MEDIA AND FOREIGN POLICY   SMPA 6210 – FALL 2024

Professor: Dr. Patricia Kabra   Course: SMPA 6210
E-mail: Kabrap@GWU.edu   CRN: 81572
Office Hours: Monday 5- 6 pm   Credits: 3 credit hours
MPA office – room 425   Class time: Mondays 6:10 - 8pm
Or virtually by appointment   Location: MPA 307 and Blackboard

Course Description & Goals

This course covers the theoretical and practical nexus of how media, public opinion, and the foreign policy making process intersect. The goal of this course is to develop an understanding of the interaction between media, public opinion and those who craft and implement foreign policy.

The class will discuss a wide variety of issues: Why is foreign policy forecasting important and how is it done? What is the foreign policy making "establishment" and how does it function? Who are the major "players."? How does the public learn about foreign policy? Do they care about it? How does public opinion influence the formation of foreign policy? How do governments use media/communication to influence public opinion? What is the role of media in foreign policy formation? What effect has a 24/7 news cycle, bots, "fake news," cyber and social/digital media had on foreign policy? What emerging issues and communication technologies will affect the formation of foreign policy in the future?

This is a seminar-based graduate course where you get out of it as much as you put in. Classes combine lectures by the instructor, guest speakers, student presentations, and class discussions. Students are expected to do the readings before class, contribute constructively to discussions, write 2 thought critiques, make an oral presentation, participate in small group work, submit one take-home mid-term essay and submit a 15 -20 page final paper.

This course will be held in-person. However, instructions for a virtual class (in the event that is necessary) are also included in this syllabus.

Learning Outcomes and Objectives
Upon successful completion of the course, students will be able to:
- Understand and articulate how public opinion and media have shaped foreign policy.
- Critically analyze and discuss debates among scholars and practitioners on foreign policy.
- Illustrate how global trends shape foreign policy and media environment: rapid globalization, power diffusion, unclear boundaries between foreign and domestic, new diplomatic actors, digital technologies, and whole of government diplomacy.
- Analyze implications of new technologies and social media for foreign policy practitioners.
- Develop skills for critical analysis, expression, and defending points of view orally and in writing in academic and professional settings.

Average minimum out of class work/learning expected per week

This course of 3 credit hours meets 14 times during the 15 week semester and has 120 minutes of instruction and group work, and 60 minutes of available office discussion per week. A total of 335 minutes of independent learning (reading, research, writing, presentation preparation, group work, meeting with instructor, etc.) is expected each week. The total hours per week in class and learning is 7.5 hours (on average).

Course Requirements

**_Differences in Time Zones_ (For students who may be logging in remote at any point during the semester) *All times and dates in this syllabus refer to EST (Eastern Standard Time)*
- Complete at least two required readings before each class.
- Be prepared to discuss key concepts: informed, constructive, thoughtful participation – quality not quantity is key.
- Give a joint (with a partner) 10-minute oral presentation with slides or visuals on a key question for a course topic, critically analyzing assigned readings and their implications.
- Post two 1-2 page critical analyses on course readings on the course Blackboard "Blog" site.
- Submit a summary of an event you attend related to the topic of this class.
- Submit via-email a take-home Mid-term exam by October 20.
- Submit an email paper proposal by September 30 and a 15 – 20 page paper by December 16 (policy at end of syllabus on late papers).
- Come to class **on time.** Attend all classes (except for technical problems, illness, religious observance, or instructor approved absence). Email notification of unavoidable absence is required.
- Follow Virtual Instruction guidelines as described below if we meet virtually during course.
- Meet with the instructor mid-way through the semester to discuss your final paper as needed.

Requirements for a "Virtual course" (in the event that we go virtual at some point in the term)In addition to the technology requirements for a virtual course (as in next section), there are a number of other things of which all students should be aware and adhere to in order to have an effective and interesting class. They are listed here and should be read carefully before going on to read the rest of the syllabus.

1. It is expected that you will have looked at the instructions for BlackBoard Ultra for students posted on the BlackBoard site under BlackBoard Guides. I will also post a guide on the syllabus link on BlackBoard.
2. It will be expected that during a virtual class session that you will turn your microphone off until you are ready to speak and that you will turn your camera on. In subsequent classes, you will turn on camera and microphone when speaking and then turn them off.
3. In the event that you cannot log on, a phone number to call into the class will be posted for each class session in advance on the Announcement page on BlackBoard.
4. All BlackBoard Ultra sessions are taped. The tapes are stored on BlackBoard Ultra per class session for review by students. No taped class session may be downloaded and

shared with anyone outside the class. The tapes will be deleted at the end of the course. If you are concerned about taped sessions, please contact the instructor.

5. Some outside class speakers may not agree to be taped. If that is the case, then taping will be halted for that portion of the class and notes on the presentation will be posted later.

6. All class discussions and guest speaker presentations, even if they are taped, are "off-the-record" for purposes of publication in any journalistic or other publication without permission in writing from the individual you want to quote or reference.

7. All students should follow the "Netiquette" protocols during this course:
   a. Remember that not everyone is comfortable with or familiar with cameras, chatrooms and BlackBoard Ultra. We will all make mistakes. So: BE PATIENT.
   b. Be respectful and courteous.
   c. Be gracious and open to differing opinions.
   d. Think carefully before you push the send button.
   e. Proofread and use the spell check when posting comments or sending email.

8. **All students should review the GWU policy for Acceptable Use for computing systems and services. https://compliance.gwu.edu/acceptable-use-computing-systems-and-services All members of GWU must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and BlackBoard.**

Technology Requirements for Virtual Sessions

In the event that class is held virtually at any point during the semester, students should log-on to BlackBoard Ultra. Instructions will be distributed. Be prepared for this eventuality.
Technology requirements for BlackBoard Ultra:

1. Use of a personal computer
2. Check this link for computer requirements: https://online.gwu.edu/technical-requirements-and-support
3. Use of word processing and other software
4. Use of webcam and microphone on your device
5. Use of your computer to upload recordings, Power Point presentations. Images, etc.
6. Check link for support: https://online.gwu.edu/student-support

Readings

** NOTE: Readings listed in the separate course readings schedule will be posted on Blackboard "**Electronic Reserves**" or can be found on accessible websites. If you cannot find a reading – try "Google" before contacting the professor. Readings for some topics may change during the course. Students should look at Blackboard announcements and email for updates. Foreign policy debates are often covered by many news sites and will be referenced in class discussions: The *Hill, Politico*, *Pro-publica, The Atlantic, The Nation, NYT, WP, Wall Street Journal, etc.*
**Online Public Diplomacy Resources that may be of interest include USC's Center for Public Diplomacy; GW's Institute for Public Diplomacy and Global Communication (IPDGC).

Grading and Assessments

**Rubrics
All assessments will have detailed instructions and rubrics posted on Blackboard under the "**Assignments**" link. Grades are computed on a point system. Deadlines are listed below and on the course lecture/reading list. Each assessment will be scored using the grading rubric. You should review all of the instructions on Blackboard and the grading rubrics before submitting assignments. If you have questions about an assignment or how it is graded, please contact the instructor.

Class Participation: 15 points

This course will emphasize class discussion. You will be evaluated on your knowledge and critical assessment of assigned readings, listening skills, and capacity to build on and encourage the ideas of others. You should be prepared to **ask and answer questions.** Students should challenge the claims of the authors and provide reasoned, probing, and respectful analysis of the views of other students and the instructor. Appropriateness, enthusiasm, and civility are expected at all times. Overall, you will be evaluated on how you contribute to the *process* of discussion.

Event summary: 5 points
Each student will be required to attend an outside event, draft a 2 page summary and report back to the class.

Thought Critiques: 15 points

To help stimulate discussion, each student will write **2 critical analysis thought blogs.** The first blog will be a small group project based on the forecasting reading assigned to your group. The group will write a two page analysis on why the forecasting was correct or incorrect and present the argument to the class (sign-up will be passed out). The second critique will be an individual critique on one or more required course readings using a prompt. The paper should be short: 1 - 2 pages. Post both of the papers on Blackboard on the "Blog" link**.** One paper should be posted **before the mid-term and one before the last d**ay of class. Students are encouraged to post comments on the blogs of others to discuss in class.

Papers should reflect careful thought and focus on issues worthy of class discussion. They should include a very brief summary of one or more of the reading's central arguments. They should state what you learned from the reading, the extent to which you agree or disagree with the author's views, and questions for class consideration. Post only one paper per course topic. **Don't put them off.**

These papers will help you learn to "write short." Make every word count. Include only what's most salient and relevant. Write as you would for an executive summary or article abstract. These practical skills will prove useful in any knowledge-based career you pursue. A Reading Critique rubric will be provided on the Assignments link in BlackBoard.

Oral Presentation: 15 points

Students groups will make one **10-minute presentation** Powerpoint presentation leading to class discussion of a course topic. A weekly schedule of presentation assignments will be posted under "assignments" early in the course for sign-up. You may exchange your presentation topic with another student by mutual agreement and with notification of the instructor.

Presentations will frame a central issue based ==on one or more key readings for the topic. (not all the readings for the week)== Presenters will *speak knowledgably and critically* to the issue, summarize the main arguments, use visuals/Powerpoint, and pose questions regarding the topic that will lead to a class discussion - serving as a "subject matter expert" during class discussion. You will be evaluated on your ability to show topic mastery and observe the 10-minute time limit. An oral communication evaluation rubric and a topic sign-up sheet will be provided. The presentation should be posted on the BlackBoard Ultra link for the class session previous to the start of class. Students may use practice sessions set up on Blackboard Ultra to work with your partner and practice your presentation.

Midterm: 15 points

This will be a take-home essay midterm based on the readings. You will choose one of three essay topics. You will email your exam to the professor.
Midterm exams will be passed out on **October 14 and due October 20 midnight EST via email.**

Writing/Final Paper Requirement: 35 points

The writing requirement consists of one long paper (15 -20 double spaced pages) Papers should:
- State and defend a point of view on a topic relevant to a course issue or theme.
- Use recent examples or case studies (ie from 2020 or 2021) that have been in the news.
- Demonstrate your ability to synthesize material and make a cogent, persuasive argument.
- Apply one or more theoretical analyses to the case study you cover in the paper
- Topic proposals for papers are due **by September 30**. The paper due date is Dec. 16. **These are hard deadlines. Paper grades will drop 2 points for each day they are late without an excused extension from the professor.**

Final Grade Calculation

Assessment	Points
Class participation	15
thought critiques (2) on blog	15
Oral Presentation	15
Midterm	15
Final Paper	35
Event summary report	5

Total points	100

Grading Scale

Excellent	Good	Satisfactory	Fail
A 96%-100%	B+ 87%-89%	C+ 77%-79%	F Under 70%
A- 90%-95%	B 84%-86%	C 74%-76%	
	B- 80%-83%	C- 70%-73%	

Class and University Policies

- ### Statement on Inclusive Teaching
  Fostering an inclusive environment in the classroom is one of my goals and that of the university. Students are expected to listen, engage and respect others in the class. I encourage students to share their experiences and knowledge with the class and to meet with me if they have any concerns. In support of inclusive excellence, the university is committed to supporting faculty and students in exercising inclusive teaching throughout our curriculum.

- **Blackboard Course Access:** Blackboard will be used for posting course files, readings, reserve readings, posting assignments and for communicating with the class. You are already enrolled for this course on Blackboard if you have completed registration for the course. It is your responsibility to periodically check the course site (log in at http://blackboard.gwu.edu/ Using your gwu.edu address) for updates to the syllabus/readings. The Official Blackboard Help Site, FAQs, and a variety of short video tutorials are available from Blackboard. Also, when logged in to Blackboard, check out the Student Guides section for links to helpful documentation. Additionally, students can contact the GW Division of IT at (202) 994-4948 for Blackboard assistance.

- **Attendance:** Required and part of participation grade. If student cannot attend – an e-mail should be sent to the instructor before the absence (if possible). More than 2 absences is discouraged.

- **Late Work Policy:** Under extenuating circumstances a student may ask the instructor for extended time to complete an assignment. It is the instructor's choice to grant an extension or not. No late assignments will be accepted without advance permission. Late work will be graded down as indicated in assignment rubrics

- **Incomplete Grades:** At the option of the instructor, an Incomplete may be given for a course if a student, for reasons beyond the student's control, is unable to complete the work of the course, and if the instructor is informed of, and approves, such reasons before the date when grades must be reported. An Incomplete can only be granted if the student's prior performance and class attendance in the course have been satisfactory.

Any failure to complete the work of a course that is not satisfactorily explained to the instructor before the date when grades must be turned in will be graded *F,* Failure. If acceptable reasons are later presented to the instructor, the instructor may initiate a grade change to the symbol *I, Incomplete.* The work must be completed within the designated time period agreed upon by the instructor, student, and school, but no more than one calendar year from the end of the semester in which the course was taken.
The completed and signed contract is to be submitted to the Academic Affairs and Student Services Office. All students who receive an Incomplete must maintain active student status during the subsequent semester(s) in which the work of the course is being completed. If not registered in other classes during this period, the student must register for continuous enrollment status. For more information regarding Incompletes please review the relevant sections in the University Bulletin:
http://bulletin.gwu.edu/university-regulations/#Incompletes

Academic Integrity Code

Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation.

Academic Integrity
Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.

Please review GW's policy on academic integrity, located at https://studentconduct.gwu.edu/code-academic-integrity. All graded work must be completed in accordance with the George Washington University Code of Academic Integrity. For more information see Academic Dishonesty Prevention.

Sharing of Course Content

Unauthorized downloading, distributing, or sharing of any part of a recorded lecture or course materials, as well as using provided information for purposes other than the student's own learning may be deemed a violation of GW's Student Conduct Code.

Use of Student Work (FERPA)

The professor will use academic work that you complete during this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Copyright Policy Statement

Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be liable for copyright infringement. For more information, including Fair Use guidelines, see Libraries and Academic Innovations Copyright page.

Support for students outside the classroom

Disability Support Services & Accessibility

If you may need disability accommodations based on the potential impact of a disability, please register with Disability Support Services (DSS). If you have questions about disability accommodations, contact DSS at 202-994-8250 or dss@gwu.edu or visit them in person in Rome Hall, Suite 102. For additional information, please visit GW Disability Support Services.
For information about how the course technology is accessible to all learners, see the following resources:
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Blackboard accessibility

Kaltura (video platform) accessibility

Voicethread accessibility

Microsoft Office accessibility

Adobe accessibility

Mental Health Services

Counseling and Psychological Services

The University's Counseling and Psychological Services office offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling

services (individual and small group), and referrals. For additional information, call 202-994-5300 or visit GW's Counseling and Psychological Services office.

Academic support

A full range of academic support is offered by the university including current Covid requirements. See **coronavirus.gwu.edu/top-faqs** for updates.

Tutoring and course review sessions are offered through Academic Commons in an online format. See academiccommons.gwu.edu/tutoring

Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help

Coaching, offered through the Office of Student Success, is available in a virtual and in person format. See studentsuccess.gwu.edu/academic-program-support

Academic Commons offers several short videos addressing different virtual learning strategies See academiccommons.gwu.edu/study-skills. They also offer a variety of live virtual workshops to equip students with the tools they need to succeed in a virtual environment. See tinyurl.com/gw-virtual-learning

Writing Center

GW's Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online. See **gwu.mywconline**.

Academic Commons

Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, access other academic support resources, or obtain assistance at academiccommons.gwu.edu.

GW Acceptable Use for Computing Systems and Services
All members of the George Washington University must read and comply with the Acceptable Use Policy when accessing and using computing systems and services, including email and Blackboard. Please read the Acceptable Use Policy to familiarize yourself with how GW information systems are to be used ethically.

Netiquette
Please observe the following rules of netiquette for communicating online:

- Remain professional, respectful, and courteous at all times.

- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

- **I reserve the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Artificial Intelligence

The wide availability of Generative Artificial Intelligence (GAI) tools, such as ChatGPT, is driving an ongoing conversation about their academic uses. GAI tools represent an exciting addition to the learning process that can be deployed in innovative ways to promote student learning.

However, for all their promise, GAI tools – when misused – can interfere with learning and impair the development of writing, analytical, and technical skills. There are also legitimate concerns about academic ethics, accuracy, citation of sources, and cheating.

GW's Provost's Office encourages instructors to state explicitly and affirmatively their expectations regarding student use of GAI tools. Instructors should specify in writing the permitted and prohibited uses of GAI tools in their courses.

For this course, students are permitted to use GAI to assist in research to find sources and materials for papers or presentations. It is incumbent upon the student to produce their own final draft and the student will be assessed as described in the rubrics on the veracity and suitability of sources and information.

Please review GW's Guidelines for Using Artificial Intelligence. Please review GW's Additional Guidance Regarding Generative Artificial Intelligence for more information.

Bias-Related Reporting

At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders

equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to <u>report possible bias incidents</u>. For additional information, please visit <u>Bias Incident Response</u>

Religious Observances

University policy on observance of religious holidays
In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see "Religious Holidays" at provost.gwu.edu/policies-procedures-and-guidelines

Emergency Preparedness and Response Procedures

Emergency Preparedness and Response Procedures

The University has asked all faculty to inform students of these procedures, prepared by the GW Office of Public Safety and Emergency Management in collaboration with the Office of the Executive Vice President for Academic Affairs.

To Report an Emergency or Suspicious Activity

Call the University Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon).

Shelter in Place – General Guidance

Although it is unlikely that we will ever need to shelter in place, it is helpful to know what to do just in case. No matter where you are, the basic steps of shelter in place will generally remain the same.

- If you are inside, stay where you are unless the building you are in is affected. If it is affected, you should evacuate. If you are outdoors, proceed into the closest building or follow instructions from emergency personnel on the scene.
- Locate an interior room to shelter inside. If possible, it should be above ground level and have the fewest number of windows. If sheltering in a room with windows, move away from the windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (for a tighter seal) and close exterior doors.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able. (University staff will turn off ventilation systems as quickly as possible).

- Make a list of the people with you and ask someone to call the list in to UPD so they know where you are sheltering and who is with you. If only students are present, one of the students should call in the list.
- Await further instructions. If possible, visit <u>GW Campus Advisories</u> for incident updates or call the GW Information Line 202-994-5050.
- Make yourself comfortable and look after one other. You will get word as soon as it is safe to come out.

Evacuation

An evacuation will be considered if the building we are in is affected or we must move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings quickly (purse, keys, GWorld card, etc.) and proceed to the nearest exit. Every classroom has a map at the door designating both the shortest egress and an alternate egress. Anyone who is physically unable to walk down the stairs should wait in the stairwell, behind the closed doors. Firemen will check the stairwells upon entering the building.

Once you have evacuated the building, proceed to our primary rendezvous location: the court yard area between the GW Hospital and Ross Hall. In the event that this location is unavailable, we will meet on the ground level of the Visitors Parking Garage (I Street entrance, at 22nd Street). From our rendezvous location, we will await instructions to re-enter the School.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, you are encouraged to share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness and response at GW or the University's operating status can be found on <u>GW Campus Advisories</u> or by calling the GW Information Line at 202-994-5050.