

SIS 793-008
PRACTICUM: Cultural Diplomacy and International Exchange
Wednesdays, 5:30-8:00 pm
SPRING SEMESTER 2021

SYLLABUS

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Course Description and Activities

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

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

The first few weeks of the Practicum will focus on 1) taking stock of the skill sets of team members and identifying roles (project manager, client liaison, professor liaison, etc.); 2) conducting background research on general topic areas clients have already identified; and 3) preparing for and meeting with the client for the first time. After the initial client meeting, students will identify the scope of their project and break it down into manageable tasks that fully involve all team members. A Statement of Work (SOW) document describing the project will be submitted to SIS by February 26. As teams, students will meet with client and instructor on a regular basis to review progress, identify key issues and problems, and seek guidance. Teams should expect to have 3-5 client meetings throughout the semester. Teams will also meet at least once a week during designated class time to plan, coordinate, and carry out the projects, and practice oral presentations.

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

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

- ★ **Student Orientation: January 28 at 4:30pm EST and January 31 at 5:30pm EST.** Students are required to attend an orientation session. This orientation will provide an overview of expectations for the practicum including deadlines, the role of the professor, and some skills related to understanding the consulting relationship, managing your client, and defining your statement of work.
- ★ **Statement of Work (SOW):** After approval by the client and professor, the statement of work is to be submitted to the Director of SIS Experiential Learning, Stephanie Fischer, by **February 26**. (While most SOWs will be completed before, this is the final, drop dead date.)
- ★ **Presentation Boot Camp: dates TBD** Two student teams sign up for each 1-hour block. While presentations do not have to be final by this point, there should be enough content to critique.
- ★ **AU Presentations**
- ★ **Final Client Presentations**

Please note: All final deliverables are due May 3, 2021.

Stephanie Fischer, Director of Experiential Learning, is available to students throughout the semester for assistance and coaching on general practicum issues and consulting skills.

Her contact information is: fischer@american.edu, (703) 340-6030

Office hours: <https://stephaniefischer.youcanbook.me>

Practica website: www.american.edu/SIS/practica

Course Policy and Student Conduct

The Practicum, a significant capstone project, also represents the School of International Service and its graduate students to outside organizations. As such, it is important that students conduct themselves in a thoroughly professional manner. Students selected for Practicum courses are expected to participate fully in the program from the earliest stages through submission of the final deliverables. It is expected that Practicum students serve as responsible team members who are involved in project management, respectful of team deadlines, and conscious of the larger needs of the team and the client. Students must also respect the client relationship and the terms set forth in the client agreement letters regarding client records, personnel, confidentiality or non-disclosure requirements. Students who do not conduct themselves in a professional manner will be removed from the Practicum and receive a failing grade for the course.

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

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

General Goals

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

Learning Outcomes

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

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

Role of Instructor

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

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

Course Assignments and Grades

Final grades for the course will be based on class-related assignments (80%) as well as the client assessment (20%). Please note: SIS requires a “B” grade to pass a practicum.

The class-related assignments include the following:

- 1) **Individual Contributions–class participation and individual assignments (20%).** These assignments will be described in greater detail in class, and may include an annotated bibliography, initial briefing paper(s), and assigned planning documents (including client preparation documents). The assignments are due on the dates indicated in the course schedule. Late submission may result in the reduction by 1/3 of a letter grade for each day it is late. Students who are unable to attend a class or client meeting must inform their instructor ahead of time via email.
- 2) **Oral Presentations (25%).** Teams must present their deliverables to the client, as well as any preliminary presentations requested by the instructor. The oral presentations may include data and effective graphics.
- 3) **Written Report (20%).** The final paper (or other deliverable) will generally be 20 -25 pages in length, not including a separate 2-page executive summary. The final page count will depend on the client request and approval by the instructor. A separate handout will be provided detailing the report requirements (font, charts, appendices, etc.).
- 4) **Team Evaluation of Individual Performance (15%).** Each member of the team will also be evaluated by other team members for their contribution to the project. The instructor will provide an evaluation form to all team members near the end of the semester.
- 5) **Client Assessment (20%).** Each client will be provided with an evaluation form. The client will evaluate the team based on their communication skills, successful definition and management of the project, and final oral presentation and deliverables.

Grade scale

A	94-100	C+	77-79
A-	90-93	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	lower than 5

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

Clients and Projects

U.S. government-sponsored international exchange programs and the recruitment and development of leaders of organizations that sponsor exchanges are essential components of effective public diplomacy. Practicum participants will learn about major actors and resources in the field. They will study a conceptual framework for evaluating the effectiveness of exchanges and other cultural diplomacy activities. They will focus on the impact of exchanges on U.S. hosts in general and on the results of exchange programs that are difficult to quantify in particular.

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

1. World Affairs Councils of America

Client Background

The World Affairs Councils of America (WACA) is an independent 501(c)(3) nonprofit organization headquartered in Washington, DC. Founded in 1918 as a membership organization, WACA represents and supports more than 90 World Affairs Councils across the United States.

WACA is dedicated to engaging the public and leading global voices to better understand the world, America's international role, and the policy choices that impact our daily lives and our future. WACA takes no institutional positions on matters of policy. The World Affairs Councils of America carries out its mission by:

- ★ Supporting 90+ World Affairs Councils across the United States and promoting their programs and educational initiatives for diverse, multi-generational audiences. WACA brings the world to classrooms and C-suites, and to conferences in the nation's capital and town hall-style forums in numerous communities.
- ★ Developing the convening power of Councils nationwide by providing face-to-face and virtual connections and dialogue with global leaders, business executives, policy experts, social innovators, and distinguished opinion makers.
- ★ Exploring new ideas in dozens of dynamic Council events each week that shape public discourse on a range of critical issues including: national security; the economy and international trade; global health; energy and the environment; immigration; human rights; education; and culture.
- ★ Challenging the next generation to develop leadership skills and global acumen so that our communities can better compete, collaborate, and make informed decisions.
- ★ Partnering with organizations that seek to reach out to "grassroots" and "grasstops" citizens, disseminate research, mutually expand networks and transform how people, enterprises, and governments think about the world.
- ★ Expanding informed, respectful public discourse about international relations and current events through WACA conference calls, podcasts, information services, and social media. We are digitally accessible from anywhere in the world.

Project Description

Expanding Youth Engagement: Building Diverse Multigenerational Leadership

Freedom is the continuous action we all must take, and each generation must do its part to create an even more fair, more just society. —Congressman John Lewis

I think the world in which more than half the population is over 60 (2030) means it's impossible to have a society that works, an economy that works, without more intergenerational collaboration. —Mauro F. Guillen

Every organization faces the challenge of attracting young people to join its ranks and to work compatibly with other colleagues of varying ages and backgrounds to achieve its mission. It is an existential imperative. The World Affairs Councils of America (WACA) is no exception. This is true at the national level as well as for the individual member organizations scattered throughout the country. There is a need to identify and share best practices used by the WACA network to engage youth from diverse backgrounds and develop organizational leaders that truly represent the rich diversity of their communities.

Team 1 will develop research tools to catalog what is already being done by WACA and its member organizations in this area and identify the practices and mechanisms that have yielded the best results. They will make recommendations based on their research findings as well as a review of literature on the topic in general. One deliverable will be a Handbook for the WACA website that reports their findings and contains an annotated bibliography of relevant publications and other resources.

Client Liaison: Bill Clifford, President and CEO
bclifford@worldaffairscouncils.org

Website: www.worldaffairscouncils.org

2. Northern Nevada International Center

Client Background

The Northern Nevada International Center (NNIC) in Reno, Nevada, is a 501(c)(3) nonprofit organization, leading Nevada's global engagement through professional, academic, youth, and cultural exchanges. NNIC's mission is to foster better understanding between people through public diplomacy programs, language and culture projects, and foreign policy forums. NNIC also serves as a resource for local residents, international businesses, as well as visitors interested in international activities and events in their region. NNIC hosts more than a dozen U.S. Department of State Bureau of Educational and Cultural Affairs exchange programs, bringing 600 international visitors from more than 120 countries to Nevada annually.

NNIC key activities include:

- ★ Organizing programs for international delegations sponsored by the U.S. Department of State and other federal agencies;

- ★ Maintaining a language bank that provides interpretation and translation services in more than 40 languages;
- ★ Organizing educational events and activities for the university and general community;
- ★ Serving as northern Nevada's refugee resettlement agency to help displaced persons and victims of human trafficking;
- ★ Hosting the Global Gala, a primary fundraiser, where NNIC celebrates the community and efforts to increase international awareness in Nevada.

NNIC specific programs include:

Brazil Youth Ambassadors Program • Youth Leadership Program with Algeria and with Kenya • American Youth Engagement Opportunities • Fulbright Gateway Orientation • Fulbright Teaching Excellence and Achievement Program • Open World • International Visitor Leadership Program • Mandela Washington Fellows • Study of U.S. Institutes • Youth Leaders of America Initiative • Custom professional and cultural exchange programs.

Project Description

The Impact of International Exchange Programs on Hosts and the Unreported Results

Not everything that counts can be counted, and not everything that can be counted counts.
—Albert Einstein

As pressures on resources continue to mount, the perennial need to demonstrate results, to show “evidence of effectiveness”, takes on unprecedented urgency. Monitoring and Evaluation (M&E) is a familiar injunction. The general thrust of most evaluation is to qualify and quantify the impact on exchange program participants. Historically, little attention has been given to assessing the impact on hosts and host institutions.

Most often, the organizations that provide exchange experiences at the local level do not have the funding needed to track results in a systematic way. In particular, they do not have the time to assess the outcomes of their work that are difficult to inventory and measure. Sometimes these outcomes take years to mature and the staff and local volunteers are totally caught up preparing for the next set of participants rather than tracking the longer-term outcomes of their efforts.

Team 2 will focus on developing research tools to assess impact on hosts including professional resources, home hospitality hosts, and other volunteers. The impact on board members, who provide the governance for these organizations, will also be examined. In addition, Team 2 will collect data that describe the “spin-offs” that have resulted from the work of NNIC. One deliverable will be a report to the board and staff. Another will be a section of the NNIC website entitled: **Impact** that describes the highlights of their findings.

Client Liaison: Michael Graf, International Visitor Program Manager
mgraf@nnic.org, (775) 784-7515

Website: www.unr.edu/nnic

Team 2 and Team 3 will be conducting comparable projects, with the opportunity to explore how two different organizations with similar missions have positioned themselves in their communities and have found unique and interesting ways to add value to international visitors, hosts, and their regions.

3. Global Ties Akron

Client Background

Global Ties Akron (GTA) in Akron, Ohio, is a 501(c)(3) nonprofit organization founded as Hosting International Travelers in 1976 to enhance the community with the presence of international dignitaries, scholars, and guests. GTA's mission is to strengthen academic, corporate, organizational, and personal links between Northeast Ohio and the World. GTA also serves as a resource for local residents, international businesses, as well as visitors interested in international activities and events in their region. GTA hosts 15-20 U.S. Department of State Bureau of Educational and Cultural Affairs exchange groups, bringing 150-200 international visitors from more than 30 countries to Ohio annually.

GTA key programs:

- ★ International Visitor Leadership Program: implementing professional exchange programs for international leaders, sponsored by the U.S. Department of State.
- ★ Open World Leadership Program: organizing professional exchange programs and homestays for international leaders, sponsored by the Library of Congress.
- ★ Global Passport Culinary Club: hosting cultural meals and tastings while participants learn about the many cultures of Northeast Ohio.
- ★ Fee for Service: designing custom programs for international delegations visiting Ohio.
- ★ The University of Akron International Programs: offering services to international students and scholars, and working with the Confucius Institute at The University of Akron on programs focused on Chinese Language and Culture.
- ★ First Weeker's Program: providing inbound international students with a short-term host family to help settle into the community and soften culture shock.
- ★ Global Education: serving the local community by providing international and multicultural educational outreach programs through local schools.
- ★ Special Events: offering annual International Thanksgiving Dinner and participating in international, multicultural, and peace festivals throughout Northeast Ohio.
- ★ Global Ties Fair Trade: running both an online and a local fair trade store (opening soon)—a social enterprise to raise funds to support our global education programs.
- ★ Global Threads (GTA's online magazine): launched a citizen journalism project, featuring preservation of cultural heritage in both our and global partner communities, sponsored by the U.S. Department of State, Communities Connecting Heritage Project.

Project Description

The Impact of International Exchange Programs on Hosts and the Unreported Results

Although the [IVLP] is sponsored by our government, it is actually implemented in the United States by a great network of private citizens, Americans who volunteer their time and open their homes and their hearts to Visitors from places like Japan. It is precisely this kind of people-to-people linkage that has allowed us to advance our relationship beyond mutual understanding to mutual trust. —Ambassador Howard Baker

As pressures on resources continue to mount, the perennial need to demonstrate results, to show “evidence of effectiveness”, takes on unprecedented urgency. Monitoring and Evaluation (M&E) is a familiar injunction. The general thrust of most evaluation is to qualify and quantify the impact on exchange program participants. Historically little attention has been given to assessing the impact on hosts and host institutions.

Most often, the organizations that provide exchange experiences at the local level do not have the funding needed to track results in a systematic way. In particular, they do not have the time to assess the outcomes of their work that are difficult to inventory and measure. Sometimes these outcomes take years to mature and the staff and local volunteers are totally caught up preparing for the next set of participants rather than tracking the longer-term outcomes of their efforts.

Team 3 will focus on developing research tools to assess impact on hosts including professional resources, home hospitality hosts, and other volunteers. The impact on board members, who provide the governance for these organizations, will also be examined. In addition, Team 3 will collect data that describe the “spin-offs” that have resulted from the work of GTA. One deliverable will be a report to the board and staff. Another will be a section of the GTA website entitled: **Impact** that describes the highlights of their findings.

Client Liaison: Michelle Wilson, Executive Director
aifciv@gmail.com, globaltiesakron@gmail.com, (330) 612-4693

Websites: www.globaltiesakron.org
www.know-your-world.org,
www.global-threads.world

List of Readings

Students are encouraged to do all of the reading assignments. Please note that each student will be asked to select one reading to analyze and describe in class in a short oral presentation. See Week 2 for more details. All readings are available electronically on Course Reserves via Canvas.

Primary Readings

1. Richard Arndt, *The First Resort of Kings: American Cultural Diplomacy in the Twentieth Century*. Potomac Books, 2005. Introduction and pages 1-61.
2. Elihu Root, "A Requisite for the Success of Popular Diplomacy," *Foreign Affairs*, Volume 1. Number 1, September 1922.
3. Charles Frankel, *The Neglected Aspect of Foreign Affairs*, The Brookings Institution, 1966. Pages 67-79.
4. James H. Billington, *The Intellectual and Cultural Dimensions of International Relations*. President's Committee on the Arts and Humanities Speech, February 28, 1991.
5. William A. Rugh, *Front Line Diplomacy: How U.S. Embassies Communicate with Foreign Publics*, Palgrave Macmillan, 2014. Pages 7-22, 129-143, 161-178.
6. James McCartney and Molly Sinclair McCartney, *America's War Machine: Vested Interests, Endless Conflicts*, St. Martin's Press, 2015. Pages 1-67.
7. Joseph S. Nye Jr., *Soft Power: The Means to Success in World Politics*, PublicAffairs, Perseus Books Group, 2009. Pages 1-32.
8. Joseph S. Nye Jr., "Can We Recover Our Soft Power?" in *The Hill*, June 9, 2020. <https://thehill.com/opinion/international/501812-can-we-recover-our-soft-power>.
9. Mark Katz, *Build: The Power of Hip Hop Diplomacy in a Divided World*, Oxford University Press, 2019. Introduction and Chapter 1: pages 1-53.
10. Robert M. Gates, "The Overmilitarization of American Foreign Policy: The United States Must Recover the Full Range of Its Power" in *Foreign Affairs*, July/August 2020. <https://www.foreignaffairs.com/articles/united-states/2020-06-02/robert-gates-overmilitarization-american-foreign-policy>.
11. Senator J. William Fulbright of Arkansas, September 22, 1981: Letter to the President. Senator J. William Fulbright of Arkansas, December 16, 1986, Speech at the National Press Club. *DVD J. William Fulbright: The Man, The Mission, and the Message*, The J.W. and Harriet Fulbright Center, 2006. Available on YouTube.
12. Susan Cain, *Quiet: The Power of Introverts in a World That Can't Stop Talking*, Crown Publishing Group, 2012. Pages 34-58, 71-89.
13. Sherry Turkle, *Reclaiming Conversation: The Power of Talk in a Digital Age*, Penguin Press, 2015. Pages 3-56, 211-227.
14. Sherry Lee Mueller and Mark Rebstock, "The Impact and Practice of Citizen Diplomacy" in *Public Diplomacy Magazine*, a publication of USC Annenberg, USC Center on Public Diplomacy, and USC Master's of Public Diplomacy Program, 2012. Pages 15-27.
15. Mauro F. Guillen, *2030: How Today's Biggest Trends Will Collide and Reshape the Future of Everything*, St. Martin's Press, 2020. Introduction and Chapter 1.

Supplementary Readings

1. John Maxwell Hamilton, *Manipulating the Masses: Woodrow Wilson and the Birth of American Propaganda*. Louisiana State University Press, 2020. Pages 4-14 (Introduction) and 421-476.
2. Brook Larmer, "Alienation 101" in *1843 Magazine*, The Economist Group, April and May, 2017. Pages 84-91.
3. Frank Lavin, "The Problem with Friendship: Why is it so difficult for China and the United States to develop, find, and keep friends in the world" in *The American Interest*, June 17, 2020. www.the-american-interest.com/2020/06/17/the-problem-with-friendship/.
4. Ludovic Tournés and Giles Scott-Smith (eds.), *Global Exchanges: Scholarships and Transnational Circulations in the Modern World*, Berghahn Books, 2018. Pages 1-29 (introduction), 173-187 (chapter 10), 188-201 (chapter 11), 262-275 (chapter 16).

Valuable Newsletters and Listservs

Public Diplomacy Council

- www.publicdiplomacycouncil.org
- Email PublicDiplomacyCouncil@gmail.com to get on listserv

Global Ties Weekly Update

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

Leonard Baldega

- Email ljbjbb@aol.com to get on listserv

John Brown's Public Diplomacy Press and Blog Review

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

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

- Email donbishop99@hotmail.com to get on listserv

Bruce Gregory

- Email BGregory1@aol.com to get on listserv
- Resources on Diplomacy's Public Dimension: <https://ipdgc.gwu.edu/category/bruce-gregorys-resource-list/>

World Affairs Council of America

- <https://www.worldaffairscouncils.org/Podcasts/>

Course Schedule

Week 1 - January 20 [Although AU is technically closed for Inauguration Day, our virtual class will still meet.]

- Introduction: Definitions, The Three Rs of Cultural Diplomacy
- Discussion Topic: The IC Practicum: Projects, Teams, Logistics, and Expectations
- Be prepared to do a four-minute self-introduction that includes: where you were born and grew up, previous education and international experience, work experience, a lesson you learned from your cumulative experience, assets you bring to your team.
- Students select reading assignment (Come prepared with your top three from the Primary List of Readings.)

Week 2 - January 27

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

REQUIRED: Practicum Orientation

Thursday, January 28, 4:30 pm EST or Sunday, January 31, 5:30 pm EST

Week 3 - February 3

- Guest Speaker: Katherine Brown, President, Global Ties U.S. Topic: Dr. Brown will share an overview of Global Ties U.S. and its relationship with two of our clients. The last 15 minutes will be devoted to Q&A. (30 minutes)
- Oral presentations and discussion of Primary Readings. Four-minute presentation should cover main points made by author, your opinion of these, and reasons why you think this reading was included on the reading list.
- Discussion Topic: History of U.S. Public Diplomacy
- Initial team meeting with client should be held before this date.

OPTIONAL: Networking Reception

Sunday, February 7, 5:00-6:15 pm EST, details TBD

Week 4 - February 10

- Guest Speaker: Brad Minnick, AU Alumnus and Consultant. Topic: A Career in Cultural Diplomacy and International Exchange. Brad will focus on how he measured success and lessons he learned while holding various positions in the field. The last 30 minutes will be devoted to Q&A and discussion. (1 hour)
- Annotated bibliography due
- Draft Statement of Work (SOW), including project goals, research methods, deliverables, and timeline due
- Individual team meetings

Week 5 - February 17

- Guest Speaker: Allan Goodman, President, IIE. Topic: Dr. Goodman will offer an overview of IIE followed by 15 minutes of Q&A. (30 minutes)
- Finalize SOWs
- Intensive client interaction continues
- Discussion Topic: Constructing Surveys and Interview Questions
- Individual team meetings

Week 6 - February 24

- Guest Speaker: Pauline Yang, Classical Pianist who has conducted Public Diplomacy visits at the invitation of U.S. ambassadors in Japan, Ethiopia, and Portugal. Pauline will focus on how she measured success and lessons she learned while presenting these cultural diplomacy programs. The last 30 minutes will be devoted to Q&A and discussion. (1 hour)
- Discussion Topic: Client Management Revisited
- Discussion Topic: The Art of Interviewing
- Team reports
- Individual team meetings

Week 7 - March 3

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

Week 8 - March 10

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

Week 9 - March 17

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

Week 10 - March 24

- Discussion Topic: Protocol
- Individual team meetings

Week 11 - March 31

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

Week 12 - April 7

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

Week 13 - April 14

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

Week 14 - April 21, Last day of class

- Oral presentations virtually. Client Presentations as scheduled.

Academic and Other Support Services

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

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

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

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

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

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

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

Academic Integrity

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

Emergency Preparedness

In the event of an emergency, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Canvas. **Students must inform their faculty member immediately of any absence due to illness or other reasons.** Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their professor and/or respective dean's office for course and school-specific information.