



Syllabus (2022 Summer)

Course Title	Public Diplomacy	Course No.	IS639	
Credit	3 credits	Hours	45 hours	
Class Time/ Classroom	Monday-Thursday 12:30 – 15:00 / Classroom TBA			
Instructor	Name	Kadir Jun Ayhan	Department	GSIS
	E-mail	ayhan@ewha.ac.kr	Phone	02-3277-4628
Office Hours/ Office Location	You can drop by my office any time or make an appointment / International Education Building 1201-1			

I. Course Overview

1. Course Description

The main target of this class is students who are interested in public diplomacy. The course aims at providing students with a theoretical and practical understanding of the recent discourse on public diplomacy. Both the theory and practice of public diplomacy have seen an evolution since the first coining of the term in 1960s. The course is concerned with understanding of the evolution of the theory and practice of public diplomacy; relational, networked and collaborative approaches to public diplomacy; non-state actors' role in public diplomacy; exchange programs in public diplomacy; and public diplomacy's applications for foreign policy, conflict resolution and global governance issues. The course will present students the latest theoretical frameworks to analyze public diplomacy of different state and non-state actors.

2. Prerequisites

2. Course Format

Lecture	Discussion/Presentation	Experiment/Practicum	Field Study	Other
%20	%40	%40		

This course is designed to facilitate student-centric learning. The assignments for this course are not merely for grading but designed in a way to help students practice and improve their critical thinking, researching, presentation and academic writing skills. There are no in-class exams for this course. This is because, I believe that you put so much effort in writing papers in exams to be read only by one person. On the other hand, writing papers give students an opportunity to research and keep their writings as working papers which can be improved in the future.

Active participation in discussion is strongly encouraged for this course. In the first half of the class, I will summarize and clarify some of the arguments and concepts in the assigned readings. In the second part of the class, we will have one or two student presentations (depending on the number of students) which will apply the theoretical concepts in the readings to a case study. The requirements of the assignments are detailed below.

I expect students to attend classes, to arrive on time, and to come to class prepared to engage in class discussion by reading at least the required readings, taking note of the key arguments, and identifying strengths, weaknesses, and contradictions in these arguments.

4. Course Objectives

Learning objectives:

- Recognizing various interdisciplinary approaches to public diplomacy.
- Being able to interpret how public diplomacy (is supposed to) work.
- Applying knowledge of public diplomacy to practical cases.

5. Evaluation System

Mid-term Paper	Final Paper	Presentation	Participation and Discussion	Other
%30	%30	%15	%15	%0

Explanation of the evaluation system:

Presentations

Length: Around 15 minutes

All students will make one presentation on a case study. The presenter must read the assigned



readings carefully when preparing for the presentation. You are asked to present a case study that is related to the required and/ or recommended readings. You must make use of the theories/ frameworks in the assigned readings for your analysis of the case study of your choice. Make sure not only to summarize another article. The point of presentation is for you to apply what you learned from readings to a case study. You must show your analysis and your value added. Presentations will be followed by a discussion (based on discussion questions prepared by the presenter), and all students must actively participate in this discussion.

Mid-term Paper

Due date: 13 July, 23:59

Word limit: 800-1200 words

You are employed to design public diplomacy policy for the country of Wakanda (based on the film Black Panther). Write a convincing policy paper for Wakanda's King, justifying how your public diplomacy policy recommendations will serve the national interests of Wakanda by achieving its foreign policy goals. The papers will be submitted to Cyber Campus.

Final Paper

Due date: 26 July, 23:59

Word limit: 800-1200 words

Each student will choose a country and study that country's foreign policy objectives and how they employ public diplomacy to achieve these objectives. Students need to identify that country's

- Foreign policy objectives
- Public diplomacy programs
- Expected outcomes of public diplomacy programs
- The connection, or lack thereof, between public diplomacy objectives and foreign policy objectives

The papers will end with an interpretation of findings in light of required readings. Students are encouraged to engage with primary documents including but not limited to public diplomacy-related institutions' websites, reports, documents, social media accounts, diplomatic white papers and so on. Each student will submit their final papers instead of final exam. The papers will be submitted to Cyber Campus.

II. Course Materials and Additional Readings



1. Required Materials

2. Refer to the detailed course schedule below.

2. Supplementary Materials

Refer to the detailed course schedule below.

3. Optional Additional Readings

Refer to the detailed course schedule below.

III. Course Policies

Citation and Plagiarism

Students must use proper citation and avoid plagiarism. Any citation style is fine as long as it is consistent throughout the paper. Plagiarism will not be tolerated and severely punished. The papers will be uploaded to Turnitin.

“Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:

- a sequence of words incorporated without quotation marks;
- an unacknowledged passage paraphrased from another's word;
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own.”

See also: https://owl.purdue.edu/owl/research_and_citation/resources.html

Late Submissions

For late submissions, you will get 80% of your grading unless you have a valid excuse. You can always contact me if you have a valid excuse to ask for extension. I do not require students to submit official documents (doctor report etc.). Your word is enough for me.



IV. Course Schedule

Day	Date	Topics & Class Materials, Assignments
Day 1	(6/30)	General Introduction of the Course
Day 2	(7/4)	Diplomacy and Public Diplomacy
Day 3	(7/5)	Public Diplomacy and Foreign Policy
Day 4	(7/6)	New Public Diplomacy and the Boundaries of Public Diplomacy
Day 5	(7/7)	Public Diplomacy and Conflict Resolution
Day 6	(7/11)	Relational, Networked and Collaborative Public Diplomacy
Day 7	(7/12)	Intersections between International Development and Public Diplomacy
Day 8	(7/13)	Mid-term Paper Submission
Day 9	(7/14)	Public Diplomacy for the Global Public Good
Day 10	(7/18)	Student Mobility Programs as Public Diplomacy
Day 11	(7/19)	Non-state Actors and Citizens in Public Diplomacy
Day 12	(7/20)	United States and Korean Public Diplomacy
Day 13	(7/21)	Final Paper Presentations
Day 14	(7/25)	Public Diplomacy Evaluation
Day 15	(7/26)	Final Paper Submission
Makeup Classes 1	(mm/dd)	
Makeup Classes 2	(mm/dd)	



V. Detailed Course Schedule with Readings

1: General Introduction of the Course

2: Diplomacy and Public Diplomacy

Required Reading:

Murray, S. (2008). Consolidating the Gains Made in Diplomacy Studies: A Taxonomy. *International Studies Perspectives*, 9(1), 22-39.

Recommended Reading:

Hocking, B. L., Melissen, J., Riordan, S., & Sharp, P. (2012). *Futures for Diplomacy: Integrative Diplomacy in the 21st Century*. Retrieved from The Hague, The Netherlands:

Leonard, Mark, Catherine Stead, and Conrad Smewing. 2002. *Public Diplomacy*. London: UK: Foreign Policy Centre. (Available online: <http://fpc.org.uk/fsblob/35.pdf>)

3: Public Diplomacy and Foreign Policy

Required Reading:

Darnton, C. (2019). "Public Diplomacy and International Conflict Resolution: A Cautionary Case from Cold War South America." *Foreign Policy Analysis*.

Recommended Readings:

Lebow, R. N. (2005). "Power, Persuasion and Justice." *Millennium* 33(3): 551-581.

Sevin, E. (2017). "A Multilayered Approach to Public Diplomacy Evaluation: Pathways of Connection." *Politics & Policy* 45(5): 879-901.

Parker, J. C. (2016). *Hearts, Minds, Voices: U.S. Cold War Public Diplomacy and the Formation of the Third World*. New York, United States: Oxford University Press. (Ch. 1)

Wiseman, Geoffrey. 2015. "Conclusion." In *Isolate or Engage: Adversarial States, U.S. Foreign Policy, and Public Diplomacy*, edited by Geoffrey Wiseman, 280-301. Stanford: Stanford University Press.



Jason C. Parker. 2016. *Hearts, Minds, Voices: U.S. Cold War Public Diplomacy and the Formation of the Third World*. New York, United States: Oxford University Press. Chapter 1.

4: New Public Diplomacy and the Boundaries of Public Diplomacy

Required Reading:

Ayhan, K. J. (2019). The Boundaries of Public Diplomacy and Non-State Actors: A Taxonomy of Perspectives. *International Studies Perspectives*, 20(1): 63-83.

Recommended Readings:

Zaharna, Rhonda S. 2010. Battles to Bridges: U.S. Strategic Communication and Public Diplomacy after 9/11. Edited by Donna Lee and Paul Sharp, *Studies in Diplomacy and International Relations*. Basingstoke, UK: Palgrave Macmillan. Original edition, 2010. Reprint, 2014. (Chapter 4)

Cull, N. J (2019). *Public Diplomacy: Foundations for Global Engagement in the Digital Age*. Cambridge: Polity Press. Ch. 1 and Conclusion.

Gregory, B. (2016). Mapping Boundaries in Diplomacy's Public Dimension. *The Hague Journal of Diplomacy*, 11(1), 1-25.

5: Public Diplomacy and Conflict Resolution

Required Reading:

Cuhadar, Esra, Orkun Genco Genc, and Andreas Kotelis. 2015. "A Greek-Turkish Peace Project: Assessing the Effectiveness of Interactive Conflict Resolution." *Southeast European and Black Sea Studies* 15(4):563-583. doi: 10.1080/14683857.2015.1020141.

Recommended Readings:

Cuhadar, Esra, and Bruce Dayton. 2011. "The Social Psychology of Identity and Inter-Group Conflict: From Theory to Practice." *International Studies Perspectives* 12(3):273-293. doi: 10.1111/j.1528-3585.2011.00433.x.

Cuhadar, Esra. 2009. "Assessing Transfer from Track Two Diplomacy: The Cases of Water and Jerusalem." *Journal of Peace Research* 46(5):641-658. doi: 10.1177/0022343309336706.

6: Relational, Networked and Collaborative Public Diplomacy

Required Reading:

Cowan, G., and A. Arsenault. 2008. "Moving from Monologue to Dialogue to Collaboration: The Three Layers of Public Diplomacy." *The ANNALS of the American Academy of Political and Social Science* 616 (1):10-30.

Recommended Readings:

Fitzpatrick, Kathy R., Jami Fullerton, and Alice Kendrick. 2013. "Public Relations and Public Diplomacy: Conceptual and Practical Connections." *Public Relations Journal* 7 (4).

Fitzpatrick, Kathy R. 2012. "Defining Strategic Publics in a Networked World: Public Diplomacy's Challenge at Home and Abroad." *The Hague Journal of Diplomacy* 7 (4):421-440.

Zaharna, Rhonda S. 2011. "The Public Diplomacy Challenges of Strategic Stakeholder Engagement." In *Trials of Engagement: The Future of US Public Diplomacy*, edited by Ali Fisher and Scott Lucas. Leiden, Boston: Martinus Nijhoff Publishers.

Zaharna, Rhonda S. 2013. "Network Purpose, Network Design: Dimensions of Network and Collaborative Public Diplomacy." In *Relational, Networked and Collaborative Approaches to Public Diplomacy: The Connective Mindshift*, edited by R.S. Zaharna, Amelia Arsenault and Ali Fisher, 173-191. New York, NY: Routledge.

Fisher, Ali. 2013. "Standing on the Shoulders of Giants: Building Blocks for a Collaborative Approach to Public Diplomacy." In *Relational, Networked and Collaborative Approaches to Public Diplomacy: The Connective Mindshift*, edited by R.S. Zaharna, Amelia Arsenault and Ali Fisher, 209-226. New York, NY: Routledge.

7: Intersections between International Development and Public Diplomacy

Required Readings:

Pamment, J. and K. G. Wilkins, Eds. (2019). *Communicating National Image through Development and Diplomacy: The Politics of Foreign Aid*. New York, Palgrave Macmillan. (Ch. 1 and 2)

Recommended Readings:



Parker, J. C. (2016). *Hearts, Minds, Voices: U.S. Cold War Public Diplomacy and the Formation of the Third World*. New York, United States: Oxford University Press. (Ch. 1)

Pamment, J. (2015). Media Influence, Ontological Transformation, and Social Change: Conceptual Overlaps between Development Communication and Public Diplomacy. *Communication Theory*, 25(2), 188-207. doi:10.1111/comt.12064

8: Mid-term Paper Submission (no-class)

9: Public Diplomacy for the Global Public Good

Required Reading:

Zhang, J., & Swartz, B. C. (2009). Public Diplomacy to Promote Global Public Goods (GPG): Conceptual Expansion, Ethical Grounds, and Rhetoric. *Public Relations Review*, 35(4), 382-387. doi:10.1016/j.pubrev.2009.08.001

Recommended Readings:

Henrikson, Alan K. 2005. *Niche Diplomacy in the World Public Arena: the 'Global Corners' of Canada and Norway*. Edited by Jan Melissen, *The New Public Diplomacy: Soft Power in International Relations*. New York, NY: Palgrave Macmillan.

Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance." *The ANNALS of the American Academy of Political and Social Science* 616 (1):78-93.

10. Student Mobility Programs as Public Diplomacy

Required Reading:

Scott-Smith, Giles. 2008. "Mapping the Undefinable: Some Thoughts on the Relevance of Exchange Programs within International Relations Theory." *The ANNALS of the American Academy of Political and Social Science* 616 (1):173-195.

Recommended Readings:

- Yun, S. and K. Vibber (2012). "The Strategic Values and Communicative Actions of Chinese Students for Sociological Korean Public Diplomacy." *International Journal of Strategic Communication* 6(1): 77-92.
- Byrne, C. (2016). Australia's New Colombo Plan: Enhancing Regional Soft Power through Student Mobility. *International Journal: Canada's Journal of Global Policy Analysis*, 71(1), 107-128. doi:10.1177/0020702015617786
- Ayhan, Kadir Jun, and Moamen Gouda. "Determinants of Global Korea Scholarship Students' Word-of-Mouth About Korea." *Asia Pacific Education Review* 22, no. 1 (2021/01/07 2021): 15-29. <https://doi.org/10.1007/s12564-020-09648-8>.
- Ayhan, Kadir Jun, Moamen Gouda, and Hyelim Lee. "Exploring Global Korea Scholarship as a Public Diplomacy Tool." *Journal of Asian and African Studies* (2021). <https://doi.org/10.1177/00219096211035800>.
- Ayhan, Kadir Jun, and Nancy Snow. "Introduction to the Special Issue—Global Korea Scholarship: Empirical Evaluation of a Non-Western Scholarship Program from a Public Diplomacy Perspective." *Politics & Policy* 49, no. 6 (2021/12/01 2021): 1282-91.
- Hong, Moon Suk, Minjeong Jeon, and Kadir Jun Ayhan. "International Scholarship for Social Change? Re-Contextualizing Global Korea Scholarship Alumni's Perceptions of Justice and Diversity in South Korea." *Politics & Policy* 49, no. 6 (2021/12/01 2021): 1359-90.
- Istad, Felicia, Eriks Varpahovskis, Ekra Miezan, and Kadir Jun Ayhan. "Global Korea Scholarship Students: Intention to Stay in the Host Country to Work or Study after Graduation." *Politics & Policy* 49, no. 6 (2021/12/01 2021): 1323-42.
- Jon, Jae-Eun, and Kadir Jun Ayhan. "Satisfied or Dissatisfied: The Determinants of Global Korea Scholarship Recipients' Satisfaction with Life in Korea." *Politics & Policy* 49, no. 6 (2021/12/01 2021): 1391-414.
- Tam, Lisa, and Kadir Jun Ayhan. "Evaluations of People, Affection, and Recommendation for a Host Country: A Study of Global Korea Scholarship (Gks) Recipients." *Politics & Policy* 49, no. 6 (2021/12/01 2021): 1292-307.
- Varpahovskis, Eriks, and Kadir Jun Ayhan. "Impact of Country Image on Relationship Maintenance: A Case Study of Korean Government Scholarship Program Alumni." *Place Branding and Public Diplomacy* (2020). <https://doi.org/10.1057/s41254-020-00177-0>.

11: Non-state Actors and Citizens in Public Diplomacy

Required Reading:

Attias, S. (2012). Israel's New Peer-to-peer Diplomacy. *The Hague Journal of Diplomacy*, 7(4), 473-482.

Recommended Readings:

Ayhan, K. J. (2018). Branding Korea as "My Friend's Country": The Case of VANK's Cyber Public Diplomats. *KOREA OBSERVER*, 49(1), 51-81.

Zatepilina-Monacell, O. (2012). High Stakes: U.S. Nonprofit Organizations and the U.S. Standing Abroad. *Public Relations Review*, 38(3), 471-476.
doi:10.1016/j.pubrev.2012.02.003

Week 11: Public Diplomacy Evaluation

Required Reading:

Banks, R. (2011). *A Resource Guide to Public Diplomacy Evaluation*. CPD Perspectives on Public Diplomacy. Los Angeles, CA, USC Center on Public Diplomacy at the Annenberg School University of Southern California. (pp. 1-38)

Recommended Readings:

Sommerfeldt, E. J. and A. Buhmann (2019). "The status quo of evaluation in public diplomacy: insights from the US State Department." *Journal of Communication Management*. doi: 10.1108/JCOM-12-2018-0137

Buhmann, A. and D. Ingenhoff (2015). "Advancing the country image construct from a public relations perspective: From model to measurement." *Journal of Communication Management* 19(1): 62-80.

Pamment, J. (2014). "Articulating influence: Toward a research agenda for interpreting the evaluation of soft power, public diplomacy and nation brands in brands." *Public Relations Review* 40(1): 50-59.

Hayden, C. (2017). "Scope, mechanism, and outcome: arguing soft power in the context of public diplomacy." *Journal of International Relations and Development* 20(2): 331-357.

Singh, J. P. and S. MacDonald (2017). *Soft Power Today: Measuring the Influences and Effects*. London, British Council.

12: United States and Korean Public Diplomacy

Required Readings:

Fitzpatrick, K. R. (2011). US Public Diplomacy in a Post-9/11 World: From Messaging to Mutuality. Los Angeles, The USC Center on Public Diplomacy.

Lee, Byong Jong. "History of Korea's Public Diplomacy: From Message Dissemination to Relation Cultivation." Asian Communication Research 16, no. 3 (2019): 75-115.

13: Final paper presentations

14: Public Diplomacy Evaluation

Required Reading:

Banks, R. (2011). A Resource Guide to Public Diplomacy Evaluation. CPD Perspectives on Public Diplomacy. Los Angeles, CA, USC Center on Public Diplomacy at the Annenberg School University of Southern California. (pp. 1-38)

Recommended Readings:

Sommerfeldt, E. J. and A. Buhmann (2019). "The status quo of evaluation in public diplomacy: insights from the US State Department." Journal of Communication Management. doi: 10.1108/JCOM-12-2018-0137

Buhmann, A. and D. Ingenhoff (2015). "Advancing the country image construct from a public relations perspective: From model to measurement." Journal of Communication Management 19(1): 62-80.

Pamment, J. (2014). "Articulating influence: Toward a research agenda for interpreting the evaluation of soft power, public diplomacy and nation brands in brands." Public Relations Review 40(1): 50-59.

Hayden, C. (2017). "Scope, mechanism, and outcome: arguing soft power in the context of public diplomacy." Journal of International Relations and Development 20(2): 331-357.

Singh, J. P. and S. MacDonald (2017). Soft Power Today: Measuring the Influences and Effects. London, British Council.

Week 15: Final Paper Submission (no class)

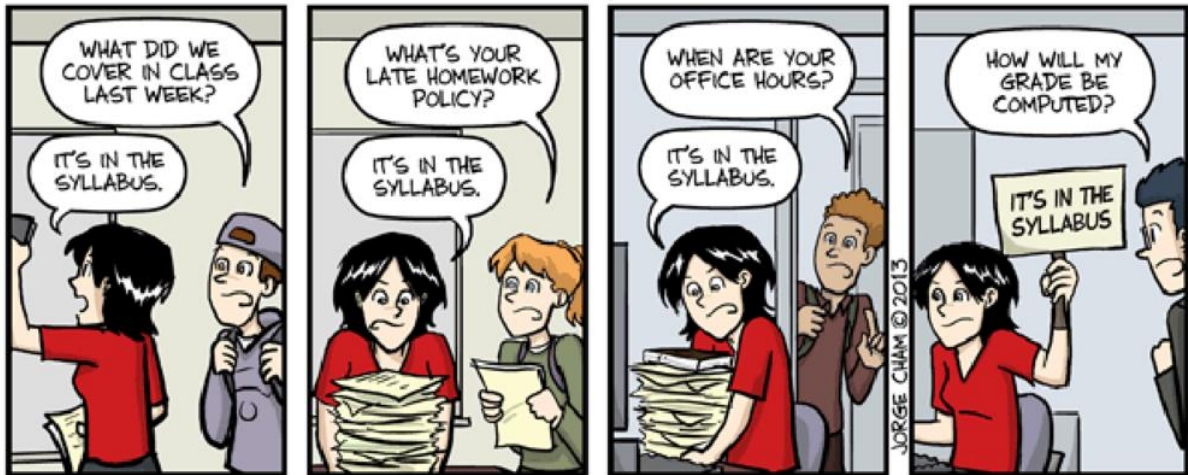
V. Special Accommodations

* According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD). Please refer to the below examples of the types of support available in the lectures, assignments, and evaluations.

Lecture	Assignments	Evaluation
Visual impairment: braille, enlarged reading materials. Hearing impairment: note-taking assistant. Physical impairment: access to classroom, note-taking assistant.	Extra days for submission, alternative assignments.	Visual impairment: braille examination paper, examination with voice support, longer examination hours, note-taking assistant. Hearing impairment: written examination instead of oral. Physical impairment: longer examination hours, note-taking assistant.

- Actual support may vary depending on the course.

* The contents of this syllabus are not final—they may be updated.



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM
"Piled Higher and Deeper" by Jorge Cham