



Public Diplomacy and the Media in a Changing World;
Tel Aviv University International School

Spring Semester 2020 (February 24th- May 14th)

Dr. Michal Hatuel-Radoshitzky (mich.rado@gmail.com)

Course Description:

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.

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.

Course Requirements:

1. Class attendance and active participation – 10% of the final grade
2. In-class exam – will commence during April 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 – 60% of the final grade.

Rules and Regulations:

- Active participation is required.
- Up to three days of justified absence from classes will be accepted
- The use of mobile phones during class is prohibited

Literary Sources:

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

Sheafer, 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:

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.

Manners, I. (2002). Normative Power Europe: A Contradiction in Terms? *JCMS*. Volume 40(2). pp. 235–58

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 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

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 Ahrnot; "Fighting the Boycott". Chapter. *The Delegitimization Phenomenon: Challenges and Responses*. The Institute for National Security Studies.

Theme VII: 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:

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

TAU International Course Guidelines

Rules and Respectful Behavior

- No cell phones or laptops permitted in class unless approved by instructor for use
- Tardiness to class is not permitted
- As our courses bring together students from many different styles of learning and from a wide variety of home institutions, we ask that students remain respectful to and patient with fellow classmates at all time as some students may be more familiar with certain course material or procedures than others.

Learning Accommodations

In accordance to University guidelines, students with learning disabilities or accommodation requests must submit official documentation from their home country / university (translated into English by notary if not already in English) to TAU International (tauiacademic@tauex.tau.ac.il) in advance of arrival describing in detail any specific needs they have. 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 they may have. TAU International and its faculty cannot guarantee that all accommodations received at the home school can be similarly met at TAU but certainly does the best it can to make any suitable accommodations possible that are needed.

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 below if there is an in-class midterm or final exam as this date/exam cannot be changed. 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. Missing classes will be reflected in the final grade of the course. Up to three justified absences from classes will be accepted (for example: emergency matter or illness, both of which will require an official doctor's note sent to the faculty **on the day of the absence**). Such cases of absence should be reported to your lecturer immediately and again, a doctor's note is required. 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 TAU Academic Policy, if a student's behavior or attendance during the semester is disagreeable his/her course participation may be cancelled at the discretion of TAU.

Students are responsible for reading and adhering to the policies and procedures in the TAU International Academic Handbook [posted here](#) at all times.