

Public Diplomacy and the Media in a Changing World

Dr. Michal Hatuel-Radoshitzky

Spring Semester 2021

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Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)

The current international arena abounds with players that strive to impact local and global developments using a variety of strategies and methods. Such players include states and official diplomats, and a range of non-state actors from terror-groups, through civil society NGOs to international organizations and Diasporas. Strategies and methods include traditional diplomacy, new diplomacy, terror, delegitimization and non-violent protest, among others. Transformations in the media and information communication technology (ICT) render such players with increased ability to reach a growing audience, in a speedy manner with little cost.

The course will analyze multiple components that comprise the global diplomatic arena employing different theoretical approaches and ongoing developments as case-studies and reference points.

Course Requirements and Expectations

- Active participation is required.
- The use of mobile phones during class is prohibited

Learning Outcomes

The aim of the course is to enrich students with knowledge regarding the issues discussed; reinforce critical media consumption and enable students to analyze political developments on the world-stage using different theoretical perspectives and tools.

Evaluation Criteria

1. Class attendance and active participation – 10% of the final grade
2. In-class exam – will commence before the Pesach break (exact date will be determined in due course) – 35% of the final grade.
3. Final paper and presentation in class – the paper (c. 1000-1300 words) will analyze a current or historical event/ development based on theories and literary sources from one of the central themes taught in class (i.e. Theme I – Theme VII). In the last two lessons of the semester



students will briefly present (5-10 minutes) their papers in class prior to handing them in – 55% of the final grade.

Course Schedule – please note this is a provisional schedule and is subject to change further to progress made in class, number of students enrolled in the course and additional factors.

Session 1-3: theme 1

Session 4-6: theme 2

Session 7: theme 3 (beginning)

Session 8: mid-term (before Pesach break)

Session 9: theme 3 continued

Session 10-12: theme 4

Session 13-15: theme 5

Session 16-19: theme 6

Session 20-22: in-class student presentations

Course Readings and/or Required Materials

Theme I: Media and Diplomacy – Introduction

- Gilboa, E. (2001). Diplomacy in the Media Age: Three Models of Uses and Effects. Bar Ilan University, Diplomacy and Statecraft. Vol. 12(2), pp1-28
- Kelley, J.,R. (2010). The New Diplomatic: Evolution of a Revolution. Diplomacy and Statecraft. Vol. 21, pp 286-305.

Optional:

Gilboa, E. (2005). Media-Broker Diplomacy: When journalists become mediators. Critical Studies in Media Communication, 22, 99-120.

Liebes, T., & Katz, E. (1997). Staging Peace: Televised ceremonies of reconciliation. The Communication Review, 2, 235-257.

Price, V. (2008). The Public and Public Opinion in Political Theories. In Donsback, W. & Traugott, M. W. (Eds.), The Sage Handbook of Public Opinion Research (pp. 11-24). Sag

Theme II: Media and Globalization – Public Diplomacy

- Sheaffer, T., Gabay, I. (2009). Mediated Public Diplomacy: A Strategic Contest over international Agenda Building and Frame Building. Political Communication. Vol. 26, pp 447-467.
- Yarchi, M. (2016). Terror Organizations' Uses of Public Diplomacy: Limited versus Total Conflicts, Studies in Conflict & Terrorism, DOI: 10.1080/1057610X.2016.1184064

Optional:

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Arsenault, A. (2009) Public Diplomacy 2.0, In P. Seib (Ed.), *Toward a New Public Diplomacy* (pp. 135-153). New York: Palgrave.

Cull, N. (2008). Public Diplomacy: Taxonomies and histories. *The Annals of the American Academy of Political and Social Science*, 616(1), 31-54.

Cull, N. (2011). WikiLeaks, Public Diplomacy 2.0 and the State of Digital Public Diplomacy. *Place Branding and Public Diplomacy*, 7, pp 1 – 8.

Gilboa, E. (2008). Searching for a Theory of Public Diplomacy. *The Annals of the American Academy of Political and Social Science*, 616(1), 55-77.

Sheafer, T., & Shenhav, S. R. (2009). Mediated Public Diplomacy in a New Era of Warfare. *The Communication Review*, 12(3), pp 272-283.

Singh, J.P. (2013). Information Technologies, Meta-power and Transformations in Global Politics. *International Studies Review*; 15, pp 5-29

Theme III: State Branding

- Avraham, E. (2009). Marketing and Managing Nation Branding during Prolonged Crisis: The case of Israel. *Place Branding and Public Diplomacy*, 5, pp 202 – 212.
- Peterson, J. E. (2006). Qatar and the World: Branding for a Micro-State. *Middle East Journal*. Vol. 60 (4), pp 732-748.
- Rose, J. (2010): The Branding of States: The Uneasy Marriage of Marketing to Politics, *Journal of Political Marketing*, 9:4, 254-275

Optional:

Hassman, R. (2008). *The Israel Brand: Nation Marketing under Constant Conflict*. The Harold Hartog School of Government and Policy. Tel Aviv University.

Marat, E. (2009). Nation Branding in Central Asia: A new campaign to present ideas about the state and the nation. *Europe-Asia Studies*, 61(7), 1123-1136.

Rasmussen, R. K., & Merckelsen, H. (2012). The New PR of States: How nation branding practices affect the security function of public diplomacy; *Public Relations Review*, Vol. 38, pp 810– 818

Theme IV: International Norms and Naming & Shaming

- Finnemore, M., & Sikkink, K. (1998). International Norm Dynamics and Political Change. *International Organization*, 52(4), 887-917.



- Busby, J. W., and Greenhill, K. M. (2015). Ain't that a Shame? Hypocrisy, Punishment, and Weak Actor Influence in International Politics. In Friman, H. Richard.; The Politics of Leverage in International Relations : Name, Shame, and Sanction (Ed.). Palgrave Macmillan.

Optional

Friman, R. H. (2015). The Politics of Leverage in International Relations: Name, Shame, and Sanction. Palgrave Studies in International Relations Series; Macmillan Distribution Ltd.

Keck, M. E., & Sikkink, K. (1998). Activists Beyond Borders: Advocacy networks in international politics / Ithaca, N.Y. : Cornell University Press.

Spini, D. (2011). Civil Society and the Democratization of Global Public Space. In Armstrong, D., Bello, V., Gilson, J., Spini, D. (Eds.) Civil Society and International Governance: The role of non-state actors in global and regional regulatory frameworks. Routledge/GARNET series: Europe in the World

Theme V: Delegitimization and State Stigmatization

- Adler-Nissen, R. (2014). Stigma Management in International Relations: Transgressive Identities, Norms and Order in International Society. International Organization. Vol 68(1).
- Bar-Tal, D., & Hammack, (2012). Conflict, Delegitimization, and Violence. In R. Tropp (Ed.), The Oxford Handbook of Intergroup Conflict (pp.29-52). New York: Oxford University Press.
- Klotz, A. (1995a). Norms in International Relations: The Struggle against Apartheid. Cornell University Press: Ithaca and London. Chapter 1.
- Oren, N., & Bar-Tal, D. (2007). The Detrimental Dynamics of Delegitimization in Intractable Conflicts: The Israeli–Palestinian case. International Journal of Intercultural Relations, Vol. 31(1), 111-126.

Optional

Adler-Nissen, R. (2008). Stigmatised States: The Social Construction of Euro-Outsidership. Conference Papers -- International Studies Association, pp 1-36.

Biersteker, T. (2015). UN Targeted Sanctions as Signals: Naming and Shaming or Naming and Stigmatizing? In Friman, R. H. (Ed.), The Politics of Leverage in International Relations: Name, Shame, and Sanction. Palgrave Studies in International Relations Series; Macmillan Distribution Ltd.

Link, B. G., & Phelan, J. C. (2001). Conceptualizing Stigma. Annual Review of Sociology, Vol. 27, 363-385.



Zarakol, A. (2011). After Defeat: How the East earned to Live with the West. Introduction.

Hatuel-Radoshitzky, M. (2017). BDS & AAM: More of the Same? Chapter. The Delegitimization Phenomenon: Challenges and Responses. The Institute for National Security Studies.

Theme VI: The Israeli Case Study

1. The Global Campaign to Delegitimize Israel

- Carter Hallward, M., Shaver, P. (2012). "WAR by other Means" or Nonviolent Resistance? Examining the Discourses Surrounding Berkeley's Divestment Bill; PEACE & CHANGE, Vol. 37(3), pp 389-412
- Hatuel-Radoshitzky, M. (2017). BDS & AAM: More of the Same? In, Yogev E., and Lindenstrauss, G (Eds.): The Delegitimization Phenomenon: Challenges and Responses. The Institute for National Security Studies

2. The Israeli-Palestinian Conflict in the UN

- Rettig, E., and Avraham, E. (2016). The Role of Intergovernmental Organizations in the "Battle over Framing": The Case of the Israeli-West Bank Separation Barrier; The International Journal of Press/Politics; Vol. 21(1); pp 111-133
- Hatuel-Radoshitzky, M. (2017). The UN Security Council, Israel and "The situation in the Middle East, including the Palestinian Question". Strategic Assessment; The Institute for National Security Studies. Volume 20(1)

Optional:

Marcus, K., Nelson, C., & Landes, R. (2016). Jewish Anti-Zionists: Three Views. In, Nelson, C. (Ed.): Dreams Deferred: A Concise Guide to the Israeli-Palestinian Conflict and the Movement to Boycott Israel. Indiana University Press; p199-204

Nelson, C. (2016). BDS (Boycott, Divestment and Sanctions): A Brief History. In, Nelson, C. (Ed.): Dreams Deferred: A Concise Guide to the Israeli-Palestinian Conflict and the Movement to Boycott Israel. Indiana University Press; p56-64

Salih, S. S. (2014). Islam, BDS and the West. In, Nelson, C. & Brahm, G., N. (Eds.): The Case Against Academic Boycotts of Israel. MLA Members for Scholars' Rights. P141-155

Sheskin I, M. & Felson, E. (2016). Is the Boycott Divestment and Sanctions Movement Tainted by Anti-Semitism? Geographical Review, Vol. 106(2), pp 270-275

Israeli, Z., and Hatuel-Radoshitzky, M. (2017). BDS and Yedit Ahronot; "Fighting the Boycott". Chapter. The Delegitimization Phenomenon: Challenges and Responses. The Institute for National Security Studies.



Shelef, N. G. & Zeira, Y. (2016). Recognition Matters!: UN State Status and Attitudes toward Territorial Compromise. *Journal of Conflict Resolution*. Vol. 61(3), pp 537-563

Instructor Biography

Dr. Michal Hatuel-Radoshitzky is a Research Fellow at the Institute for National Security Studies (INSS) and she teaches at Tel Aviv University, the University of Haifa and Sapir College. Michal's research focuses on Israel's soft challenges in the international arena. As such, Michal has published on rising civil power and delegitimization efforts, Israel-Diaspora Jewry relations; Israel's standing in the United Nations, Israel's coverage in the international media (predominantly in European countries) and Israel-US bilateral relations. Prior to joining INSS, Michal was the Israeli representative of the U.S. based Institute for Inclusive Security, and as such was responsible for overseeing and managing the work of Forum Dvorah: Women in Foreign Policy and National Security. Prior to this position, Michal was the Director of Foreign Relations at H.L. Education for Peace – The Geneva Initiative, Israel; and before that she managed European Desk of the resource development department at the Center for Jewish-Arab Economic Development.

Michal has a PhD in Political Science (Tel Aviv University), an M.A. in Political Science, majoring in Political Communications (Tel Aviv University) and a B.A. in Psychology and Communications (Tel Aviv University). She has also completed a two-year post-doctoral fellowship at the University of Haifa.

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

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With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded



assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

