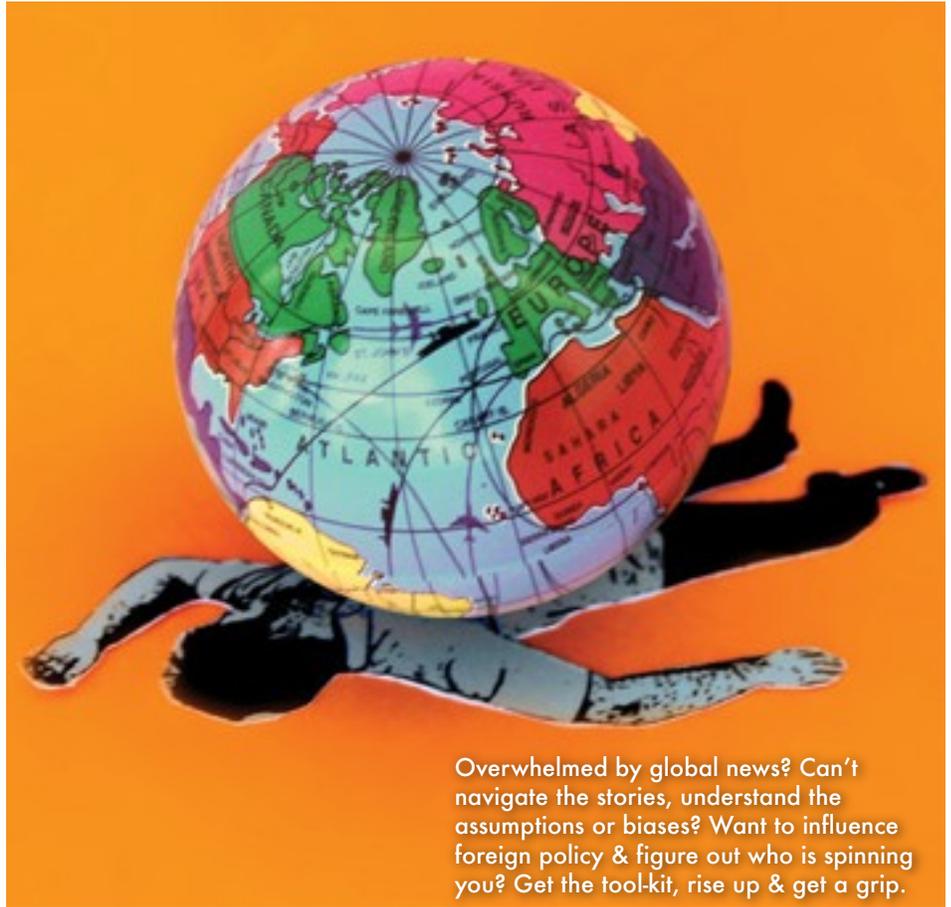


PO251S

CRN 7259



Overwhelmed by global news? Can't navigate the stories, understand the assumptions or biases? Want to influence foreign policy & figure out who is spinning you? Get the tool-kit, rise up & get a grip.

Media and Foreign Policy

Information is power. Information and its control are at the core of the relationship between citizens and the state and mediates between them. When information and communication technologies (ICTs) change, societies and their politics are disrupted. The key factor is the potential transformation in the role of citizens in democracy and global affairs.

Some, looking at global social and political revolutions like the Arab Spring, contend that digital media -- by empowering the people -- are themselves democratizing; others challenge the "liberation technology" assumption and insist that power and

technology are value neutral, arguing that ICTs are as likely to strengthen authoritarian rulers, divert and fragment societies as to liberate and mobilize them to make their voices heard. We will explore the analytic debate and examine real world case studies to learn whether publics are progressively influencing world politics because states' ability to control information and project their power through the news is checked.

The empowering of publics with respect to their governments means their opinions about foreign policy matter more. This, in turn, compels states to practice public diplomacy: engage, inform and attempt to influence the

foreign publics who are relevant to the foreign policy purposes of the state. The street matters. But, the global civil society audience is not a passive one.

Through increased political knowledge, analytic and advocacy skills as well as digital literacy, the newly empowered citizens -- in this always-on world -- network, collaborate and act on the global stage. Get the skills you need to join them and thrive in this mediated and tumultuous world.

Prof. Donna Oglesby
Diplomat in Residence

Spring Semester

TH 11:40 - 1:10 in COB 121



2013

PO 251S is designed to explore the field of political communications as applied to international relations and global affairs. We will navigate our way through the contradictions and possibilities inherent in new media technologies on public diplomacy and our own citizenship with respect to the world.

For IRGA students, this is a Group A "international relations and foreign policy" course. For students of political science, this is a Section A "American politics" course. The course also serves to meet the social science (S) distribution requirement.

Course Books

Michael Schudson, **Why Democracies Need An Unlovable Press**, Polity, 2008, ISBN: 9780745644530

Robert Entman, **Projections of Power**, University of Chicago Press, 2004, ISBN: 0226210723

W. Lance Bennett & David Paletz, **Taken By Storm**, University of Chicago Press, 1994, ISBN: 022604259

David Karpf, **The MoveOn Effect**, Oxford University Press, 2012, ISBN9780199898381

David Tewksbury & Jason Rittenberg, **News On The Internet**, Oxford University Press, 2012, ISBN: 9780195391978

Clifford Bob, **The Global Right Wing and the Clash of World Politics**, Cambridge University

Press, 2012, ISBN: 9780521145442

Jarl B. Manheim, **Strategy in Information and Influence Campaigns**, Routledge, 2010, ISBN: 9780415887298

Student Outcomes

Reading Habits

While taking this course you should get into the habit of monitoring at least one high quality news analysis source such as The New York Times or The Economist. You are also expected to build your own personal foreign policy news feed from assorted reliable sources. Other resources might include Foreign Policy's Passport Blog and the Council on Foreign Relations Website. Visit the BBC, Al Jazeera English online, or The Times of India to sample foreign sourced English language news. Familiarize yourself with the Department of State's state.gov website. Make sure you read some sources whose politics you don't share.



the information, analytical skills and access necessary to become vital players in global affairs.

Understand what assumptions the media (old and new) make about public attitudes; and measure the extent to which presentation of the news influences public opinions.

Digital Skill Set

To understand the digital age, you need to live it. In addition to the assigned readings, students will be expected to use the online tools that are discussed. Only by participating in the online digital culture can you begin to understand the changing nature of the media landscape and glimpse the future. By the end of the semester the successful student will:

Have an essential understanding of and familiarity with digital communications, from blogs to Twitter.

Have a basic technical literacy, appropriate for any professional in communications, political, or policy work, and broad knowledge of emerging trends.

Critical Analytical Skills

By the end of this course, the successful student will:

Have the skill: to identify the perspective and validity of media sources; to notice and assess the assumptions and implications of underlying reporting and commentary; and find alternative sources of information to round out the picture.

Understand how political actors view publics at home and abroad, how they communicate with them and whether and how they take public opinion into account in the development and presentation of foreign policy.

Be able to explain how public attitudes form on foreign policy issues; and evaluate contentions that the information revolution may have provided the attentive public with

Quick Connect:

Goggle Group

Take advantage of the Google apps that allow us to collaborate within our group.



Library:

All course books are on two hour library reserve

Moodle

This course makes active use of Moodle for hyperlinked articles, assignments, syllabus additions & changes.



Subscribe to the feed and check in frequently.

COORDINATES:
PROF. DONNA OGLESBY

TWITTER: @WINNOWINGFAN

WEB SITE: [HTTP://WWW.WINNOWINGFAN.ORG](http://www.winnowingfan.org)

OFFICE: MILLER 103B

EMAIL:

OGLESBDM@ECKERD.EDU



Capstone Project

This political communication course is designed to give you a thorough understanding of the mediated politics of international relations. In addition to learning the rules of the game according to the scholars of the field, you will have an opportunity to play the game of global politics by choosing a real or hypothetical political actor to role play the planning of an appropriate information and influence campaign on one of several policy issues.

Working both as individuals and teams, you will exercise skills in media, audience and agenda research, the development of an advocacy strategy and the creation of a messaging and/or collaboration plan.

Range of Issues

We will discuss possible international issues in class to determine the final project clusters. To get you started thinking, I have chosen several issue clusters that I believe will get lively media attention during the spring of 2013.

Immigration

Our immigration system is in disrepair. It should create both fairness and security. Most observers expect comprehensive immigration reform to

move to the front burner in the spring. There will be policy change. How would you go about trying to influence the direction of that change? On whose behalf?

Iran & Nuclear Proliferation

There is some expectation that Iran's quest for nuclear weapons will come to a head early in 2013. Policy solutions range from a negotiated settlement to war. How would you try to influence the policy? On whose behalf?

Syria & The Arab Spring

The UN estimates that more than 60,000 people have died in the Syrian conflict. How would you try to influence the global response to the civil war? On whose behalf?

A Rising China

The U.S. - China relationship is likely to define the international order for the rest of this century. How would you like to influence the charting of that course? On whose behalf?

Climate Change

President Obama put global climate change on the political agenda in his 2013 inaugural address.³ What communication strategy would you design? For whom?

Key Dates:

Put these key dates into your calendar so you can plan out the semester.

February

- 4 - End of add/drop
- 10 - Blog Post #1 due
- 27 - Blog Post #2 due

March

- 1 - Select foreign policy issue
- 14 - Individual media analysis due in lieu of mid-term

April

- 7 - Blog Post #3 due
- 9 - Social Media Debate in class
- 11 - Last day for withdrawal with a "w"
- 19 - Blog Post #4 due
- 26 - Final Project Stage #1

May

- 2 - Final Project Stage #2
- 9 - Final Project Stage #3
- 13 - Final Project completed and submitted by 3 P.M.

Late Policy

I expect all assignments due on time and in the manner stipulated. Late submissions will be docked one full grade for each day late.

Course Assessment

Summary of course assignments and grading

10% Class Participation

Students are expected to attend all classes on time and to participate in informed class discussion. Repeated class absences will negatively affect the course grade. Five absences of any kind will trigger an "F" in the course.

20% Digital Expression

Blogging: You will be required to write four blog posts throughout the semester to specific prompts. Each blog post must be a minimum of 500 words and a maximum of 750 words. (Instructions follow)

Twitter: 3 - 4 times a week you will be required to tweet course related discoveries in the media and to ask questions and respond with clarifications about the readings. (Instructions follow)

25% media analysis

In lieu of a mid-term, student teams will search and catalog media coverage of a specific foreign policy issue. Individual students will then write a 5 - 7 page media analysis of the issue. This work will serve as the foundation for the final project.

40% Final Project

Each student will assume a role and develop an advocacy strategy to influence a global public policy issue. The staged project concludes with a final 10 page strategy paper.

ASK ME!!!

Please contact me if you have any questions. Email me through Moodle or directly to oglesbdm@eckerd.edu.

I will respond promptly except in the middle of the night.

Drop by my office (Miller 104B) following class on TTH until about 3:15 when I go to teach another class. Other times can be arranged.



Academic Integrity

Eckerd College definitions of cheating and plagiarism apply to all work required in this course. Eckerd students are expected to know and honor these standards without exception. On each paper please write out and sign "pledged." This will indicate to me that you know and adhere to the Eckerd honor code: On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others. Violators of academic standards will be referred to the Academic Honors Council.

DSS Accommodation

Accommodations for students with disabilities: If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Disability Support Services at extension 8248 or via email at dss@eckerd.edu as soon as possible. Appropriate accommodations can only be arranged through that office, and may not be made retroactively.

Weekly Topic	Dates	Readings & Assignments
<p>Week #1 - Course Overview: Theories of Information and Citizenship in Democracy</p>	<p>January 29 & 31</p>	<p>Read: "Walter Lippmann and John Dewey Debate the Role of Citizens in Democracy," in Daniel Shurgurensky, ed.</p> <p>Read: Schudson, The "Lippmann-Dewey Debate" and the Invention of Walter Lippmann as an Anti-Democrat 1986-1996,"</p> <p>Read: Plato, "The Allegory of the Cave" from the Republic</p> <p>Read: Walter Lippmann, Public Opinion, Chapter 1, "The World Outside and the Pictures in Our Head"</p>
<p>Week #2 - Scholarship: The Nature of News in American Political Culture</p>	<p>February 5 & 7</p>	<p>Read: Walter Lippmann, Public Opinion, chapters 5 - 11 & 15</p> <p>Read: Schudson, Why Democracies Need An Unlovable Press, chapters 1 - 6</p> <p>Read: Peter Maass, "The Toppling: How the media inflated a minor moment in a long war," <i>The New Yorker</i>, January 10, 2011</p> <p>Due February 10: Blog Post #1 Seeing "The Toppling" through the Eyes of Lippmann, Schudson</p>
<p>Week #3 - Scholarship: The News as Political Information: Frames, Index Theory</p>	<p>February 12 & 14</p>	<p>Read: Walter Lippmann, Public Opinion, chapters 1 & 23 & 24</p> <p>Read: George Lakoff, "Simple Framing: An Introduction to Framing and Its Uses in Politics," Integral Options Café, February 14, 2006, 5 pages.</p> <p>Read: Taken by Storm, Parts 1 & 2</p>
<p>Week #4 - Scholarship: Projections of Power: Cascade Theory</p>	<p>February 19 & 21</p>	<p>Read: Entman, Projections of Power:</p> <ul style="list-style-type: none"> • chapter 1 and the appendix • chapter 4 "Debating War Against Iraq" • chapter 5 "Independent Framing and Growth of Media Power Since the Cold War"

Weekly Topic	Dates	Readings & Assignments
Week #5: Practice and Application	February 26 & 28	<p>Case Study: Reading Benghazi</p> <p>Due February 27: Blog Post # 2 Applying the scholarship to the Benghazi Case</p> <p>Read: Read: Tewksbury & Rittenberg: News on the Internet, Chapters 1 & 2</p>
Week #6 - Reconsidering Democracy, Citizenship & the News	March 5 & 7	<p>Select: Policy Issue Cluster by March 1</p> <p>Read: Read: Tewksbury & Rittenberg: News on the Internet, Chapters 3 - 7</p> <p>Read: "World War 3.0" by Gross in Vanity Fair, available online: http://vnty.fr/NPcP9U</p> <p>View: "Filter Bubble, or How Personalization is Changing the Web" by Pariser and TED.</p> <p>Read: "Are we stuck in filter bubbles? Here are five potential paths out" by Jonathan Stray in Nieman Lab</p>
Week #7 - Scholarship: Wrapping Up The New Media Ecology & Practice: Media Analysis Due!!!	March 12 & 14	<p>Read: Schudson, Why Democracies Need An Unlovable Press, chapters 7 - 10</p> <p>Read: Is It Authentic? When Citizens and Soldiers Document War</p> <p>Read: In Changing News Landscape, Even Television is Vulnerable</p> <p>Due March 14: individual media analysis</p>
	Spring Break	
Week #8 - Scholarship: Media Effects of New Technology Networking, Collaboration	March 26 & 28	<p>Read: The MoveOn Effect: The Unexpected Transformation of American Political Advocacy: entire book</p>

Weekly Topic	Dates	Readings & Assignments
<p>Week #9: *** Prof. Oglesby away At ISA in San Francisco</p> <p>Practice: Peeragogy</p>	<p>April 2 & 4</p>	<p>Read: Gladwell, Malcolm, "Small Change: Why the revolution will not be tweeted," Oct 4, 2010</p> <p>Read: DIGITAL POWER AND ITS DISCONTENTS Morozov & Shirky: An Edge Conversation</p> <p>Read: Shirky. Clay, "The Political Power of Social Media," Foreign Affairs," Jan-Feb 2011</p> <p>View: Clay Shirky: How cellphones, Twitter, Facebook can make history</p> <p>Read: Gladwell, Malcolm and Clay Shirky, "From Innovation to Revolution: Do Social Media Make Protests Possible?" Foreign Affairs, March-April 2011</p> <p>Read: Evgeny Morozov:</p> <ul style="list-style-type: none"> • "Freedom.gov," Foreign Policy, January/February, 2011, • "Picking a Fight with Clay Shirky," FP Net.Effect Blog, January 15, 2011 • "Think Again: The Internet," Foreign Policy, May/June 2010 <p>Read: Blogs and Bullets II: New Media and Conflict after the Arab Spring</p> <p>Due April 7 Blog Post # 3 on Sorting the Debate</p>
<p>Week #10: Diplomats Adjust to a Changing Media Scene</p>	<p>April 9 & 11</p>	<p>April 9 Debate: Social Media ...</p> <p>Read: Hillary Clinton, "Remarks on Internet Freedom," The Newseum, Washington, DC, January 21, 2010, 8 pages; and "Internet Rights and Wrongs: Choices and Challenges in a Networked World," George Washington University, February 15, 2011</p> <p>View: Pdf 2011 Anne Marie Slaughter: DIY Foreign Policy</p> <p>Read: Anne Marie Slaughter: A New Theory for the Foreign Policy Frontier: Collaborative Power</p> <p>Read: Baked in and wired: diplomacy@State by Fergus Hanson</p> <p>Read: Oglesby: Spectacle In Copenhagen</p>

Weekly Topic	Dates	Readings & Assignments
Week #11: Case Studies in Global Politics	April 16 & 18	<p>All Read: Clifford Bob "The Global Right Wing and The Clash of World Politics" chapters 1 & 2 & 7</p> <p>Team A reads and presents: Chapters 3 & 4 Culture Wars Gone Global</p> <p>Team B reads and presents chapters 5 & 6 Global Gun Control</p> <p>Due April 19: Blog Post #4 Taking the measure of liberation technology</p>
Week #12: Putting Together Your Information and Influence Campaign	April 23 & 25	<p>Read: Manheim, "Strategy in Information and Influence Campaigns Chapters 1 - 4 & appendix A</p> <p>Download and read: Discovering the Activation Point</p> <p>Due April 26: rough draft segment defining your activation point: key issues and how your target audiences feel about them</p>
Week #13 - Working Through the Advocacy Strategy	April 30 & May 2	<p>Read: Manheim, "Strategy in Information and Influence Campaigns Chapters 5 & 6</p> <p>Due: May 2: rough draft segment defining what knowledge, belief and actions you trying to influence and to what ends?</p>
Week #14 - Working Through the Framing and Messaging or Collaboration Plan	May 7 & 9	<p>Read: Manheim, "Strategy in Information and Influence Campaigns Chapters 7 - 9</p> <p>Due May 9: rough draft of what tools and tactics you will use to carry out the advocacy strategy and why those tools</p>
Week #15	May 13 - 17	<p>Due May 13 at 3 P.M. : final project strategic memo</p>

Blog Instruction

Blogging Requirement

You will be required to write four blog posts throughout the semester to specific prompts. Each blog post must be a minimum of 500 words and a maximum of 750 words.

Due Dates

Blogs are due on:

1. February 10
2. February 27
3. April 7
4. April 10

Substance

I will give you specific prompts for each blog but essentially you will review the readings for that week, covering these three major points:

- Summarize (highlight the main arguments of) the readings for the week.
- Analyze/evaluate (tear apart, react to, find problems or contradictions with, give strengths of, explain why you agree or disagree with) the readings.
- Synthesize (place in relation to, bring together themes with, say what one author would say to another) that week's readings with the previous week's.

An important part of your blog posts is referencing other blogs that you are reading or blogs that are referenced in the assigned readings. Each blog post should also link to another outside permalink

(preferably on another blog) as part of your response.

Remember to use tags so that classmates searching for discussion of certain topics can find yours.

Assessment

I will grade your blog posts as essays with +/- letter grades. They will figure in the 20% of the digital expression segment of your course grade. I will be looking for proper grammar, spelling, attribution. Consider these essays with hyperlinks.

Mechanics

We will blog within the Moodle platform unless you have an external blog you wish to use and register on Moodle. I have registered my blog: [Winnowing Fan](#). By registering your external blog on Moodle, RSS will sync your updates to us so that we can see them and share.

You will find the blog function under your personal profile settings in the participants section of our course Moodle site.

Twitter Instruction

Account

You will need a Twitter account for this class, so you can follow the accounts of sources germane to the course as well as specific foreign policy topics you might be working on. If you have one already that you want to use for class, you may. If you don't yet have a Twitter account—or if you prefer not to use your personal account for classroom work—then sign up for a new account at [Twitter.com](https://twitter.com).

I strongly encourage you to create a disposable account if you prefer not to share your personal account for classroom activities. By the end of the first week of class, you are required to add your designated account to a Google Docs spreadsheet form on our classroom Google Group which will become the Twitter Roaster for the class.

You also might want to consider [Tweetdeck](#) or another free organizing Twitter app. These apps (which are available as desktop clients, web apps, or mobile apps) make it easy to create multiple columns of Twitter activity. So your main stream may be in one column, any replies or mentions of your own Twitter username may be in a second column, and our class's hashtag can permanently occupy a third column.

#po251mfp

When we tweet about this course, we will use the hashtag #po251mfp. By including a word prefixed by a "pound sign" (#), you tie a particular tweet to the larger,

ongoing conversation of this course. #po251mfp can be tracked using Twitter's search function. You must remember to use the hashtag – and any others you choose – to identify your course related posts. If you fail to include the course hashtag, I will not see the Tweet and it will not count against your weekly requirement.

Frequency

I am asking you to get in the rhythm of tweeting 3 - 4 times a week. Some weeks you might have more to say, others less, but that is the average I expect.

Substance

Twitter has become a political communication medium for many state and non-state actors as well as the journalists who cover them and the scholars who study them. My expectation is that you might come to experience that political communication flow. In the first instance, I would like you to use Twitter to alert the class to articles, events, videos etc. that relate to the material we are covering in the course.

I am looking for "thick tweets." Thick tweets convey two or more points, often with help from a hyperlink to a resource you wish to share. Thick tweets push the conversation forward; they provide something new, something of value, even if it's only an unanswered question arising from the course. You are encouraged to tweet questions and respond with clarifications about the readings. In this way, we can carry the conversation of the class beyond the classroom walls.

Assessment

Tweeting contributes to the 20% of your course grade that is called "digital expression." It is a form of low-stakes writing because you only have 140 characters within which to work and over the course of the semester you will have written dozens of tweets.

I will evaluate your Twitter use holistically. While I will follow the hashtag and will jump into the conversation on occasion, I will not grade every tweet. I will notice if you are active and substantive and let you know if I am missing your chirp.