PUBD 518: INTERNATIONAL EXCHANGES AND PUBLIC DIPLOMACY

Instructor: Dr. Robert Banks
Clinical Associate Professor of Public Diplomacy

Time & Location: Online Thursdays 2:00-4:50pm

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Hours: TBD

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COURSE DESCRIPTION

If we look at Public Diplomacy programs as existing on a spectrum or continuum, with dialogic or two-way communications at one end and a monologic or one-way style of communication at the other, broadcasting and information dissemination are probably at the monologic end. They are largely outreach oriented, spray and pray types of activities that provide initial, often superficial, exposure that speaks mostly to scale and scope – how many people can we reach? – rather than to impact or change.

Exchanges, on the other hand, are a sharply targeted, high touch, deep exposure type of PD activity. As such, they are, according to many scholars and practitioners, the most intensive, effective, and unfortunately, expensive component of Public Diplomacy. Much of PD tends to be
somewhat transactional in nature – i.e., role-based, fleeting, and superficial -- but exchanges are more sustained and opportunistic, and much more likely to produce a broader, more national-interest based learning and perspective that is both culturally and value sensitive.

In this class, we will examine the vast and diverse field of international exchanges through a number of disciplinary lenses -- historical, cultural, economic, diplomatic, psychological -- and theoretical perspectives: intercultural and international communications. We will pay special attention to the variety of exchanges (academic, youth, sports, virtual), how they are designed, implemented, and evaluated, and the role they play in the foreign policy process. We will hear directly from experts and field practitioners and explore with them the issues and trends that will define how we view this key component of the PD toolbox going forward.

**COURSE OBJECTIVES AND GOALS**

Upon completion of this course, students should:

1. Gain a better understanding of the relationship between public diplomacy and its most celebrated international and intercultural communication tracks--educational and cultural exchange.

2. Become more aware of current issues in the field of international exchanges, such as globalization, global competence, intercultural and cross cultural communication, cultural learning and mediation, distance learning vs. face-to-face approaches, and new technologies and their impact on international education and their expression in PD management and training.

3. Have acquired a heightened appreciation of the role of international exchanges in the conduct of foreign policy from the post-WWII era to the present day.
ABOUT YOUR INSTRUCTOR

Dr. Robert Banks joined the United States Foreign Service in 1983. During his 28-year career as a Public Diplomacy practitioner, he served as Assistant Executive Officer in Bonn, West Germany; Deputy Public Affairs Officer (PAO) in Nicosia, Cyprus; Assistant Press Attaché in Seoul, Korea; East Asia Policy Officer in USIA's Worldnet TV service; Press Attaché in Managua, Nicaragua; Cultural Affairs Officer in Seoul; Examiner for the Foreign Service oral entrance exam in the Bureau of Human Resources; Planning and Coordination Officer in the Office of Public Diplomacy in the Bureau of Western Hemisphere Affairs; PAO in Buenos Aires, Argentina; State Department Chair on the faculty of the Marine Corps War College in Quantico, VA., where he taught regional studies; and U.S. Public Diplomat in Residence at the USC Center on Public Diplomacy at the Annenberg School. He is currently Clinical Associate Professor of Public Diplomacy and Co-Director of the Masters in Public Diplomacy Program.

COURSE REQUIREMENTS

CLASS PARTICIPATION: (15%): Students will be expected to attend all classes and to participate fully in discussions.

COMMONPLACE BOOK (15%): Students will be asked to keep a Commonplace Book, to be submitted for review at 3 separate intervals during the semester. The Book should record the student’s written responses to the assigned readings, as well as thoughts on/insights into public diplomacy generally and exchanges specifically that are gleaned from other courses, public lectures, and non-assigned readings. Your contributions should bear witness to a seriousness of purpose and reflect an effort to come to grips with and draw conclusions about relevant issues raised both in and outside of class. Students should pay special attention to areas of controversy or dispute and their implications for the role of
exchanges in and the practice of public diplomacy going forward. Submissions will be due in Weeks 5, 9 and 13.

**RESEARCH PROJECT:** 30%: Students will work together on a research project, assigned by the professor that will explore issues involving the practice of public diplomacy by universities. Specifically, we will examine the question of how institutions of higher learning in the U.S. interact with international students from a PD perspective. The professor will provide a detailed outline of the project to the students and guide their efforts in developing a collaborative approach to gathering and assessing the research data. Students will be required to present the results of their research in Week #10.

**SEMESTER PAPER (40%):** Students will complete a 12-15-page semester paper that addresses some aspect of the role that exchanges play in achieving the public diplomacy objectives of the sponsoring institution. The paper can take a historical or comparative approach, present a case study, or explore new exchange opportunities presented by the spread of potentially transformative new information and communication technologies. Students should consult with the professor on appropriate topics. Papers should be done in Word, contain an executive summary, a bibliography and citations, and be submitted as an email attachment. In this way, they can be graded using Tracked Changes and returned to you with feedback embedded in the text.

Specific instructions for each assignment will be discussed in detail in class. All assignments must be completed to earn a grade. Work turned in late, and without specific permission from the instructor, will be assessed a half letter grade penalty for each calendar day late.

**REQUIRED TEXTS** **NOTE:** To the extent possible, readings listed below have been hyperlinked for easy access. A number of texts, however, are
available only through ARES, the Automated Reserve System, which manages course reserves including electronic reserves and physical reserve requests. A list of such readings will be provided. You can access ARES at:

http://libguides.usc.edu/reserves

PART ONE: THEORETICAL AND HISTORICAL APPROACHES TO INTERNATIONAL EXCHANGES

Week 1 – Aug. 27 – The History and Purpose of Exchanges


http://search.proquest.com.libproxy2.usc.edu/docview/580117956?pq-origsite=summon&accountid=14749

• “Q&A with CPD: Jennifer Clinton,” (President and CEO of Cultural Vistas), CPD Website, May 5, 2020.
https://www.uscpublicdiplomacy.org/story/qa-cpd-jennifer-clinton

Week 2 – Sept. 3, – Culture Shock, Culture Learning, and Cultural Mediation


• Adrian Furnham, “Tourism and Culture Shock,” *Annals of Tourism Research,* Vol. 11, Issue 1, 1984, pp. 41-57. http://ac.els-cdn.com.libproxy.usc.edu/0160738384900951/1-s2.0-0160738384900951-main.pdf?_tid=d0eafeb2-e2d4-11e3-ae7a-00000aab0f02&acdnat=1400889121_183c5a81830ecb8d3417316e914046a2


Week 3 – Sept. 10 – Intercultural and International Communications


- Peter Adler, “Beyond Cultural Identity: Reflections on Multiculturalism,” Mediate.com


Week 4 – Sept. 17 – THE ROLE OF EXCHANGES IN U.S. FOREIGN POLICY


- Exchange Programs and the National Interest (2000). Hearing Before the Subcommittee on International Operations of the Committee on Foreign Relations, United States Senate, 106th Congress, September


**PART TWO: TYPES OF EXCHANGES**

**Week 5 – Sept. 24 – TOURISM**


• “The Percentage of Foreign Visitors Participating in Arts & Culture While Visiting the U.S. 2006-2016,” Americans for the Arts.org Website.  
  https://www.americansforthearts.org/node/100586


WEEK 6 – Oct. 1: ACADEMIC


• Linda Drake Gobbo, Mary Lou Forward, and Ryan Lorenz, “Dealing with Anti-Americanism Abroad,” NAFSA Website, Jan-Feb 2005. [https://www.nafsa.org/_/File/_/InternationalEducator/OpportunityJanFeb05.pdf](https://www.nafsa.org/_/File/_/InternationalEducator/OpportunityJanFeb05.pdf)


**WEEK 7 – Oct. 8: ARTS AND CULTURE**


http://www.state.gov/documents/organization/54374.pdf

WEEK 8 – Oct. 15: SPORTS


http://www.japantimes.co.jp/sports/2013/07/27/more-sports/examining-nexus-of-sports-international-relations/#.UfXHQI3VB8E


http://eca.state.gov/files/bureau/studyofsportsunited_report.pdf

• Dannheisser, Ralph, “Establishing a Dialogue with Young Athletes Through Sports,” *IIP Digital*, July 9, 2010

**WEEK 9, Oct 22: GLOBAL LOS ANGELES: THE IMPACT OF INTERNATIONAL VISITORS ON LOCAL COMMUNITIES**


https://www.uscpublicdiplomacy.org/blog/reimagining-exchange-local-impact-cultural-exchanges

**WEEK 10 – Oct. 29: YOUTH**


WEEK 11 – Nov.5: VIRTUAL EXCHANGES

  http://iipdigital.usembassy.gov/st/english/article/2014/03/20140319296556.html?CP.rss=true#axzz32ItOTLNW

- “Evaluation of the School Connectivity Program (SCP) and the Building Respect through Internal Dialogue and Global Education Program (BRIDGE),” Executive Summary, June 2007, ECA Website. 

  http://www.state.gov/r/remarks/2011/161854.htm


  http://www.state.gov/r/remarks/2012/199173.htm

  http://unicollaboration.eu/?q=node/996

http://www.publicdiplomacycouncil.org/commentaries/07-21-14/power-technology-batteries-not-included

  http://iippdigital.usembassy.gov/st/english/article/2012/11/2012110938509.html#axzz3FUb9TY00

  http://blogs.edweek.org/edweek/global_learning/2014/02/global_partnerships_5_steps_to_success.html

  https://www.usip.org/sites/default/files/Exchange2.0.pdf

PART THREE: EXCHANGES MANAGEMENT

WEEK 12 – Nov. 12: FUNDING, OVERSIGHT, & ALUMNI


  http://oig.state.gov/documents/organization/131068.pdf
  https://eca.state.gov/files/bureau/fy16_student_leaders_nofo.pdf

  https://eca.state.gov/files/bureau/fy16_student_leaders_pogi.pdf

  http://www.state.gov/r/remarks/2011/156777.htm


  http://www.washingtonpost.com/wp-dyn/content/article/2007/02/04/AR2007020401512.html

WEEK 13 – Nov. 19: EVALUATION

• Gibson, Irene K., “Improving U.S. State Department Cultural Exchanges with the Middle East: A Case Study Comparison of Iraq and Jordan,” Macalester College, DigitalCommons@MacalasterCollege, Spring, 4/24/15.  
  http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1050&context=poli_honors

• “International Visitor Leadership Program Outcome Assessment: Executive Summary.” Apr. 2010)  


  http://www.iawg.gov/rawmedia_repository/dc07a56b_8539_42a2_8e48_0a67fb0c7fe3.


  http://www.iesabroad.org/system/files/More%20is%20better%20%28Dwyer%2C%202004%29.pdf


WEEK 14 – Nov. 26: THANKSGIVING

WEEK 15 – Dec. 3: Student Presentations

Statement on Academic Conduct and Support Systems:

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards”
policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

*Student Health Counseling Services* - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-4900 – 24/7 on call

engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX* - (213) 740-5086

equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected
characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

**Bias Assessment Response and Support - (213) 740-2421**

[studentaffairs.usc.edu/bias-assessment-response-support](studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

**The Office of Disability Services and Programs - (213) 740-0776**

[dsp.usc.edu](dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

**USC Support and Advocacy - (213) 821-4710**

[studentaffairs.usc.edu/ssa](studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity at USC - (213) 740-2101**

[diversity.usc.edu](diversity.usc.edu)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.
USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.