

Invited Paper #2

#Kelleydpd: Public Diplomacy 2.0 Classroom

Willow F. Williamson & John Robert Kelley
School of International Service, American University

Keywords: Public Diplomacy 2.0, Social Media, Classroom 2.0

Abstract

This paper looks at innovative strategies for how to effectively teach Public Diplomacy by integrating technology into the classroom. The results are based on a *Foundations of Public Diplomacy* class taught at American University in Spring 2012. The course explored recent shifts in public diplomacy toward virtual statecraft. As part of this focus, the syllabus integrated an ongoing social media dimension over the duration of the course. From the beginning, the course had a dedicated Twitter hashtag (#kelleydpd) that gained traction and became part of the larger dialogue around the topic of public diplomacy. The second half of the class featured student presentations, which were required to include technology components. The results from the class showed a high level of participation and interaction within the class and into the larger community. In addition, the students gained skills in media creation that helped them to understand which tools would be appropriate in diverse situations.

Introduction

The four undergraduate presenters wait anxiously outside the classroom in the hallway. Inside, Professor Kelley coaches the remaining students about their roles in the upcoming scenario. He writes the Twitter hashtag "#SIS419mex" for the scenario up on the chalkboard. Students, ready with their laptops, iPads and phones are poised to post their comments and questions. There is a sense of urgency in the room, as all must play their parts in the exercise. The scenario that the group was given is a crisis one.

Event: An 8.0 magnitude earthquake has hit Acapulco. The news has just reached mainstream media, but was on Twitter first. Initial reports do not look good, and casualties are already at 3000. The port infrastructure has been destroyed, and local officials are scrambling to handle the logistics of

search and rescue, while also dealing with the international shipping logistics. To complicate all of this, the city has recently been in the news for a slate of drug war-related killings and kidnappings.

The members of the presenting group have been assigned the role of spokespeople from the U.S. Embassy in Mexico City. The rest of the class are assigned various roles and serve as both audience and participants. Some members of the class are the international media asking questions, while others act as the U.S. public, including concerned family members. A week ago, the student presenters sent out notices inviting their classmates to view the [WordPress website](#) they configured.

The presentation begins with the main spokesperson for the team providing a briefing on the primary response efforts to the quake. She advises that people refer to their [dedicated WordPress website](#) for updates on the status of family members' safety. She shows a map of the earthquake effects that is a mock-up of what an [Ushahidi crowd-sourced map](#) looked like after the Haiti earthquake (Banzaert & Belinsky, 2010; Ushahidi, n.d.). As she speaks, the Twitter feed heats up: "How many Americans are missing?" "Is there someone at the embassy for families to contact?" "There are reports the main artery into the city is blocked. How will the rescue operation proceed?" The presenting team must negotiate the competing demands; one responds to the raised hands of the media in the class audience, while another team member monitors and responds to the Twitter feed.

After the 30 minutes, it's over. The team lets out a sigh of relief, and also contentment, for a job well done. Fellow classmates in the audience applaud. The professor returns to the head of the room to begin the critique and debriefing on lessons learned from the scenario.

What began as a conversation in the spring of 2011 about how to incorporate technology into a public diplomacy class turned into a reality in the spring of 2012. The Center for Research, Learning, and Technology (CTRL) at American University aims to help teachers integrate technology into their research and teaching through grants and workshops (Baron, n.d.). We were the recipient of a CTRL *Ideas Incubator Program* grant for innovation in the classroom, which we used to fund equipment we needed to run a software program called *Frontline SMS*, and to provide hardware storage for multimedia projects. However, what ended up being used the most cost us nothing. The #kelleydpd Twitter feed was active and received attention beyond the classroom and campus and entered into the news and conversation about the changing nature of public diplomacy.

As an indicator of the level of engagement in the first undergraduate *Foundations of Public Diplomacy* class taught at American University, the Twitter hashtag used by the class, #kelleydpd, remains in use by the students a month after the class ended. When the last week was coming to a close, a handful of the students tweeted about how much they would miss the class. They asked if they could keep using the hashtag as a way to stay in touch with the topics introduced in the class.

This paper looks at an innovative approach to teaching the next generation of public diplomats. The course and the class were transformed through incorporating technology into the syllabus as well as the daily interactions with the students. The course focused on the changing nature of public diplomacy in reaction to the global media and technology environment. The proliferation of networks of communication and social media are often taken for granted by “digital natives.” However, while the digital natives may have lived their whole lives in a post-Internet environment, they still must also be taught when, where, and how to use the technology tools in the most effective ways (Margaryan, Littlejohn, & Vojt, 2011). This course considered the way that digital natives navigate the media and technology environment and leveraged their familiarity in using the technology to open up the classroom to larger discussions taking place in academia and in the profession. The projects and results that came out of the class illustrated that this approach was effective and that the students’ responses were overwhelmingly positive (See Appendix A). The foundation for this innovative course lay in the blending of scholarship from Classroom 2.0 and Public Diplomacy 2.0.

This paper first presents research on Classroom 2.0., followed by an overview of the evolution of Public Diplomacy 2.0. The third section gives background on why the combination of Public Diplomacy 2.0 and Classroom 2.0 were central to the course. Finally, the paper describes three technology components that were used in the class and discusses their successes and challenges.

Classroom 2.0

Experimentation with the use of technology in the classroom is not new. However, the increase in use of mobile devices has led to some conflict and confusion in higher education about how to handle their use in the classroom. Some instructors have banned laptops from the classroom to discourage the perceived distraction of Facebook during class (Davis, Deil-Amen, Rios-Aguilar, & Canche, 2012, pp. 15–16). Other instructors have embraced the idea of multitasking as a way to reach students in multiple platforms inside and beyond the classroom. In the Davis et al. January 2012 report on social media in higher education, the authors gave the following definition of social media:

...the term social media technology (SMT) refers to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication. (2012, p. 1)

The Classroom 2.0 approach adopted for this course aimed to integrate social media into each meeting and the intervening period between the weekly class sessions. The incorporation of technology yielded the effect of disrupting the traditional higher learning structure based on lectures by the professor to the students in a one-to-many configuration (Ferreira, Castro, & Andrade, 2011, pp. 246–247). Digital media literacy scholars have developed useful frameworks that look at how to incorporate technology

into the classroom. Definitions of digital media literacy focus on developing skills in both critical thinking and, more importantly, in social and political participation through the creation of and interaction with various media content. Leading media literacy scholar Renee Hobbs articulates that,

Digital and media literacy are recognized as tools for strengthening young people's participation in civic and political life, enabling them to seek out information on relevant issues, to evaluate the quality of information available, and to engage in dialogue with others to form coalitions. (2011, p. 422)

Thus, developing digital media literacy as part of the curriculum means not simply the access to technology. Literacy includes the focus is on digital media's impacts, possibilities, and how to creatively engage with it. Classroom 2.0 seeks to increase student engagement (Junco, Heiberger, & Loken, 2011, p. 120) through enhancing traditional lecture structures with social media such as Twitter conversation, blogging, and mobile texts.

Public Diplomacy 2.0

Located at the intersection of international politics and communications, public diplomacy has been understood mainly as a tool of statecraft that governments use to inform, influence, and engage with publics abroad in support of policy objectives. While the discourse on public diplomacy continues to debate a precise definition of the concept, there is much more agreement on the identification of these three core activities (Kelley, 2009) The dissemination of information comes in the form of news in print and broadcast media, and most recently social media, that is used to transmit issues of the day from the presenter's perspective. Influence represents an intensive form of the first activity in that it is geared to aggressively attract targeted audiences to certain positions that are consistent with the presenter's policy objectives. Often known by the gentler term "strategic communication" the selectivity of information is more pronounced and efforts may range from transparent persuasion to manipulation and the use of dark propaganda.

Contrary to the "push" approach seen in the first two activities, engagement seeks to draw counterparts into an interaction of some kind, be it an academic exchange, an artistic collaboration, or a cultural event such as an exhibition. Watchwords for engagement public diplomacy, including "dialogue", "listening", and "mutual understanding", convey the promise of positive and reciprocated change in a critical relationship, usually evolving over a long period of time.

The parallels between innovations in information communication technologies (ICTs) and public diplomacy activities are numerous. As the Internet took flight in the 1990's, users' purpose and fascination revolved around the transmission and storage of information. Expanding reach to new audiences thus became the legacy of the Internet's early ascent, also regarded as "Web 1.0". Messaging has always been a

central concern for public diplomacy, as its practitioners seek ways to create both effective messages and ways of getting those messages out to their target audiences. In the new communications environment audiences have more choice in terms of where they go for their sources of news and entertainment. Castells says,

With the diversification of the sources of messages in the mass communication world, the audience, while remaining confined to its role as a receiver of messages, increased its range of choice, and used the new opportunities offered by the media to express its preferences. (2011, p. 129)

Whereas Web 1.0 changed how and where people went to get their information, the technology landscape has also changed how people view their own agency, or ability to participate and have voice in the exchange of ideas. The next phase in the development of the Internet opened channels for interaction and collaboration in virtual spaces. Social media tools such as Facebook and Twitter exemplify the shift to “Web 2.0.” These tools go beyond the previous mark of information aggregator and into information amplifier, and surpass the initial accomplishment of enabling social contact into the intensification and acceleration of social relations. The Internet increases the levels of autonomy for audiences, which for public diplomacy practitioners, means both a loss of control as well as increased opportunities for interaction.

One of the first to recognize the potential synergy between Web 2.0 and public diplomacy was Canadian scholar Evan Potter. Potter noted how “ordinary members of the public, through the use of information technology, are developing new competencies for global engagement and mobilization on a cross-section of economic and security issues...these conditions are making the public dimension a central element of diplomacy” (2002, p. 7). The decentralization and dislocation of the powers of information and influence away from foreign ministries and the multiplying opportunities for engagement with distant publics in real-time invited a fresh look at public diplomacy’s toolkit, and a new approach began to form.

In a [2008 presentation](#), former Undersecretary of State for Public Diplomacy and Public Affairs James Glassman touted the advent of “Public Diplomacy 2.0”, which he specified as “...an approach, not a technology, but new technology is necessary to its success” (Glassman, 2008). Diplomatic representation began to catch up with Web 2.0, emerging in the virtual spaces previously seen as too fast-paced, transparent and “horizontal” for governments to take part. Soon they would appear in the blogosphere and other high visibility social media tools. However, public diplomacy as a practice has evolved most recently in parallel with today’s robust and highly complex international communications environment. No longer do governments possess a monopoly public diplomacy, and by extension Public Diplomacy 2.0 has spread rapidly into the public domain: civil society, the private sector, the public intelligentsia, organized religion, and organized crime.

Public Diplomacy 2.0 + Classroom 2.0

In order to be successful, *Foundations of Public Diplomacy* needed to exploit this trend toward virtual statecraft and integrate an ongoing social media dimension over the duration of the course. Public diplomacy as a field of study is in its infancy, with only a handful of institutions offering classes, let alone majors or concentrations in the topic. Much of the early scholarship came from diplomatic studies and focused on practitioners' accounts of work in the field. Recent work (Copeland, 2009; Fisher, 2012; Gregory, 2011) has combined theory from the field of communications and international relations to apply new frameworks that fit with the current realities of the media and technology landscape. Although governments conducting public diplomacy in social media are now joined by a number of nonstate actors, it remains a highly skilled endeavor. For newcomers such as undergraduates, the focus of this class centered not on skill-building as much as exposure. For students the use of social media allowed them to connect to the discourses shaping both the real and virtual public diplomacy spaces, while also learning to appreciate the mindboggling pace at which they move.

Two important considerations drove the decision to blend the technology into the pedagogical approach; one was philosophical and the other topical. Marshall McLuhan's famous observation that "the world is a global village" is renowned for being well ahead of its time. In a lesser-known interview with the Canadian Broadcasting Corporation in the mid-1960's, McLuhan clarified what he meant using the metaphor of the assembly line -- "where things move along and happen one at a time"-- to characterize an individual's consumption of information. He further explained, however, that "the assembly line has changed." and "it is no longer one thing at a time, but wherever possible everything at once" (McLuhan, c. 1965). This view of "everything at once" became woven into the ethos of the course and took shape in surrounding students with the multiple channels that feed/supply them information. To profess the ubiquity of such multi-media channels, while denying students the access to these channels, would have diminished understanding of the pivotal feature governing the conditions in which contemporary public diplomacy takes place.

Closer to the matter at hand, the eminent International Relations scholar Joseph Nye located one of the leading problems of the practice was the shortage of attention amidst a surplus of information. A condition he termed the "paradox of plenty" (Nye, 2004). It was Nye's contention that rapid reportage and response could guarantee only partial success in Public Diplomacy 2.0. The critical missing ingredients are veracity and credibility, and here lies the topical case for the connected classroom.

Numerous events in the months and years leading up to the course had exhibited the heightening role of social media in world politics. Examples include the contested Iranian election of 2009 and the Arab Spring of 2011, as well as U.S. domestic affairs, such as the Occupy Wall Street movement. The gathering evidence of political events evolving in virtual and transparent spaces extended to students a chance to witness the "public dimension" of diplomacy and an even more exciting opportunity to be part of the

discourse. Based on these observations and trends, the course design integrated elements of Classroom 2.0 to fully appreciate dynamic features of Public Diplomacy 2.0.

The changing nature of the media and technology environment means that how students receive and interact with news can become an integral part of the course curriculum as students are viewed as participants in the creation of content. Instead of simply talking about the theories and changes, the Classroom 2.0 approach can enable students to take the topics and actually do something with them. This means shifting class time away from text heavy PowerPoint presentations and lectures toward using the media and technology that are available and in the students' daily lives already.

Public Diplomacy 2.0 integrates technology approaches into how practitioners interact with their audience. These technology approaches consider the audience as participants and co-creators of the messages, content, and knowledge. When combined with the Classroom 2.0 approaches, this means that the students are also treated as co-creators and are able to contribute immediately to the conversation about public diplomacy. Instead of simply talking about how the technology has changed public diplomacy, the class structure allowed for students to explore different technology to see for themselves how it changed their own communication styles and what the effects of those shifts could be.

We set out to incorporate several layers of technology and social media into the public diplomacy class. Students learned through social interactions, and by incorporating this into the classroom, they were able to move beyond social usages and into strategic development. This led to presentations that incorporated technology elements as each group grappled with a scenario based on six different themes in public diplomacy. The next section looks at three of the ways that we put the combination of Classroom 2.0 with Public Diplomacy 2.0 into practice.

Innovation in the Classroom

There were three specific ways that we sought to combine the use of social media tools with the practice of public diplomacy.

Twitter feed

At the first class meeting, the professor announced that the students would be expected to post five or more tweets a week using the hashtag #kelleypd. Some of the students did not yet have a Twitter account, while others were already active users of the tool to communicate with their friends about their daily lives and reactions to events. To encourage immediate sign-up, the class syllabus was posted exclusively to the Twitter feed. We spent some time during the first class walking the students through the basics of how to sign-up, and etiquette for re-tweets (RTs) and modified tweets (MTs).

During the first couple of weeks, the students continued to figure out the basics of Twitter. But, they rose to the challenge, with the majority posting many more than five

insights a week. They were also being introduced to basic frameworks of discussion within public diplomacy scholarship. The students were soon following scholars and events in the field of public diplomacy. Weekly awards for the most “relevant”, “intriguing”, “surprising”, “event watcher”, or “engaged” tweet posted fostered healthy competition as students vied for recognition at the beginning of each class. Some of the favorites included the YouTube link of five North Korean accordion players performing the *Aha* song “Take on me” (*Take On Me - North Korean Accordion Style*, 2012) that eventually went viral (Glionna, 2012); reactions to “Lin-sanity” in the context of public diplomacy (Wright, 2012); the Kony 2012 campaign (Garber, 2012), and mentions of the #kelleydpd hashtag in the soft power daily put out the @softpowernetwrk. One of the students live tweeted Bill Clinton’s visit to American University on January 27, 2012, and [her tweet “President Clinton touches on the role of information technology and increased global interconnectedness”](#) (with the #kelleydpd) was featured in the *Washington Post* article about the event (Johnson, 2012).

The Twitter feed had active participation from the class both between classmates and with the larger community. Some of the students continue to post tweets to the #kelleydpd hashtag in an effort to remain engaged in the conversation about public diplomacy at American University and beyond.

Frontline SMS

Ken Banks launched Frontline SMS in 2005 to address creating local control over communication. Frontline SMS is an open source software tool that has multiple uses. It is geared toward locations where there is no Internet access. With a laptop and either a mobile phone or a GSM modem, users can conduct surveys and communicate using bulk SMS to send and receive text message to and from large groups (Wright, 2012).

After learning more about how to use Frontline SMS, we decided to do an in-class simulation of a crisis scenario based on a kidnapped journalist. We used Frontline SMS as the distribution point for messages and quickly encountered delays in how the program worked with more than a few messages at a time. The learning curve for the program in terms of incorporating it into the class communications was not as fluid as using Twitter, a tool that many in the class already had familiarity with and/or a desire to learn more about.

One of the Frontline SMS programmers and operational managers (an American University alumnus) came to the class to discuss how mobile technologies can be leveraged for both diplomacy and development. But, the motivation to use the interface in a place where we already had Internet access was limited. The strength of the program is that it uses mobile phone chips and GSM modems to connect to the Internet. But, it is slow when it gets many messages at once, and needs to have multiple GSM modems connected to be able to handle more than six messages at a time. In the future, we could see using it as a way to send out surveys and solicit information from the class to compile and aggregate data.

The “failure” of our particular simulation had a valuable learning outcome. Sometimes a technology solution may not be the correct one for a specific problem. Best practice looks at what needs to be achieved and finds the appropriate tool to match the situation. In public diplomacy, and communications in general, it is essential to learn to find and use a tool the way that it is meant to be used, or at least in a way that it can be helpful for a specific problem. Defining a problem includes the articulation of goals evaluating what kinds of relationships are present or desired. The class presented a platform for students to learn these lessons.

In the case of trying to use Frontline SMS, there were two flaws. One was that the way we had it configured meant that it did not perform well for a large volume of incoming and outgoing texts. The second was that the strength of Frontline SMS is to connect people who have no Internet access, and we were in an Internet ready environment. Thus, the motivation to use the software was low in our wireless Internet environment.

Student Team Presentations

From the outset, we made it clear to the students that their team presentations would have to include multimedia that engaged the audience. They were required to attend classes in the American University library’s New Media Center to gain exposure in podcasting, filmmaking, and graphic design. We encouraged the student teams to divide up the work according to skill and comfort level with media creation tools, strategy, and content organization.

We drew from previous syllabi, and were particularly inspired by Nicholas Cull’s graduate class on public diplomacy at University of Southern California. We assigned teams to tackle six aspects of public diplomacy: branding, crisis, academic exchanges, citizen diplomacy, celebrity diplomacy, and private sector diplomacy. (See Appendix B for list of all scenarios)

We specified the team’s role in each of these scenarios. All of the students were required to use social media and technology as part of their overall strategic thinking and presentation. The students were given their assignment one week before their presentation. During the same class that they were introduced to their scenario, the public diplomacy aspect that pertained to their scenario was also presented as a lecture and discussion. They would therefore have completed the readings and had the lecture that was relevant to their topic one week in advance. Only having one week to put together elaborate presentations challenged the students to problem solve quickly and to figure out the best technology tools that could address their issues.

Some examples of how the student teams incorporated media into their work are included here. The branding team had to re-brand Sierra Leone. They made a short film that included interviews with students on campus about the first words that came to mind when they thought of Sierra Leone. The team then presented an alternate view of the country, with the aim of attracting both tourists and future investors. The crisis

team, tasked with navigating a post-earthquake scenario, created a WordPress site and used a Twitter hashtag to give updates on events. The team also made a mock up of a crisis map with Ushahidi's platform in mind. Some of the other teams developed WordPress and Facebook sites to simulate activities and discussion during the week leading up to their presentations. The private sector team made a simulation of a mobile application for a fictional [TechCamp](#) based on the U.S. Department of State [Office of eDipomacy](#) programs (Office of eDiplomacy, n.d.). (See Appendix C for links to student created websites)

Presenters chose tools to fit each of their respective scenarios. It was clear they had thought about their audiences and how to reach and have a conversation with them using available technology tools. Students commented that they had never seen such a high level of presentations in other classes and attributed this how technology was integrated into the class and the topic. Outside observers followed the class and presentation hashtags to see what developed during the scenarios (Zaharna, 2012).

Conclusion

This paper gave an overview of how technology was integrated into the classroom in an undergraduate *Foundations of Public Diplomacy* course. The underlying philosophy of the course was to teach about changes in public diplomacy through the use of technology tools and social media in the classroom. The idea was that by letting students experiment, create, and evaluate with social media and technology tools, that they would become more engaged both in the classroom and in the larger discussion about the topics. The approach is not just about adapting to fit the learning style and preference of digital natives by having more technology in the class. It goes beyond this to teach about what public diplomacy has become in a way that cannot be learned through PowerPoints and books. The social media usage that was required during the class sessions both expanded participation during class, and, most importantly outside of the class and beyond. The innovative aspects of technology were beneficial for the students to broaden their concept of how to approach the material in the class. The level of their presentations and interactions with technology illustrated their engagement with the material.

Appendix Section

Appendix A

Anonymous student comments on the strong points of the class

“Twitter feed was a great way to engage with international relations world/academia”

“Impressive technology integration”

“love the integration of technology. Twitter feed was the best.”

“Presentations + Twitter top tweets”

“Great use of Twitter”

“Innovative mediums used to teach the course.”

“So many awesome simulations! interactive = GOOD”

“Incredibly creative use of technology. Very innovative course.”

“very broad approach. using twitter is really great”

“extensive use of multimedia and social media tools. innovative style of class.”

Appendix B: Scenarios

Scenario #1: Nation Branding

You are: A team from the Ministry of Cultural Affairs charged with creating the brand concept

Lead interrogators: Dynamo Public Relations consulting firm

Rest of class: Members of a focus group

Background: Sierra Leone came out of its civil war in 2002. In 2012, the UN lifted its sanctions. The economy is emerging, and they have extensive diamond reserves that could help the growing economy. However, people associate the diamonds with the movie "blood diamond" and the funding of the civil war with the diamonds. It is investing in its growing tourism industry. It has extensive beaches and nature reserves, as well as historic sites.

Goal: To bring business investment and tourism, to increase voice in international bodies

Challenge: Businesses still question the stability of the country and the region. Many people are wary of traveling to a place that they associate with war crimes as the former leader, Charles Taylor, goes through trial in The Hague.

The pitch: Should strive to capture the essence of the country in one phrase or concept (or maybe a couple concepts), include a multimedia presentation and a strategy for promoting the brand. You will have **30 minutes** to sell your ideas to the audience and then handle Question and Answers afterwards

Scenario #2: Crisis Response

Country: Mexico

You are: Spokespeople from the U.S. Embassy in Mexico City.

Lead interrogators: International media

Rest of class: U.S. public

Event: An 8.0 magnitude earthquake has hit Acapulco. The news has just reached mainstream media, but was on Twitter first. Initial reports do not look good, and casualties are already at 3000. The port infrastructure has been destroyed, and local officials are scrambling to handle the logistics of search and rescue, while also dealing

with the international shipping logistics. To complicate all of this, the city has recently been in the news for a slate of drug war related killings and kidnappings.

Goal: First and foremost to save lives of people and find the Americans who may be injured or missing. Second, checking into trade companies and making sure that U.S. economic interests (many shipping companies and containers are in this port) are protected. Finally, this media attention will also bring up the failures of the Drug War and you have to counter these negative stories to show successes.

Challenge: Coordinating with international aid workers to help with search and rescue efforts, as well as rebuilding the port as soon as possible so that international shipping is not disrupted. Framing the stories so that the negative coverage is minimized about the Drug War.

The approach/strategy: Should have a plan that includes primary response strategy, including specific guidance for Americans in Mexico/traveling to Mexico, as well as a way to deal with the media and public opinion.

Scenario #3: International Visitor/Academic Exchanges

Countries: Iran, United States

Your role: One member of team is the handler from the United States for the group, the other groups members are scientists from Iran.

Interrogators pick roles- 2 journalists, 2 members of American scientific community

Rest of class: Also media, general public, some interested in energy/security

Background: The Department of State has a history of bringing current and future world and intellectual leaders for listening tours of the United States. They visit major cities and participate in events. Some of these events and visits are more public (covered by the media) than others, depending on the relationship of the United States with the country of origin of the visitors.

Situation: You are the intellectual scientific leaders from Iran in the middle of a tour to have dialogue with American audiences about Iranian energy initiatives. You have a presentation that you are giving audiences about your work. You are in the second week of your visit when news reports covert operations by Israeli forces in Iran to destroy potential nuclear facilities. It is not yet clear if the United States is part of these operations, but there is much speculation that points to U.S. involvement.

Challenge: You are still continuing the tour and have to manage the dialogue with your audiences on your tour.

Scenario #4: Citizen Diplomacy

You are: A team of communications specialists working at State and the International Student Exchange (ISE)

Lead interrogators: Domestic media

Rest of class: Potential host families/citizen diplomats

Challenge: This is the first time students will be allowed back from Afghanistan through the State Department since the suspension of the program due to defections to Canada. There has been recent media coverage making it difficult to recruit host families. The stories range from 1.) The cost to taxpayers. 2.) The stories of defections are resurfacing. There are also the persistent issues that come up for all citizen diplomats considering hosting a student. These include the cost of taking another person into their home (especially in difficult economic times), and worries about what kind of person they will be welcoming into their homes.

Goal: You need to find 200 families to host students coming from Afghanistan and Iraq to study in the United States for the year. The high school students have mostly never left home and you need to find families in the next month to host students sponsored by both the State Department and the ISE.

Resource: U.S. Center for Citizen Diplomacy
(<http://uscenterforcitizendiplomacy.org/pages/what-is-citizen-diplomacy/>)

Scenario #5: Celebrity Diplomacy

Country: Tunisia

You are: (1) the famous actress, (2) the NDI representative, (3) the consultant

Lead interrogators: Members of the Tunisian foreign ministry who are pushing the state line

Rest of class: University students

Background: A famous Western actress is visiting the University of Tunis to discuss to promote women's participation in politics and women's rights. She is interested in drawing attention to the issue through her power to build media attention. She is joined by a representative of the National Democratic Institute (NDI) and a consultant hired to facilitate a partnership between the University and NDI which would establish a center that focuses on democracy and women.

Challenge: This goodwill tour must keep in mind that there is sensitivity to having Western women come to the region to discuss what is labeled as Western feminism. There is resistance from conservatives, but also from local feminists who don't want their rights jeopardized, and having anything labeled as coming from Western feminism runs this risk, despite local feminist movements that have a long history.

Scenario #6: Private Sector Diplomacy

Country: Philippines

You are: One is a technologist from a mobile app start-up, one is from the Office of eDiplomacy at DOS, and one is a PD officer from the Manila U.S. embassy who helped organize the event

Lead interrogators: Civil society participants who are looking for technology solutions for risk management

Rest of class: Alumni of DOS programs who are in the technology sector in the Philippines, members of the media attending the camp to report on it for local news. The United States has a long history with the Philippines dating back to the Spanish-American War and currently they enjoy a good relationship. Their shared interests are many, but in defense of its regional interests the United States has to balance between showing support and the occasionally nagging perception of its dominance. In terms of private sector presence, the United States has many companies with business presence in the Philippines.

Challenge: The Office of eDiplomacy at the Department of State has been holding TechCamps as part of its Civil Society 2.0 initiatives since Fall 2010. Each has a different theme and location, but they all focus on bringing technologists together with civil society to solve problems that are locally defined. Private sector participation is key to these partnerships, where the DoS acts as convener.

This Tech Camp will take place in Manila and is focused on Content Creation for mobile. The Philippines has already had success in this market. The goal of this TechCamp is to leverage this kind of technology innovation to help build diplomatic relations and to connect the diasporas.

Resource: [World Citizen's Guide](#) by Business for Diplomatic Action, to create training and information for people going overseas.

Appendix C: Links to student team presentation websites

Scenario two: <http://acapulcoearthquakeresource.wordpress.com/>

Scenario three: <http://iranexchangesis419.wordpress.com/>

Scenario four: <http://usaiseps419.wordpress.com/2012/04/09/information-for-afghaniraqi-students-steps-in-the-recruitment-and-selection-process/>

Scenario five: <http://womensempowermentcampaign.wordpress.com/faqs/>

Scenario six: <http://m.facebook.com/philSIS419?v=feed>

Resources

Banzaert, A., & Belinsky, M. (2010, January 14). The Takeaway - Inventions for Saving the World (and Helping Haiti Now!). Retrieved from http://www.thetakeaway.org/2010/jan/14/inventions-saving-world/?utm_source=sharedUrl&utm_media=metatag&utm_campaign=sharedUrl

Baron, N. S. (n.d.). About CTRL. *American University provost's office*. Retrieved June 18, 2012, from <http://www.american.edu/provost/ctrl/aboutctrl.cfm>

Castells, M. (2011). *Communication Power* (Reprint.). Oxford University Press, USA.
Copeland, D. (2009). Transformational public diplomacy: Rethinking advocacy for the globalization age. *Place Branding and Public Diplomacy*, 5(2), 97–102.

Davis, D., Deil-Amen, R., Rios-Aguilar, C., & Canche, M. S. G. (2012). Social Media in Higher Education: A literature review and research directions. Retrieved from <http://works.bepress.com.proxyau.wrlc.org/hfdavis/2>

Ferreira, S. ., Castro, C., & Andrade, A. (2011). Cognitive Communication 2.0 in the Classroom - Resonance of an Experience in Higher Education (p. 246–55). Presented at the 10th European Conference on e-Learning (ECEL 2011), Brighton, UK. Retrieved from http://www.sergioandreferreira.com/artigos_comunicacoes.php

Fisher, A. (2012). Standing on the Shoulders of Giants: Building Blocks for a Collaborative Approach to Public Diplomacy (pp. 1–23). Presented at the International Studies Association Annual Convention 2012, San Diego, CA.

Garber, M. (2012, April 24). How Kony 2012's Big Event Fizzled Out. *The Atlantic*. Retrieved June 17, 2012, from <http://www.theatlantic.com/technology/archive/2012/04/how-kony-2012s-big-event-fizzled-out/256261/>

Glassman, J. (2008, December 1). *Public Diplomacy 2.0*. New America Foundation. Retrieved from <http://www.ustream.tv/recorded/909940>

Glionna, J. M. (2012, February 7). Video of North Korean accordion students covering a-ha goes viral. *LA Times Blog*. Retrieved from http://latimesblogs.latimes.com/world_now/2012/02/north-korea-accordion-pop-song.html

Gregory, B. (2011). American Public Diplomacy: Enduring Characteristics, Elusive Transformation. *The Hague Journal of Diplomacy*, 6(3/4), 351–72.

Hobbs, R. (2011). The State of Media Literacy: A Response to Potter. *Journal of Broadcasting & Electronic Media*, 55(3), 419–430. doi:10.1080/08838151.2011.597594

Johnson, J. (2012, January 28). Bill Clinton named “Wonk of the Year” by American University. *The Washington Post - Blogs*. Retrieved from http://www.washingtonpost.com/blogs/campus-overload/post/bill-clinton-named-wonk-of-the-year-by-american-university/2012/01/27/gIQA7RSmXQ_blog.html

Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119–132. doi:10.1111/j.1365-2729.2010.00387.x

Kelley, J. R. (2009). Between “Take-offs” and “Crash Landings” Situational Aspects of Public Diplomacy. In N. Snow & P. M. Taylor (Eds.), *Routledge handbook of public diplomacy* (pp. 72–84). New York: Taylor & Francis.

McLuhan, M. (c. 1965). Marshall McLuhan - The World Is A Global Village Retrieved June 18, 2012, from <http://www.youtube.com/watch?v=HeDnPP6ntic>.

Margaryan, A., Littlejohn, A., & Vojt, G. (2011). Are digital natives a myth or reality? University students’ use of digital technologies. *Computers & Education*, 56(2), 429–440. doi:10.1016/j.compedu.2010.09.004

Nye, J. S. (2004). *Soft power : the means to success in world politics* (1st ed.). New York: Public Affairs.

Office of eDiplomacy. (n.d.). Tech camp. *Tech Camp Global*. Retrieved June 17, 2012, from <http://techcampglobal.org/>

Potter, E. H. (2002). *Cyber-diplomacy: managing foreign policy in the twenty-first century*. London: McGill-Queen’s University Press.

Take On Me - North Korean Accordion Style. (2012). Retrieved from http://www.youtube.com/watch?v=KFPJP8TpPIE&feature=youtube_gdata_player

Ushahidi. (n.d.). Ushahidi: About Us. *Ushahidi*. Retrieved June 17, 2012, from <http://ushahidi.com/about-us/newsroom/in-the-news>

Wright, R. (2012, February 15). Linsanity as a Diplomatic Asset. *The Atlantic*. Retrieved June 17, 2012, from <http://www.theatlantic.com/international/archive/2012/02/linsanity-as-a-diplomatic-asset/253113/>

Zaharna, R. S. (2012, April 12). Public Diplomacy Teaching 2.0. *battles2bridges*. Retrieved from <http://battles2bridges.wordpress.com/2012/04/12/public-diplomacy-teaching-2-0/>

About the Authors

Willow Williamson is a PhD candidate at the School of International Service at American University, where she received her MA in International Media in 2012. For more than 12 years, Ms. Williamson has worked internationally on multimedia production, education, and computer science projects that took her to Senegal, Turkey and Spain.

John Robert Kelley, Ph.D. is an assistant professor at the School of International Service, American University. Dr. Kelley earned his PhD in International Relations conducting research on public diplomacy at the London School of Economics. His forthcoming book, *Agency Change*, examines the coexistence of state and nonstate actors in public diplomacy.