ICOM892

Public Diplomacy and International Public Relations

S1 Day 2019

Department of Media, Music, Communication and Cultural Studies

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Disclaimer

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General Information

Unit convenor and teaching staff Howard Gelman howard.gelman@mq.edu.au Contact via +61 (2) 98502138 190 10HA 11am-12pm Thursday or by appointment
Credit points 4
Prerequisites Admission to MIntComm or MIntRel or MIntCommMIntRel or MIntBusMIntComm or MIntPubDip or GradDipIntRel or MTransInterMIntRel or MSusDev
Corequisites
Co-badged status
Unit description The unit provides theoretical frameworks and practical learning exercises for image analysis and construction by international actors – intergovernmental, state, corporate and non-government. The concepts of symbolic interactionism, soft power, public diplomacy, international public relations, framing, image and branding are examined from strategic and ethical communication perspectives. Theory is related to practice through analysis of existing international public relations campaigns and the design of new ones. Through weekly simulations of press conferences regarding current events, students develop practical skills in analysing strategic opportunities for presenting their organisation to publics.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.

Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.

Analyse international public relations/public diplomacy campaigns.

Communicate effectively an international public relations/public diplomacy campaign in an international political context.

Apply practical research and interview skills in IPR/public diplomacy contexts.

Engage in the process of learning.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1 Group Presentation	30%	No	Weeks 4–11
Task 2 Internal Proposal	20%	No	Week 6 (4 April)
Task 3 Critical Essay	40%	No	Week 11 (23 May)
Task 4 Participation	10%	No	Ongoing

Task 1 Group Presentation

Due: **Weeks 4–11**
Weighting: **30%**

The group presentations are based on the readings for weeks 4 to 11. Your group should discuss critically the value of the concepts explored in the readings. Note that this task is not simply a summary of what they say, but will highlight the group's ability to pull out key points for the class. You should link ideas in the readings with other ideas from sources your group has identified. Each group is responsible for providing an outline of the presentation and a joint 300 word abstract highlighting the most important insights gained in the set readings and submitted through Turnitin. References will not be counted in the 300 words.

Online students may be placed in groups with other online or day students and will be expected to record and submit their presentation in an AV format, or as slides with a separate audio recording, which may be played in class, or they present live via technology like Skype (if it can be recorded) if practical. Please discuss with your proposed method of presentation with your tutor and group members and practice using the technology well before the presentation date. In order to be as inclusive as possible for online students, the day and online students will be required to submit their final slides, and an audio recording of their live presentation where practical, to an online discussion platform within 24 hours of the presentation. Your tutor may be able to assist with live recordings of the sessions.

Grading: Individual 8-10 minute presentation is worth 50% of the grade. The joint essay and group use of technology (powerpoint, slides, videos) is worth 40%. Peer review of individual participation in the group is worth 10%.

Late Assessment Submission: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per

day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests

Grading Criteria are:

1. Sophisticated analysis and evaluation of international public relations concepts (framing, image, branding).

2. Application of text and visuals to explain concepts

3. Concise and efficient presentation skills

On successful completion you will be able to:

- Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.
- Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.

Task 2 Internal Proposal

Due: **Week 6 (4 April)**
Weighting: **20%**

You are a PR consultant seeking a PR job from a client. Your client must be a real world international 'actor' such as a state (Country A), NGO or IGO. You need to write a 750 word proposal regarding an image problem faced by the actor in Country B. In your proposal you should briefly describe the actor (e.g. the Ministry of Foreign Affairs of the country A) based on web research, identify the international image problem that Country A or the NGO or IGO face in Country B in terms of issues, media, stakeholders, locations and the target audience. Your purpose is to interest the prospective client sufficiently in order to be called in to make an oral presentation. Submit your proposal through Turnitin.

Late Assessment Submission: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests

Grading Criteria are:

1. Appropriate identification of actors (PR agency & international actor)

2. Succinct description of the distinctive feature of the actor (PR agency and international actor)

3. Analysis of the actor's image problem

4. Application of Diffusion Theory to identify audience and opinion leaders

5. Concise and efficient writing skills

On successful completion you will be able to:

- Communicate effectively an international public relations/public diplomacy campaign in an international political context.
- Apply practical research and interview skills in IPR/public diplomacy contexts.

Task 3 Critical Essay

Due: **Week 11 (23 May)**
Weighting: **40%**

The objective of the assignment is to research, describe, analyse and evaluate an international public relations campaign. Analyse a specific international public relations/public diplomacy campaign by a state, a non-government organisation or a large business operating internationally. This is essentially an exercise in analysis. What was the campaign and what did the actor hope to achieve? What did it do and why? What were the obstacles and the advantages it had? Was it successful? Why or why not? Could it have been improved? How? Make sure that your topic is relevant to the course; if you have any doubts, ask. Submit your analysis through Turnitin.

Remember it must have the following features:

It must be an international campaign. i.e. the PR campaigner's target audience should not be its own domestic audience. The audience should be outside the campaigning institution's own national borders. Such audiences could include members of diasporic communities. The campaign must have been commissioned by a government, government agency, intergovernmental organisation, nongovernmental organization or large business; It must be a specific campaign conducted for a specific purpose at a specific time; It must be a public relations or soft public diplomacy exercise, not a hard diplomacy or behind-closed doors diplomatic one, the latter being more relevant to international relations.

Relate what you say about this specific case to some of the issues that we have discussed in class. In other words, what wider lessons can we learn from this case study? Most people do what is, in effect, a case study, so make sure that your conclusion sets out what you think your case study tells us about international public relations and/or public diplomacy in general: What can we learn from this case study? Pay attention to structure, logical flow and conclusions which flow from what you have analysed. The use of headings will help with structuring your essay. Make sure your conclusion follows from your argument. The most common mistakes students make are: poor structure; too much description and not enough analysis; the conclusion is too general and/or does not follow from the argument in the paper.

Late Assessment Submission: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more

than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests

Grading Criteria are:

1. Research skills and application

2. Analyse and evaluate an existing campaign using theoretical models

3. Originality of, and rigorous argumentation about, their campaign recommendations

4. Style of writing and grammatical skills.

On successful completion you will be able to:

- Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.
- Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.
- Analyse international public relations/public diplomacy campaigns.

Task 4 Participation

Due: **Ongoing**
Weighting: **10%**

You will be marked on the consistency and quality of your oral contributions during the seminar and presentations, including the asking of pertinent questions and making of informed comments that are underpinned by background reading and knoweldge of relevant current affairs.

Marking criteria (equally weighted):

Understanding and application: You demonstrate a deep understanding of pertinent ICOM892 concepts and an ability to apply them appropriately and creatively to cases and campaigns in class discussions.

Attitude: You demonstrate a strong motivation to engage with fellow classmates and the tutor in a positive manner. You demonstrate a strong ability to communicate in a culturally sensitive way and show interest in engaging with the case studies and topics presented.

Consistency of contribution: You consistently engage in the process of learning throughout the semester.

On successful completion you will be able to:

- Apply practical research and interview skills in IPR/public diplomacy contexts.
- Engage in the process of learning.

Delivery and Resources

CLASSES

SEMINAR: Thursday 12-1pm

TUTORIAL: Thursday 1-2pm

TECHNOLOGY USED AND REQUIRED

iLearn is the main platform for material sharing, communication and assignment submission.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

TEACHING AND LEARNING STRATEGY

To complete the readings is vitally important in order to benefit from the unit to the fullest extent. It is recommended that you read the articles listed for class discussion before each group presentation and discuss them on iLearn forum.

REQUIRED READING AND RECOMMENDED TEXTS AND/OR MATERIALS

REQUIRED READING

The course reader is available at the Co-op.

The readings are essential to order to keep up with the weekly group presentations.

RECOMMENDED READING

Gelman, Howard, (2014). Everyone Can Write, Sydney, Exile Publishers.

Snow, Nancy & Philip M. Taylor (eds).2009. The Routledge Handbook of Public Diplomacy. New York: Routledge.

Pamment, James. 2012. New Public Diplomacy in the 21st Century: A Comparative Study of Policy and Practice. Routledge.

The Palgrave Macmillan Series in Global Public Diplomacy: http://us.macmillan.com/series/GlobalPublicDiplomacy

Available via Google Books

More reading materials will be uploaded on iLearn

Unit Schedule

Week1	· Seminar: World-making & news values · About the unit · Provisional definition of Public Diplomacy · About the assignments READINGS · Boyd- Barret, Oliver. 1975 [1975]. “Constructing the global, constructing the local: News agencies re-present the world”. In Abbas Malek, & Anandan Kavoori (eds). *The Global Dynamics of News: Stidoes in International News Coverage and News Agenda*. Stamford: Ablex, 299-321.
Week 2	**Tutorials begin in week 2**· Seminar: The world in our heads · READINGS · Mead, George Herbert. 1975 [1975]. “Self”. In 144- Kenneth Thompson and Jeremy Tunstall (eds). *Sociological Perspectives*. London: Penguin Education,144-158. · Pettman, Ralph. 2000. “Conclusion: A constructed world”. In *Commonsense constructivism or the making of world affairs*. New York: M. E. Sharpe, 210- 239.
Week 3	· Seminar: Images & frames · Who has the best image internationally? · READINGS · Boulding, Kenneth. 1959 [1956]. “Introduction”. In *The Image*. New York: Vail-Ballou, 3-18. · Pan, Zhongdang & Gerald Kosicki 1993. “Framing analysis: An approach to news discourse”. *Political Communication*, 10, 55-75.
Week 4	· Seminar: Actors, skills, venues, transactions · READINGS · Lasswell, Harold. “The configurative analysis of the world value pyramids”. *World Politics and Personal Insecurity*. New York: The Free Press, 3-20. · Chitty, Naren. 2009. Frames for internationalizing media research”. In Daya Thussu (ed) *Internationalising Media Studies*. Oxon: Routledge, 61- 74.
Week 5	· Seminar: Public opinion & the ‘global public sphere’ · READINGS · Tomlinson, John. 1994. “Mass communications and the idea of the global public sphere”. *The Journal of International Communication* 1,2, 57-70. · Ammon, Royce. 2001. “The Communication-diplomacy Link”. *In Global Television and the Shaping of World Politics*. Jefferson: McFarland & Co, 5-11.

Week 6	· Seminar: Strategic & dialogic communication · Bullying or attracting? · READINGS · Grunig, James E., Grunig, Larissa A., Sriramesh K ; Yi-Hui Huang and Anastasia Lyra (1995). "Models of public relations in an international setting". *Journal of Public Relations Research*, 7,3, 163-186. · Manheim, Jarol B. (1994). "Managing national images". In *Strategic Public Diplomacy & American Foreign Policy".* New York: OUP, 125-147.
Week 7	· Seminar: Soft power & leadership · READINGS · Ronfeldt, David & John Arquilla. 2009. "Noopolitik: A new paradigm for public diplomacy". In Nancy Snow & Philip M. Taylor (eds) *Routledge Handbook of Public Diplomacy*. NY: Routledge, 352-356. · Chitty, Naren, 2008. "Broadening public diplomacy". *International Journal of the Humanities*, 6,5,47-56.
	MID-SEMESTER BREAK **(From 15 April to 26 April)**
Week 8	Seminar: International Public Relations & Public Diplomacy · · READINGS · Heller, Ken & L. Persson. 2009. "The distinction between p[ublic affairs and public diplomacy". In Nancy Snow & Philip M. Taylor (eds) *Routledge Handbook of Public Diplomacy*. NY: Routledge, 225-232. · Gregory, Bruce. 2005. "Public diplomacy and strategic communication: cultures, firewalls, and imported norms". Paper presented at the American Political Science Association, Conference on International Communication and Conflict, George Washington University and Georgetown University, Washington, D.C. http://www8.georgetown.edu/cct/apsa/papers/gregory.pdf
Week 9	· Seminar: Diasporic communication · READINGS · Karim, Karim. 1998. "From ethnic media to global media: Transnational communication networks among diasporic communities". Paper for International Comparative Research Group, Canadian Heritage. · Echchaibi, Nabil. 2002. "(Be)longing media: Minority radio between cultural retention and renewal." *Javnost: The Public*. 9, 1, 37-50.

Week 10	· Seminar: Media & foreign policy · READINGS · Naveh, Chanan. 2002. “The role of the media in foreign policy decision-making: A theoretical framework”, *Conflict & Communication Online*, 1, 2.,1-14 · Abbas Malek. 1997. “News media and foreign policy: A field ripe for research”. *The Journal of International Communication*, 4,1, 1 – 10.
Week 11	· Seminar: Case Studies in public diplomacy and international public relations READINGS Grunig, James., Larissa A., Sriramesh K and Anastasia Lyra (1995). "Models of public relations in an international setting". *Journal of Relations Research*, 7,3, 163-186. Manheim, Jarol B. (1994). "Managing national images". In *Strategic Public Diplomacy & American Foreign Policy*",. New York, OUP, 125-147.
Week 12	· Individual Assessment
	· ·

Learning and Teaching Activities

Lectures

Lectures from staff and guest lecturers

Discussion

Discussion of group presentations during tutorials

Group research

Group research activities during tutorials

Simulation

Simulation sessions during tutorials

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Communicate effectively an international public relations/public diplomacy campaign in an international political context.
- Apply practical research and interview skills in IPR/public diplomacy contexts.

- Engage in the process of learning.

Assessment tasks

- Task 2 Internal Proposal
- Task 3 Critical Essay
- Task 4 Participation

Learning and teaching activities

- Discussion of group presentations during tutorials
- Group research activities during tutorials
- Simulation sessions during tutorials

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.
- Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.
- Analyse international public relations/public diplomacy campaigns.
- Apply practical research and interview skills in IPR/public diplomacy contexts.

Assessment tasks

- Task 1 Group Presentation
- Task 3 Critical Essay
- Task 4 Participation

Learning and teaching activities

- Lectures from staff and guest lecturers
- Group research activities during tutorials
- Simulation sessions during tutorials

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.
- Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.
- Analyse international public relations/public diplomacy campaigns.

Assessment tasks

- Task 1 Group Presentation
- Task 3 Critical Essay
- Task 4 Participation

Learning and teaching activities

- Lectures from staff and guest lecturers
- Discussion of group presentations during tutorials
- Group research activities during tutorials

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Evaluate and analyse theories and debates about international public relations, image, frames and public diplomacy.
- Evaluate the relationship between hard and soft public diplomacy, soft power and international public relations.
- Analyse international public relations/public diplomacy campaigns.
- Apply practical research and interview skills in IPR/public diplomacy contexts.

Assessment tasks

- Task 1 Group Presentation
- Task 2 Internal Proposal

- Task 3 Critical Essay
- Task 4 Participation

Learning and teaching activities

- Lectures from staff and guest lecturers
- Group research activities during tutorials

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Analyse international public relations/public diplomacy campaigns.
- Communicate effectively an international public relations/public diplomacy campaign in an international political context.
- Apply practical research and interview skills in IPR/public diplomacy contexts.
- Engage in the process of learning.

Assessment tasks

- Task 2 Internal Proposal
- Task 4 Participation

Learning and teaching activities

- Discussion of group presentations during tutorials
- Group research activities during tutorials
- Simulation sessions during tutorials

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Communicate effectively an international public relations/public diplomacy campaign in

an international political context.

- Apply practical research and interview skills in IPR/public diplomacy contexts.
- Engage in the process of learning.

Assessment tasks

- Task 2 Internal Proposal
- Task 4 Participation

Learning and teaching activities

- Discussion of group presentations during tutorials
- Group research activities during tutorials
- Simulation sessions during tutorials

Assignment Submission

No Hard Copy Submissions

Return of marked work

During semester, marked work will be returned to students via Turnitin on iLearn.

Electronic Submissions

Information about how to submit work online can be accessed through the iLearn unit.

Late Penalty - 2% per day (including weekends) over the due date

(Any assessment that is handed in late, that is after the due date, will incur a late penalty of 2% per day, unless the student has handed in a medical certificate to the convenor, or applied to the convenor for an extension, or applied for Special Consideration for the final assessment).