following questions:

When is a speech an effective PD tool?

How effective were the three speeches? Be prepared to explain why they were or were not effective. What were key elements that made them effective?

Separate from the words, message, and structure, how does delivery impact a speech?

When might different types of options for public messaging (e.g. interviews, op-eds, or press statements) be useful? How might you consider what options to propose for a specific senior official for whom you are working?

Based on the October 10 class discussion, your thoughts about the speeches we examined, and what you have learned about U.S. objectives in the country you are studying, please craft a short speech for “your” ambassador to deliver to an audience in your country and assume that it will get wide media coverage locally.

(For both the Ambassadorial speech and subsequent PD strategy, it might be helpful to think about the “Made to Stick Succes(s)” model: simple, unexpected, concrete, credible, emotional, and stories.)

The speech for the Ambassador is due any time you want on October 17 but by midnight. You should submit it via blackboard.

October 17: Planning an effective PD Strategy

(Speaker: Matt Boland, Chief of State, Bureau of Global Public Affairs, State Department)

Required Reading:

ABC Strategic Communication Model planning sheets; Public Diplomacy Strategy/Planning sheets (to be posted on Blackboard).

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Boland, Matt, “You have a Strategy. Now What?” Foreign Service Journal, September 2018. (<https://www.afsa.org/you-have-strategy-now-what-how-turn-any-us-mission-strategy-results>)

Joint Strategic Plan FY 2018-2022 U.S. Department of State and the US Agency for International Development (USAID) (<https://www.state.gov/wp-content/uploads/2018/12/Joint-Strategic-Plan-FY-2018-2022.pdf>). Review joint strategic goal Framework and the introduction to Goals 1-4. This is the framework at present for embassy and geographic bureau PD strategies.

Review at least one of the case studies on Brazil, Turkey and Indonesia in Kiehl, William (ed.) The Last Three Feet: Strengthening U.S. Engagement in the World, Public Diplomacy Council, 2012 (to be posted on Blackboard)

Optional Reading:

Johnson, Joe, “A Strategic Approach to Public Diplomacy” Foreign Service Journal, May 2015 (<https://www.afsa.org/strategic-approach-public-diplomacy>)

Questions for discussion and for the one-page of bullets:

What are the components of an effective PD strategy and why is each necessary? What do you need to start designing that strategy? What contingencies you need to anticipate as you move to get buy in and implement it? What is the framework/context for any PD strategy at an Embassy?

**Speech for the Ambassador is due by midnight, October 17 via blackboard.
Memo to the Ambassador on a PD challenge is due October 24 by midnight via blackboard.**

October 24: Cultural diplomacy: music, art, sports, personalities, food, history, and what else?

Speaker: Kathleen Corey, Former Peace Corps Director and retired Public Diplomacy Officer

Reminder: Memo for the Ambassador on a PD challenges is due by midnight October 24.

Required Readings:

Cull, Chapter 4

Finn, Helena, “The Case for Cultural Diplomacy: Engaging Foreign Audiences, Foreign Affairs, 2003. (<https://www.foreignaffairs.com/articles/2003-11-01/case-cultural-diplomacy-engaging-foreign-audiences>)

Aidi, Hisham, “Hip-Hop Diplomacy: U.S. Cultural Diplomacy Enters a New Era, Foreign Affairs, 2014 (<https://www.foreignaffairs.com/articles/united-states/2014-04-16/hip-hop-diplomacy>)

Sonenshine, Tara, “Leveraging Culture and Diplomacy in an Age of Information,” (<https://2009-2017.state.gov/r/remarks/2013/202649.htm>)

Explore website of State’s Education and Cultural Affairs bureau:
<https://www.state.gov/bureaus-offices/under-secretary-for-public-diplomacy-and-public-affairs/bureau-of-educational-and-cultural-affairs/>

Optional Readings:

Schneider, Cynthia, “Culture Communicates: U.S. Diplomacy that Works,” Discussion Papers in Diplomacy, Netherlands Institute of Public Diplomacy, 2004
(<http://media.leeds.ac.uk/papers/pmt/exhibits/2060/schneider94.pdf>)

Wyszomirski, Margaret and Burgess, Christopher, International Cultural Relations: A Multi-Country Comparison, Cultural Diplomacy Research Series, 2003
(https://intranet.americansforthearts.org/sites/default/files/MJWpaper_0.pdf)

Questions for Discussion and the one-page bullet point paper:

What are the underlying assumptions of cultural diplomacy?
What are different types of cultural diplomacy? Mention at least three non-U.S. models. What kind of results can cultural diplomacy produce?
Where may the U.S. have advantages over many others and why? Give 5 examples.

Note: We will begin the in-class presentations contrasting U.S. and other country PD Programs on October 31. Be sure you know the likely evening of your presentation.

October 31: Education and Exchanges

Speaker: Sherry Mueller, Distinguished Practitioner in Residence

Begin Class presentations of PD strategies.

Required Readings:

Cull Chapter 5

Explore exchange offices and programs on the website of the State Department’s Bureau of Education and Cultural Affairs (ECA) (<https://www.state.gov/bureaus-offices/under-secretary-for-public-diplomacy-and-public-affairs/bureau-of-educational-and-cultural-affairs/>)

Listen to a few of these podcasts based on exchanges at <https://eca.state.gov/2233>

Snow, Nancy and Taylor, Philip (eds.), Routledge Handbook of Public Diplomacy. Routledge, 2009, Read:

Smith-Scott, Giles, “Exchange Programs and Public Diplomacy”
Snow, Nancy, “Valuing Exchange of Persons in Public Diplomacy”

Mueller, Sherry and Rebstock, Mark, “Professional Exchanges, Citizen Diplomacy and Credibility” in PD Magazine, 2012.

Optional Readings:

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

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

Douglas, Walter, Engaging the Muslim World. CSIS 2013 (https://csisprod.s3.amazonaws.com/s3fs-public/legacy_files/files/publication/131011_Douglas_EngagingMuslimWorld_Web.pdf)

Questions for Discussion and for one-page bullet points:

What are the key assumptions for using educational and professional exchanges? What are the different models? How do they differ in objectives?

What impacts can exchanges have good and bad?

What are the best examples of such programs for the U.S.? for others?

November 7: Partnerships and the Importance of PD Evaluation?

(Speaker: Ambassador Michael Klosson, Vice President, Save the

Children) **Required Readings:**

<https://www.state.gov/wp-content/uploads/2019/05/2019-State-of-Global-Partnerships-Report-1.pdf>)

2014 State of Global Partnerships report, U.S. Department of State
(<https://2009-2017.state.gov/s/partnerships/releases/reports/2014/224096.htm>)

Banks, Robert, A Resource Guide to Public Diplomacy Evaluation, USC Center on Public Diplomacy, 2011. Pp. 11-38.
(<https://www.uspublicdiplomacy.org/sites/uspublicdiplomacy.org/files/useruploads/u35361/2011%20Paper%209.pdf>)

“Data Driven Public Diplomacy: Progress towards Measuring the Impact of Public Diplomacy and International Broadcasting Activities,” Report of the U.S. Advisory Commission on Public Diplomacy, 2014, pp.18-22. (<https://2009-2017.state.gov/documents/organization/231945.pdf>)

Optional Reading:

McClory, Jonathan (ed.) The Soft Power 30. USC Public Diplomacy Center, 2018
(<https://softpower30.com/wp-content/uploads/2018/07/The-Soft-Power-30-Report-2018.pdf>) pp 92-115.

Questions for Discussion and for one-page bullet paper:

Why are partnerships useful? What are the potential disadvantages of partnerships?

What types of assurances or checks might you undertake before launching partnerships? What partnerships stand out from the 2019 and 2014 reports?

What five partners would you seek for successful PD efforts?

What are the challenges to measuring PD effectiveness? What do you think are the best measures?

We will continue class presentations of country PD approaches.

November 14: National Brands and National Images

(Speaker: Ambassador Agustin Gutierrez Canet, former Mexican foreign ministry spokesperson)

Required Readings:

McClory, Jonathan, ed. The Soft Power 30. USC Center on Public Diplomacy, 2018 (<https://softpower30.com/wp-content/uploads/2018/07/The-Soft-Power-30-Report-2018.pdf>). Read the results and analysis section and the conclusion.

Wang, Jian, “Does Brand Nationality Still Matter,” USC Public diplomacy Center, January 2017 (<https://www.uscpublicdiplomacy.org/blog/does-brand-nationality-still-matter>)

Optional Readings:

Cecire, Michael, “Russia’s Art of War: State Branding by Other Means,” Foreign Affairs, February, 2017. (<https://www.foreignaffairs.com/articles/russian-federation/2017-02-07/russias-art-war>)

FutureBrand Country Brand Index (<https://www.futurebrand.com/futurebrand-country-index>)

BBC World Service Country Ratings Poll (<https://www.bbc.co.uk/mediacentre/latestnews/2017/globescan-poll-world-views-world-service>)

Simon Anholt’s Good Country Index (<https://www.goodcountry.org/index/results>)

Transparency International’s Corruption Perceptions Index (<https://www.mayerbrown.com/en/perspectives-events/publications/2019/01/transparency-international-releases-the-corruption>)

) Questions for Discussion and for one-page bullet paper:

What is the relationship between soft power and branding?

What are the limitations of nation branding efforts in today’s environment? How do audience perceptions and values influence the reception of branding efforts? What can one do to improve your nation’s reputation? How much do you think is changeable?

Can you target certain audiences more effectively than others?

Continue class presentations of PD strategies.

November 21: International broadcasting: The Struggle for News (Speaker: Shawn Powers, Senior Advisor for Global Strategy and Innovation, U.S. Agency for Global Media)

Required Readings:

Cull, Chapter 6

Read chapter on U.S. Agency for Global Media in the 2018 Comprehensive Report of the U.S. Advisory Commission on Public Diplomacy, pages 143-147 as well as the portions on international media at the end of the discussion of geographic bureaus.

(<https://www.state.gov/wp-content/uploads/2019/05/2018-ACPD.pdf>)

Bennett, Anita, "VOA: A weapon of truth in the war of words," in Powers, Shawn and Kounalakis, Markos (eds.), Can Diplomacy Survive the Internet? Bots, Echo Chambers and Disinformation. Advisory Commission on Public Diplomacy 2017

(<https://www.documentcloud.org/documents/3711099-Bots-Echo-Chambers-and-Misinformation-Can-Public.html>)

Optional Readings:

Price, Monroe, Haas, Susan, Margolin, Drew, "New Technologies and International Broadcasting: Reflections on Adaptations and Transformations," the Annals, 2008

(https://repository.upenn.edu/cgi/viewcontent.cgi?article=1155&context=asc_papers)

Seib, Philip and Powers, Shawn, "China in the News: A Comparative Analysis of the China Coverage of BBC World, CNN International and Deutsche Welle," CPD 2010

(https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/legacy/media/China_in_the_News_Report.pdf)

Continue class presentations of country PD approaches.

Questions for Discussion and for one page of bullet point papers.

How have international broadcasters tried to balance the desire for advocacy and the quest to present truth? What are the models? Does the U.S. have both?

What is the role of culture in broadcasting?

How has technology changed options? What impact do you think the fake news debate has? How can that be mitigated?

We will continue/conclude class presentations on country PD strategies, if needed. Please see homework assignment for the December 5 class (due on December 3): two pages of bullet points on the discussion questions.

November 28: Thanksgiving

December 5: Countering Violent Extremism and Disinformation, while taking Public Diplomacy Forward

(Speaker: Michael Duffin, Department of State Counter-Terrorism

Bureau) Required Readings:

Cull, “Conclusion: Public Diplomacy and the Crisis of Our Time”

Cooper, Andrew, “Adapting Public Diplomacy to the Populist Challenge,” Hague Journal of Diplomacy, April 2019 (<https://brill.com/view/journals/hjd/14/1-2/hjd.14.issue-1-2.xml?lang=en>); Also see his Podcast at:

<https://www.uscpublicdiplomacy.org/story/adapting-public-diplomacy-populist-challenge>

Brown, Katherine, Green, Shannon, Wang, Jian, “Public Diplomacy and National Security in 2017: Building Alliances, Fighting Extremism and Dispelling Disinformation,” CSIS, 2017 (https://csis-prod.s3.amazonaws.com/s3fs-public/publication/170117_Brown_PublicDiplomacy2017_Web.pdf)

“Countering Violent Extremism through Public Diplomacy,” Panel discussion, U.S. Advisory Commission on Public Diplomacy, 2016 (<https://2009-2017.state.gov/pdcommission/prs/265155.htm>)

Kenny, Carolyn, Bergmann, Max and Lamond, James, “Understanding and Combating Russian and Chinese Influence Operations,” Center for American Progress, February 2019

(<https://www.americanprogress.org/issues/security/reports/2019/02/28/466669/understanding-combating-russian-chinese-influence-operations/>)

Duffin, Michel, “Connecting Global Cities to Bolster Local Efforts against Terrorism,” State Department blog, 2018 (<https://blogs.state.gov/stories/2018/09/19/en/connecting-global-cities-bolster-local-efforts-against-terrorism>)

Optional Readings:

“Making the Case for U.S. Public Diplomacy,” USC Center on Public Diplomacy <https://www.uscpublicdiplomacy.org/sites/uscpublicdiplomacy.org/files/useruploads/u39301/Making%20the%20Case%20for%20U.S.%20Public%20Diplomacy%202017.pdf>

Carlson, Brian, “Turning Point” in Nontraditional U.S. Public Diplomacy: Past, Present and Future. Trent, Deborah (ed.), Public Diplomacy Council, 2016

Gabrielle, Lea, Statement on Countering Russian Disinformation and Malign Influence to the House Appropriations Sub-Committee on State, July 2019
(<https://docs.house.gov/meetings/AP/AP04/20190710/109748/HHRG-116-AP04-Wstate-GabrielleL-20190710.pdf>)

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State Department Global Engagement Center web site (<https://www.state.gov/about-us/global-engagement-center/>)

Michel Duffin speaking in January 2018 on Countering Violent Extremism (CVE) in Washington DC at the American Foreign Service Association, (<https://www.c-span.org/video/?439388-1/countering-violent-extremism>)

Alexander, Audrey, “How to fight ISIS Online,” Foreign Affairs, April 2017
(<https://www.foreignaffairs.com/articles/middle-east/2017-04-07/how-fight-isis-online>)

Armstrong, Matthew, Lumpkin, Michael and Thomas, Timothy, “Crafting an Information Warfare and Counter-Propaganda Strategy for the Emerging Security Environment,” March 2017 testimony before the House Armed Services Committee,
(<file:///C:/Users/eawayne/Downloads/801244.pdf>)

Attention!!

Given that this December 5 class session will serve as a wrap up for the course, please provide two pages of bullet points with your suggested answers to the following discussion questions.

Questions for Discussion and for a two-page bullet paper.

What mix of messages and tools do you think can be most effective to counter extremist messages and disinformation campaigns?

How should you tailor the messages and tools used for different audiences? How important are partners in this effort? Why?

What are the most challenging areas for Public Diplomacy for the next few years? What are the most effective tools?

How can PD work be strengthened going forward?

December 9: Final Project: Public Diplomacy Country Strategies are due via blackboard.

