



2021

MARPE Curriculum

A Proposal for a Short Lifelong Learning (LLL) Programme

MARPE diplo

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About MARPE Diplo



The MARPE Diplo Erasmus+ project

The MARPE Network developed the MARPE Diplo Erasmus+ project from 2018 to 2021. The project initially aimed to explore public, corporate and civic diplomacy, an emerging discipline in the fields of international relations and communication sciences, political sciences and strategic studies, to research and to develop its wider applications in the context of business and civil society communication.

The objective was and still is to develop a European perspective drawing on public sphere (Habermas) and network society influences (Castells) as there is an increasing need for showing more transparency and sensitivity over operations, processes, and overall governance.

However, over the period of these three years, the critical reflections led the MARPE Diplo team to reconceptualise the triade from "public, corporate and civic" into "public, organisational and civil society" diplomacy.

Strategic partners (MARPE Network)

Université de Lorraine, France

Artevelde University of Applied Sciences, Belgium

ISCSP, Universidade de Lisboa, Portugal

Universidad Cardenal Herrera – CEU, Spain

University of Bucharest, Romania

Associated partners

- National Professional Associations in Communication & PR
- Knowledge organisations
- Independent researchers and experts

The MARPE Diplo LLL Curriculum proposal

The Lifelong Learning (LLL) short programme curriculum “Fostering European Citizenship through public, organisational and civil society diplomacy (POCSD)” consists of (1) course descriptions including the aims and learning outcomes, (2) innovative combination of pedagogical approaches: mix of e-learning, open access, blended learning, participative pedagogy, interactive and cocreational elements (academics, students, and professionals) and (3) pedagogical resources: in open source via the MARPE Diplo Literature Review.

This curriculum was co-constructed by the strategic partners of the Erasmus+ MARPE Diplo project, as well as by the invited speakers, students and Lifelong Learners participating in the Intensive Study Programme. They were supported in this journey by associated partners, together with active attendees of each MARPE Diplo activity and/or multiplier event organised between 2018 and 2021:

- MARPE Diplo Talks (5);
- MARPE Diplo Conference.

This curriculum is developed based on the theoretical background showcased in the book "Diplomacy, Organisations and Citizens. A European Communication Perspective" (Springer 2021). For a comprehensive understanding of all these concepts, this curriculum should be accompanied by the MARPE Diplo Glossary, as well as by the MARPE Diplo Literature Review (database and visualisations).

COURSES



COURSES

MODULE 1 - Core concepts

- Public relations
- Diplomacy

MODULE 2 - Public Diplomacy

- From Diplomacy to Public Diplomacy
- Science Diplomacy: knowledge is power
- Digital Diplomacy

MODULE 3 - Organisational Diplomacy

- Lobbying and governmental affairs
- Corporate Diplomacy: US versus EU
- From Corporate to Organisational Diplomacy
- Communication Intelligence

MODULE 4 - Civil Society Diplomacy

- Civic dynamics: conceptual approach and practices
- Civic engagement: benevolent hackers and makers
- Civil Society Diplomacy

MODULE 5 - Hard, soft and smart power and global common goods

- Hard, soft and smart power
- The global common goods

MODULE 6 - Ethics, negotiation and relationships

- Ethics in Communication
- Ethics in Diplomacy

Public Relations

Aims and objectives

To introduce the discipline of public relations, its strategic and tactical dimensions.

To explore the ways in which public relations are practiced at the international level.

To reflect on the principles of the PR ethical codes.

Didactics (approach)

Lecture, discussion

Expected outcomes/output

To understand the social role of public relations and its modus operandi.

To acknowledge the impact of public relations ethical principles on the behaviour of the practitioners.

Literature list

Botan, C., & Hazleton, V. (Eds.). (2006). *Public relations theory II*. Mahwah, NJ: Lawrence Erlbaum.

Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining Strategic Communication. *International Journal of Strategic Communication*, 1(1), 3-35.

L'Etang, J., Pieczka, M. (Eds.) (2006). *Public Relations. Critical Debates and Contemporary Practice*. London: Routledge.

Szondi, G. (2009). International context of public relations. In R. Tench & L. Yeomans (Eds.), *Exploring Public Relations* (2nd ed., 117-146). Essex: Pearson Education.

Theaker, A. (Ed.) (2020). *The Public Relations Handbook* (6th). London: Routledge.

Diplomacy

Aims and objectives

To introduce the types and functions of diplomacy as an instrument of foreign policy, with a particular focus on communication and negotiation, and distinguish it from other means of external action in the field of international relations.

Didactics (approach)

Lecture

Expected outcomes/output

To understand the concept of diplomacy, its evolution throughout history and its relevance in present times.

Literature list

Berridge, G. R. (2002). *Diplomacy, theory and practice*. New York: Palgrave.

Black, J. (2010). *A history of diplomacy*. London: Reaktion Books.

Fisher, R. & Ury, W. (2011). *Getting to Yes – Negotiating an agreement without giving in*. New York: Random House.

From Diplomacy to Public Diplomacy

Aims and objectives

To introduce the concept of Public Diplomacy and the concept of hard, soft, and smart power and raise awareness to the “new” ways of relationship between states and public opinions by monologue, dialogue, and collaboration.

Didactics (approach)

Lecture, discussion session

Expected outcomes/output

To be able to understand the role of public diplomacy in a global world and its modus operandi.

Literature list

Cotton, A.-M. & Sebastião, S. P. (2021). From Diplomacy to (New) Public Diplomacy: a communication perspective. In S. P. Sebastião & S. C. Spínola (Eds.), *Diplomacy, Organisations & Citizens: A European Communication Perspective* (chapter 3). Cham: Springer. DOI: 10.1007/978-3-030-81877-7

Cowan, G. & Arsenault, A. (2008). Moving from Monologue to Dialogue to Collaboration: The Three Layers of Public Diplomacy. *The ANNALS of American Academy of Political and Social Science*, 616(1), 10-30.

Cull, N. J. (2009) Public Diplomacy before Guillion. In N. Snow & P. M. Taylor (Eds.), *Routledge Handbook of Public Diplomacy* (pp. 19-23). New York and London: Routledge.

Cull, N. J. (2010). Public diplomacy: Seven lessons for its future from its past. *Place Branding and Public Diplomacy*, 6(1), 11-17.

Science Diplomacy: knowledge is power

Aims and objectives

To present the concept and the evolution of science diplomacy as a specific dimension of foreign policy, as well as its ends, means, and actors, on the basis of case studies of different European countries' national strategies in this domain.

Didactics (approach)

Lecture, case studies, debate

Expected outcomes/output

To raise awareness of the emerging concept of science diplomacy and explore different international approaches to this subject.

Literature list

Flink, T. & Schreiterer, U. (2010). Science Diplomacy at the intersection of S&T policies and foreign affairs: toward a typology of national approaches. *Science and Public Policy*, 37(9), 665-677.

The Royal Society (2010). *New frontiers in science diplomacy – Navigating the changing balance of power*. London: The Royal Society.

Turekian, V. & Neureiter, N. (2012). *Science and Diplomacy: The past as a prologue*. *Science and Diplomacy*. Washington: AAAS Centre for Science Diplomacy.

Digital Diplomacy

Aims and objectives

To introduce the concept of digital diplomacy as new methods and modes of conducting diplomacy with the help of the Internet and ICTs.

Didactics (approach)

Lecture, monitoring tools

Expected outcomes/output

To understand the impact of digital tools in contemporary diplomatic practices.

Literature list

Archetti, C. (2012). The impact of new media on diplomatic practice: an evolutionary model of change. *Hague Journal of Diplomacy*, 7(2), 181-206.

Bjola, C. & Holmes, M. (Eds.) (2015). *Digital Diplomacy: Theory and Practice*. London: Routledge.

Cull, N.J. (2019). *Public Diplomacy: Foundations for Global Engagement in the Digital Age*. UK: Polity Press.

Duncombe, C. (2019). Digital Diplomacy: Emotion and Identity in the Public Realm. *The Hague Journal of Diplomacy*, 14(1-2), 102-116.

Manfredi Sánchez, J. L., Sánchez Giménez, J. A., & Pizarro, J. (2015). Structural Analysis to Measure the Influence of Think Tanks' Networks in the Digital Era. *The Hague Journal of Diplomacy*, 10(4), 363-395.

Manor, I. (2016). *Are we there yet: Have MFAs Realized the Potential of Digital Diplomacy?* *Diplomacy and Foreign Policy*, Brill. DOI: 10.1163/9789004319790

Seib, P. (2012). *Real-time Diplomacy. Politics and Power in The Social Media Era*. New York: Palgrave MacMillan.

Sevin, E. & Ingenhoff, D. (2018). Public Diplomacy on Social Media: Analyzing Networks and Content. *International Journal of Communication*, 12(1), 3663-3685.

Lobbying and Governmental Affairs

Aims and objectives

As organisations use lobbying and governmental affairs as *modus operandi* when dealing with the state, the objective of this course is to focus on the more practical and operational issues of the legislative procedure, making the co-decision (the ordinary legislative procedure under the EU treaties) process more easy to understand by the non-law student.

To focus on relevant EU-policies to correctly understand all the spheres in which the EU has actual power and the possibility to enforce mandatory regulations.

Didactics (approach)

Lecture, case studies, discussion session

Expected outcomes/output

To understand the legislative procedure at the EU level and how Member-States participate through their Permanent Representations (PERM REPS) in Brussels, which have a seat on the Council under its different configurations, as well as the role of different organisations (e.g. associations, foundations, NGOs and companies) in the EU decision-making process.

Literature list

Guéguen, D. (2008). *The new practical guide to the EU labyrinth: Understanding the European Institutions' Structures, Powers and Procedures Through Examples, Diagrams and Summaries*. Europolitics.

Malcom, L. (2010). *Getting Brussels Right: Best Practices for City firms in handling EU institutions*. London: Centre for the Study of Financial Innovation.

Marshall, D. (2010). Who to lobby and when: institutional determinants of interest group strategies in EP committees. *European Union Politics*, 11(4), 553-575.

Corporate Diplomacy: US versus EU

Aims and objectives

To present the concept of corporate diplomacy as it is presented and developed in the North American literature.

To explore the European perspective on legitimacy, transparency, and responsibility.

Didactics (approach)

Lecture, discussion session

Expected outcomes/output

To raise awareness of the US/EU different understanding of corporate diplomacy and the role of the concept of "business" in this differentiation.

To clarify the public relations concepts and their interconnections with corporate diplomacy and visualise the application of the corporate diplomacy concept.

Literature list

Carroll, A. B., & Buchholtz, A. K. (2014). *Business and society: Ethics, sustainability, and stakeholder management*. Cengage Learning.

Henisz, W. (2014). *Corporate Diplomacy. Building Reputations and Relationship with External Stakeholders*. Greenleaf Publishing.

Mogensen, K. (2017). From public relations to corporate public diplomacy. *Public Relations Review*, 43(3), 605–614. DOI: 10.1016/j.pubrev.2017.03.011

Ordeix-Rigo, E., & Duarte, J. (2009). From Public Diplomacy to Corporate Diplomacy: Increasing Corporation's Legitimacy and Influence. *American Behavioral Scientist*, 53(4), 549–564. DOI: 10.1177/0002764209347630

Westermann-Behaylo, M., Rehbein, K., & Fort, T. (2015). Enhancing the Concept of Corporate Diplomacy: Encompassing Political Corporate Social Responsibility, International Relations, and Peace through Commerce. *Academy of Management Perspectives*, 29(4), 387–404.

From Corporate to Organisational Diplomacy

Aims and objectives

To explore the journey from corporate diplomacy to organisational diplomacy.

To present the contexts, scope, aims, and actors of organisational diplomacy.

To lead to reflection on Public Relations and Strategic Communication in an international context and their relation with organisational diplomacy.

To explore the role of international organisations, transnational foundations, NGOs, associations, as well as transnational corporations in the diplomatic arena.

Didactics (approach)

Lecture, case studies, discussion session

Expected outcomes/output

To raise awareness about the emerging concept of organisational diplomacy and clarify the different scopes and actors between organisational diplomacy and corporate diplomacy.

Literature list

de Carvalho Spínola, S. & Cotton, A.-M. (2021). From corporate to organisational diplomacy. In S. P. Sebastião & S. C. Spínola (Eds.), *Diplomacy, Organisations & Citizens: A European Communication Perspective* (chapter 4). Cham: Springer. DOI: 10.1007/978-3-030-81877-7

Ingenhoff, D., & Marschlich, S. (2019). Corporate Diplomacy and political CRS: Similarities, differences and theoretical implications. *Public Relations Review*, 45(2), 348-371. DOI: 10.1016/j.pubrev.2019.01.002

Macnamara, J. (2012). Corporate and organizational diplomacy: an alternative paradigm to PR. *Journal of Communication Management*, 16(3), 312-325. DOI: 10.1108/13632541211245794

Communication Intelligence

Aims and objectives

To explore the domain of information and knowledge of the political, economic, social, technological, legal, and ecological environment as a sine-qua-non requirement, both in the power game and in strategic decision-making.

To understand how the communicational threats and opportunities generated by a given situation, as well as the communicational weaknesses and strengths resulting from that situation, are domains of communication intelligence.

To establish the processes and methods by which it is possible to gather and analyse key information to guide strategic decision-making.

Didactics (approach)

Lecture, discussion session

Expected outcomes/output

To understand and having a critical approach of communication intelligence.

Literature list

Arcos, R. (2016). Public relations strategic intelligence: Intelligence analysis, communication and influence. *Public Relations Review*, 42(2), 264-270. DOI: 10.1016/j.pubrev.2015.08.003

Dittmer, J. (2015). Everyday Diplomacy: UK-USA Intelligence Cooperation and Geopolitical Assemblages. *Annals of the Association of American Geographers*, 105(3), 604-619. DOI:10.1080/00045608.2015.1015098.

Fleisher, C. S., & Bensoussan, B. E. (2015). *Strategic and competitive intelligence analysis. Effective application of new and classic methods* (2nd ed.). New Jersey: Pearson.

Macnamara, J. (2018). A Review of New Evaluation Models for Strategic Communication: Progress and Gaps. *International Journal of Strategic Communication*, 12(2), 180-195. DOI: 10.1080/1553118X.2018.1428978

Civic dynamics: conceptual approach and practice

Aims and objectives

To discuss the main concepts of citizenship, civic citizenship and diplomacy.

To highlight civic participation practices and their characteristics, correlating them with public and organisational diplomacy.

To analyse civic movements' aims and actions, including their "dark side".

Didactics (approach)

Lecture, discussion session, conceptual maps construction

Expected outcomes/output

To enable students with the capacity to reflect about the role of the citizen in diplomacy, as well as about the ethics of the tactics of civic movements.

Literature list

Adler, R. P. & Goggin, J. (2005). What Do We Mean By "Civic Engagement"? *Journal of Transformative Education*, 3(3), 236-253. DOI: 10.1177/1541344605276792

Dalton, R. J. & Welzel, C. (Eds.) (2014). *The Civic Culture Transformed: From Allegiant to Assertive Citizens* (chapters 5 & 12). New York: Cambridge University Press.

Hooghe, M. & Marien, S. (2013). A comparative analysis of the relation between political trust and forms of political participation in Europe. *European Societies*, 15(1), 131-152. DOI: 10.1080/14616696.2012.692807

Motion, J., Leitch, S. & Weaver, C. K. (2015). Popularizing dissent: a civil society perspective. *Public Understanding of Science*, 24(4), 496-510. DOI: 10.1177/0963662514556206

Civic engagement, benevolent hackers and makers

Aims and objectives

To discuss various concepts of civic engagement, civic tech and civic hackathon.

To explore and track third places as spaces of transformation, in relation to the city and smart citizen concept.

To analyse motivations to participate (e.g. in humanitarian projects).

Didactics (approach)

Lecture, discussion session

Expected outcomes/output

To have a nuanced understanding of concepts like third places, civic engagement, humanitarian makers, civic hackers and hackathon.

Literature list

Anderson, C. (2012). *Makers. The new industrial revolution*. New York, London: Random House.

Bertot, J. C., Jaeger, P. T., & Grimes, J. M. (2010). Using ICTs to create a culture of transparency: E-government and social media as openness and anti-corruption tools for societies. *Government Information Quarterly*, 27, 264–271.

Briscoe, G., & Mulligan, C. (2014). *Digital innovation: The hackthon phenomenon* (Working Papers of The Sustainable Society Network). London: University of London.

Budhathoki, N. R., & Haythornthwaite, C. (2012). Motivation for open collaboration: Crowd and community models and the case of OpenStreetMap. *American Behavioral Scientist*, 57(5), 548–575. DOI: 10.1177/0002764212469364

Gershenfeld, N. (2005). *Fab: the coming revolution on your desktop - from personal computers to personal fabrication*. New York: Basic Books.

Robinson, P. J. & Johnson, P. A. (2016). Civic Hackathons: New Terrain for Local Government-Citizen Interaction? *Urban Planning*, 1(2), 65–74. DOI: 10.17645/up.v1i2.627

Civil Society Diplomacy

Aims and objectives

To present the concept of Civil Society Diplomacy.

To explore the "diplomacies" of civil society diplomatic actors.

Didactics (approach)

Lecture, discussion, case studies

Expected outcomes/output

To understand the process of democratisation of diplomacy and the rise of civil society diplomacy.

To differentiate between the various forms of diplomacy practised by the diplomatic actors of civil society.

Literature list

Anton, A. (2021). Conceptual Pathways to Civil Society Diplomacy. In S. P. Sebastião, & S. C. Spínola (Eds.), *Diplomacy, Organisations and Citizens. A European Communication Perspective* (chapter 5). Cham: Springer. DOI: 10.1007/978-3-030-81877-7

Ayhan, K. J. (2018). The Boundaries of Public Diplomacy and Nonstate Actors: A Taxonomy of Perspectives. *International Studies Perspectives*, 20(1), 63-83.

Castells, M. (2008). The New Public Sphere: Global Civil Society, Communication Networks, and Global Governance. *The ANNALS of the American Academy of Political and Social Science*, 616(1), 78-93.

Yi, K., & Hayes, P. (2015). The Implications of Civic Diplomacy for ROK Foreign Policy. In P. Hayes, & K. Yi (Eds.), *Complexity, Security and Civil Society in East Asia. Foreign Policies and the Korean Peninsula* (pp. 319-392). Cambridge, UK: Open Book Publishers. DOI: 10.11647/OBP.0059

Hard, soft and smart power

Aims and objectives

To present the concepts and relevance of hard, soft and smart power.
To discuss the correlation between geopolitics, diplomacy, and hard/soft/ smart power.

Didactics (approach)

Lecture, webinars, discussion.

Expected results/output

To have an understanding of the mutual influence of geopolitics and diplomacy.
To have an understanding of the international power game.

Literature List

Nye, J. S. (2011). *The Future of Power*. New York: Public Affairs.

Nye, J. S. (2008). Public Diplomacy and Soft Power. *The ANNALS of the American Academy of Political and Social Science*, 616, 94-109. DOI: 10.1177/0002716207311699

van der Putten, F.-P. (May 2018). *The growing relevance of geopolitics for European businesses*. Clingendael Policy Brief.

The Global Common Goods

Aims and objectives

To present the concept of global common goods and the exercise of soft power.

To frame the concept of social responsibility in international contexts.

To identify the different actors working in coalition for the global common goods.

To present and discuss the correlation between the Sustainable Development Goals (SDGs) and the diplomatic arena.

Didactics (approach)

Lecture, case studies, discussion

Expected outcomes/output

To have an understanding of the broader geopolitics.

To have an understanding of what are the global common goods.

To have an understanding of the concept of social responsibility applied to international contexts.

Literature List

Brando, N. et al. (2019). Governing as commons or as global public goods: two tales of power. *International Journal of the Commons*, 13(1), 553–577. DOI: 10.18352/ijc.907

United Nations (2015). *Take Action for the Sustainable Development Goals*. <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Zhang, J., & Swartz, B. C. (2009). Public diplomacy to promote Global Public Goods (GPG): Conceptual expansion, ethical grounds, and rhetoric. *Public Relations Review*, 35(4), 382–387. DOI: 10.1016/j.pubrev.2009.08.001

Ethics in Communication

Aims and objectives

To discuss the ethical dimensions of communication praxis including transparency, associated with information on the identity, interests, and benefits underlying the messages; the truthfulness of information and practice; authenticity of the voices (authors) avoiding the mistake; and respect for the public and the market.

To highlight the importance of being ethical while performing activities with a strong impact on society.

Didactics (approach)

Lecture, discussion

Expected outcomes/output

To reflect about ethics, including ethical challenges, regarding persuasive activities to be developed in the context of public, organisational or civil society diplomacy.

Literature list

Baker, S. (2009). The ethics of advocacy: Moral reasoning in the practice of public relations. In L. Wilkins & C. G. Christians (Eds.), *The handbook of mass media ethics* (pp. 115-129). New York: Routledge.

Sebastião, S. P. (2021). Becoming an Ethical ambassador: proposal for a PR & PD Practitioner Course on Ethics. In S. P. Sebastião & S. C. Spínola (Eds.), *Diplomacy, Organisations & Citizens: A European Communication Perspective* (chapter 15). Cham: Springer. DOI: 10.1007/978-3-030-81877-7

Cheney, G., Munshi, D., May, S., & Ortiz, E. (2011). Encountering communication ethics in the contemporary world. Principles, people, and contexts. In G. Cheney, S. May, & D. Munshi (Eds.), *The handbook of communication ethics* (pp. 1-11). New York: Routledge.

Messina, A. (2007). Public relations, the public interest and persuasion: An ethical approach. *Journal of Communication Management*, 11(1), 29-52.

Ethics in Diplomacy

Aims and objectives

To discuss ethics in diplomatic relations.

To identify the dimensions of ethics, etiquette, and protocol in diplomacy.

To underline the importance of building relationships based on mutual trust and transparency.

Didactics (approach)

Lecture, discussion

Expected outcomes/output

To identify the major guidelines for ethical behaviour in diplomatic relations.

To characterize the concepts of trust and transparency.

To understand the ethical implications of diplomatic negotiations.

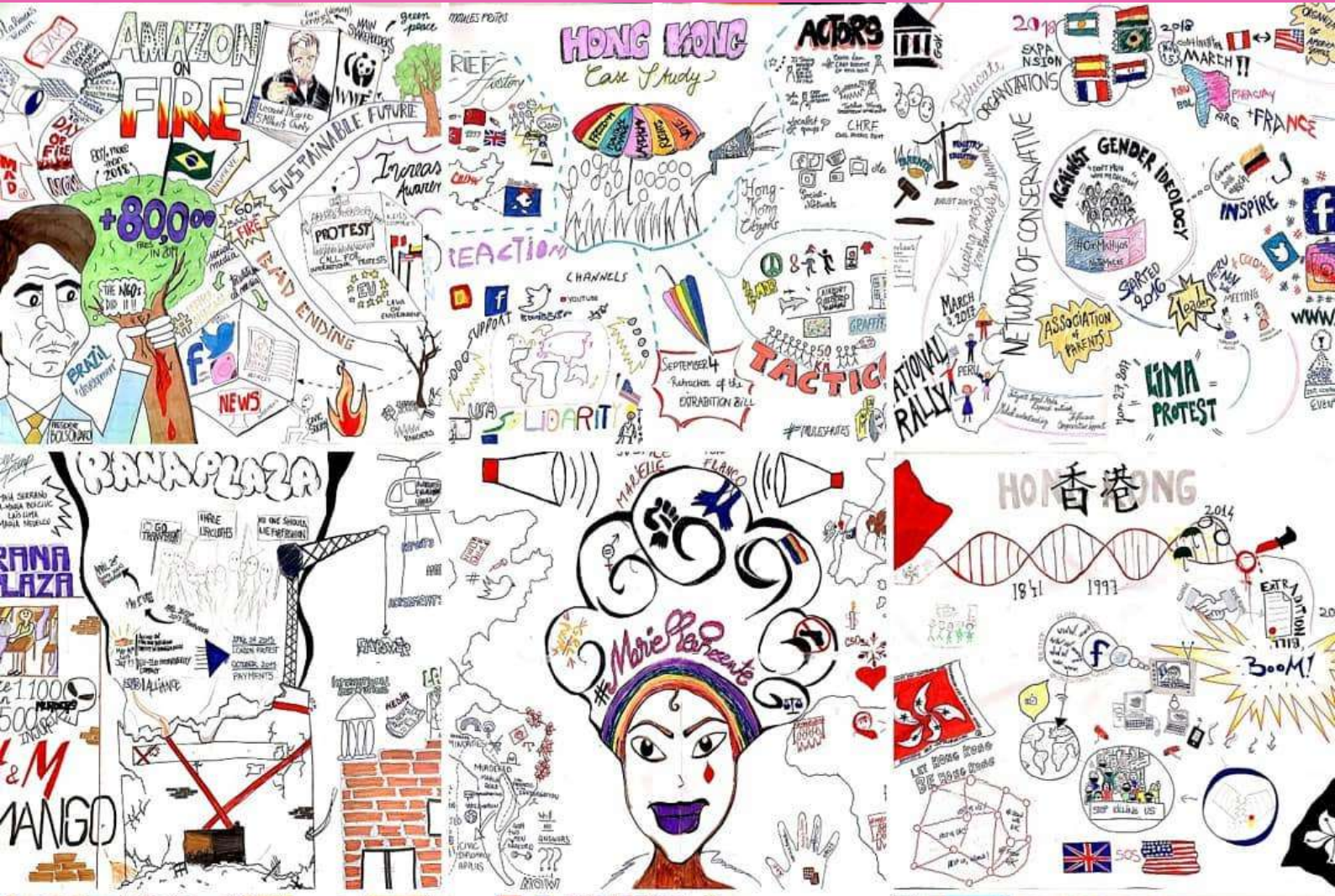
Literature list

Izadi, F. & Nelson, R. (2020). Ethics and Social Issues in Public Diplomacy. In N. Snow & N. J. Cull (Eds.), *Routledge Handbook of Public Diplomacy* (2nd ed., pp. 391-404). Routledge.

Jiang, H. (2015). Ethical visions for public diplomacy as international public relations. In G. J. Golan, S.-U. Yang, & D. F. Kinsey (Eds.), *International public relations and public diplomacy: Communication and engagement* (pp. 167-186). New York: Peter Lang Publishing.

Zhang, J., & Swartz, B. C. (2009). Public diplomacy to promote Global Public Goods (GPG): Conceptual expansion, ethical grounds, and rhetoric. *Public Relations Review*, 35(4), 382-387. DOI: 10.1016/j.pubrev.2009.08.001

ACTIVITIES



ACTIVITIES

PRE-PROGRAMME QUIZ

WORDS MATTER

BIODANZA

DAILY DIARY

JAM SESSION

WORKSHOPS

- Checkpoint Charlie
- Build a case study
- Fake news and Disinformation
- Visualisation of CSD
- PechaKucha

WORLD CAFÉ

PRE-PROGRAMME QUIZ

Aims and objectives

To provide students with introductory readings on topics related to the programme.

To establish a common knowledge starting point for the students attending the programme.

Duration: 1 month

Steps

1. Students shall be provided with a list of core readings, as well as with the materials referenced in the list.
2. Students shall be provided with a contact person/s that can answer questions regarding the readings. A meeting can also be scheduled.
3. Students will take a quiz (e.g. on Moodle) based on the readings prior to attending the programme, as a participation condition. The quiz will be online and will deliver a set of 10 questions randomly selected from among a set of 100 questions. The students can take the test as many times as they want until they get a 100% score.

Recommended reading list

Cull, N. (2010). Public diplomacy: Seven lessons for its future from its past. *Place Branding and Public Diplomacy*, 6(1), 11–17.

Hallahan, K., Holtzhausen, D., van Ruler, B., Verčič, D., & Sriramesh, K. (2007). Defining Strategic Communication. *International Journal of Strategic Communication*, 1(1), 3–35.

Ordeix-Rigo, E., & Duarte, J. (2009). From Public Diplomacy to Corporate Diplomacy: Increasing Corporation's Legitimacy and Influence. *American Behavioral Scientist*, 53(4), 549–564.

Westermann-Behaylo, M., Rehbein, K., & Fort, T. (2015). Enhancing the Concept of Corporate Diplomacy: Encompassing Political Corporate Social Responsibility, International Relations, and Peace through Commerce. *Academy of Management Perspectives*, 29(4), 387–404.

Yi, Z., & Hayes, P. (2015). The Implications of Civic Diplomacy for ROK Foreign Policy. In Z. Yi, & P. Hayes (Eds.), *Complexity, Security and Civil Society in East Asia* (pp. 319–393). Open Books Publishers.

WORDS MATTER

Prerequisites

Completion of the Pre-Programme quiz with 100%.

Access to a smartphone connected to the internet.

Duration: 2 hours

Steps

1. Students will log onto the platform and access the link provided by the Programme team.
2. Based on the pre-programme readings, each student will write three keywords for public diplomacy. The resulting word cloud must be saved for later discussion.
3. Based on the pre-programme readings, each student will write three keywords for organisational diplomacy. The resulting word cloud must be saved for later discussion.
4. Based on the pre-programme readings, each student will write three keywords for civil society diplomacy. The resulting word cloud must be saved for later discussion.
5. In teams of 5, discuss whether the results met or contradicted your individual expectations.
6. Present your conclusions to the other teams.
7. Contribute to the group reaching a conclusion regarding individual vs. group perspectives.

BIODANZA

Presentation

Intercultural communication and Ubuntu (Teamwork): Humanistic approach from an open understanding of culture and ethical affective co-working.

Delivery

Lecture and workshop with music and movement

Duration: 3 hours

Rationale

Far away from stereotyped ways of seeing cultures and countries, or a close approach to culture, this hands-on activity will challenge perspectives and invite the participants for the otherness, while respecting the self and own needs. After an introduction to an open understanding of intercultural communication, there will be a workshop with movement and music where the participants will experience that collaboration and teamwork based on a collectivist and group (I am because we are - Ubuntu) brings affective bonding, fosters cooperation and creates winning teams. It also allows the group integration of the participants, creating the groundwork for the learning process.

Literature list

López-Rodríguez, M. M., Baldrich-Rodríguez, I., Ruiz-Muelle, A., Cortés-Rodríguez, A. E., Lopezosa-Esteba, T., & Roman, P. (2017). Effects of Biodanza on stress, depression, and sleep quality in university students. *The Journal of Alternative and Complementary Medicine*, 23(7), 558-565. DOI: 10.1089/acm.2016.0365

DAILY DIARY

MARPE Diplo Diary (daily reflection time)

Duration: 30 min / day

At the end of each day students are given a 30 minutes reflection time. This should be used to write down the academic, pedagogical and intercultural highlights of the day. At the end of the programme the students should have a document reflecting the story, thoughts & insights of each day, resulting in a diary of their individual experience.

The daily diary entries can be in the form of text, video or audio recordings, or drawings/graphics.

At the end of the programme a sharing* session will be organised, discussing the similar and different experiences. The session can be included in the feedback section for the programme.

*Students can opt out of this activity if they do not feel comfortable with sharing their diary.

JAM SESSION

Principle

This educational activity is inspired by musical improvisation sessions. It takes place in a friendly, informal and unconventional space that is not a usual pedagogical space, in order to break the codes. The teacher uses an illustrated presentation and stimulates a wide range of exchanges to bring the students to co-construct a shared vision of the main concepts of the program through improvisation.

Duration: 3 hours

Steps:

1. Start the session with a slide show explaining the importance of each individual's participation in the collective intelligence process.
2. Propose a word corresponding to a concept and ask the students to react by association of ideas, spontaneously, without prior reflection, on a collaborative tool allowing to visualise the links.
3. Form small groups of students (4-5) for each concept and ask them to work on producing a definition.
4. Bring the groups back together and share the results, engage in a new discussion for each concept on each element of the definitions.
5. Organise a round-up session.

WORKSHOP: CHECKPOINT CHARLIE

Aim and objectives

To facilitate group work on a given topic connected to a core concept of the programme.

To enable a nuanced understanding of the concepts of the programme in a simulated, applied context.

Duration: 1 day

Steps

1. Students receive the assignment requirements (see Assignment 2) on the online platform dedicated to the programme.
2. The programme team briefs the student teams on the assignment.
3. The programme team is available all day long at specific time slots (checkpoints) for online/offline Q&A sessions.
4. Student groups work autonomously.
5. At the end of the working session, students upload the following on the online platform dedicated to the programme: summary - 10 lines, reference list, powerpoint presentation.
6. Each student group delivers a 10 min. presentation, highlighting its work.
7. Students receive feedback on content.

WORKSHOP: BUILD A CASE STUDY

Aims and objectives

To sum up the main characteristics of civil society.

To explore the process and structure of a case study.

To enable students to create their own civil society diplomacy case study.

Didactics (approach)

Presentation, group work.

Duration: 1 day

Expected outcomes/output

To have a clear understanding of the main concepts of civil society diplomacy.

To acquire a working knowledge about building a case study.

To create a civil society diplomacy case study that will represent the basis for the visualisation workshop.

Literature list

Prud'homme-Généreux, A. (2015). A Step-by-Step Guide to Students Writing Case Studies (and Tools for Novice Case Authors). *Journal of College Science Teaching*, 44(6), 57-65. Available at: <http://www.jstor.org/stable/43631998>

Yi, K., & Hayes, P. (2015). The Implications of Civic Diplomacy for ROK Foreign Policy. In P. Hayes, & K. Yi (Eds.), *Complexity, Security and Civil Society in East Asia. Foreign Policies and the Korean Peninsula* (pp. 319-392). Cambridge, UK: Open Book Publishers. DOI: 10.11647/OBP.0059

WORKSHOP: FAKE NEWS & DISINFORMATION

Aims and objectives

To present verification techniques that can be used in order to avoid misinformation and disinformation.

To discuss the process of debunking false news and conspiracy theories (when, why and how).

To discuss success stories (Snopes, Les Décodeurs, Stop fake, EU vs Disinformation).

Didactics (approach)

Lecture, case studies, discussion

Verification and debunking exercises

<https://firstdraftnews.org/en/education/curriculum-resources/?archive-category-filter=verification>

Expected outcomes/output

To understand the complexity behind the much-used term fake news.

To experience several verification techniques, using online tools.

To understand media literacy and debunking as imperfect, but much-needed processes against disinformation and misinformation.

Literature list

Chan, M. P. S., Jones, C. R., Hall Jamieson, K., & Albarracin, D. (2017). Debunking: A meta-analysis of the psychological efficacy of messages countering misinformation. *Psychological Science*, 28(11), 1531-1546.

Lewandowsky, S., Ecker, U. K., Seifert, C. M., Schwarz, N., & Cook, J. (2012). Misinformation and its correction: Continued influence and successful debiasing. *Psychological Science in the Public Interest*, 13(3), 106-131.

WORKSHOP: VISUALISATION OF CSD

Aims and objectives

To create a visual, hand-drawn story of a civil society diplomacy situation, a case study.

To transform a textual story into a visual story, so going from storytelling to storydrawing.

Didactics (approach)

Lecture, discussion

Hands-on practice: creating the graphic representation of the case studies

Public exhibition

Expected outcomes/output

This is an introductory graphic recording workshop. The students will understand where to start, how to organise and illustrate their ideas, how to draw some basic figures/images/icons.

Using visual storytelling will stimulate the teams and improve students' social and problem-based learning.

Literature list

Hautopp, H., & Ørngreen, R. (2018). A Review of Graphic Facilitation in Organizational and Educational Contexts. *Designs for Learning*, 10(1), 53–62.

Sibbet, D. (2001). *A graphic facilitation retrospective*. The International Association of Facilitators: The Art and Mastery of Facilitation – Navigating the Future IAF Conference, 2001, May 16–20. Minnesota.

WORKSHOP: PECHAKUCHA

PechaKucha's 20x20 presentation format shows your 20 chosen images, each for 20 seconds. In other words, you've got 400 seconds to tell your story, with visuals guiding the way. PechaKucha means "chit chat" in Japanese. This creative outlet began as nighttime get-togethers in Tokyo in 2003 by two renowned architects.

<https://www.pechakucha.com/>

Steps

1. Students work in groups of 5.
2. Each team develops a communication strategy for a civil society diplomacy actor. A PechaKucha can be done for each type of diplomacy or just for one.
3. On 1 A4 page, each team writes the communication strategy following these components: Mission, Objectives, Public(s), Positioning, Insight(s), Message, Evaluation.
4. Each team delivers a presentation in a PechaKucha format (20 powerpoint slides / 20 seconds each slide)
5. Students receive feedback on format and content.

WORLD CAFÉ

Aim and objectives

To foster large group dialogue in a simple, effective, and flexible way.
To enable open discussion, critical analysis, and constructive feedback.

Steps based on the components of the basic World Café model:

1. Students are divided into teams.
2. Each team is assigned a table.
3. Each table is "visited" / animated by a moderator who is assigned a topic: programme organisation, social life, pedagogy, public diplomacy, organisational diplomacy, civil society diplomacy.
4. After 10 minutes of discussion and brainstorming in which students share their experiences, insights and feelings, the moderator moves to a different table and is replaced by a moderator assigned with a different topic. The activity ends when all students have discussed all 6 topics.
5. The moderators summarise their collected information and draw conclusions. Depending on the context, the conclusions can be shared and discussed with the participants.

ASSIGNMENTS



ASSIGNMENTS

The students can be evaluated on **three or four topics**.

The first 3 assignments are compulsory, the last assignment is optional.

Depending on the context, **ECTS** can be awarded.

All assignments will be evaluated by a team of minimum of 2 lecturers.

FIRST assignment

SECOND assignment

THIRD assignment

FINAL assignment

FIRST ASSIGNMENT*

Subject

Drawing on your initial experiences, readings, and outcomes of the 'cross-group debate' reflect on the issues facing public diplomacy, its characteristics, and definitions.

Based on the pre-readings, from the activities "Pre-programme quiz" and "Words matter", write (individually) three keywords for public diplomacy / for organisational diplomacy / for civil society diplomacy. Photograph successively the resulting word cloud.

In teams of 5, discuss whether the results met or contradicted your individual expectations. Present your conclusions to the other teams. Contribute to the group reaching a conclusion regarding individual vs. group perspectives.

Format

Visualisation + conclusions of all perspectives on 1 A4 page (individually)

What and how to evaluate?

Criteria	%
Synthesis skills reflecting a correct understanding of the 3 topics	40%
Discussion and definition of a group perspective on the 3 topics	40%
Report: clarity	20%
Total	100%

*This assignment is connected to the activities "Pre-programme Quiz" and "Words matter".

SECOND ASSIGNMENT*

Subject

Drawing on your developing experience, readings and theoretical inputs, as well as the inputs from the activity "Workshop - Checkpoint Charlies", undertake a critical evaluation on:

What are the impact and the effects when Public Diplomacy & Organisational Diplomacy interrelate? A critical analysis of the role of strategic communication dealing with this potential situation.

Format

Summary - 10 lines, reference list, powerpoint presentation

Delivery of a 10 min. presentation

What and how to evaluate?

Criteria	%
Presentation (powerpoint - 20 min) and group work	20%
Correct, complex and current use of referencing and sources	10%
Critical evaluation	40%
Correct understanding of analysed concepts	30%
Total	100%

*This assignment is connected to the activity "Workshop: Checkpoint Charlie".

THIRD ASSIGNMENT*

Subject

Become a Civil Society Diplomat: develop a communication strategy for a civil society diplomacy actor.

Components of the communication strategy: mission, objectives, public(s), positioning, insight(s), message, evaluation.

Format

Slide show presentation in a PechaKucha format

What and how to evaluate?

Criteria	%
Presentation (PechaKucha) and group work	10%
Correct understanding and use of the role of civil society diplomacy	30%
Coherence and feasibility of your chosen perspective/strategy	40%
Visual discourse and and rhetoric	20%
Total	100%

*This assignment is connected to the activity "Workshop: PechaKucha".

Final assignment

Subject

Write a 3000-words reflective essay, which draws on the topics covered in the MARPE Diplo Curriculum to evaluate the role of public relations, strategic communication, and ethics in the Public, Organisational and/or Civil Society Diplomacy process. Conclude your essay with guidance on the future agenda of Public, Organisational and/or Civil Society Diplomacy with supporting evidence. Your paper needs to draw on relevant readings and theoretical frameworks.

Format

Individual reflective essay

What and how to evaluate?

Criteria	%
Clarity of expression and writing style	10%
Correct, complex and current use of referencing and sources	10%
Critical reflection on public, organisational and/or civil society diplomacy from a communicational point of view	50%
Guidance and rationale on future agenda	30%
Total	100%

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Disclaimer

To whom it may concern, this is an original curriculum proposal of the MARPE Diplo team, developed within the Erasmus+ MARPE Diplo project and the MARPE epistemic community.

You are free to use it for pedagogical purposes. If you do so, please let us know about it. In the Erasmus+ spirit of collaboration and openness, we would like to share with you our experiences and recommendations, as well as hear from you about the results, strengths and weaknesses, or suggestions for improvement.

In case of implementation by a third party, the MARPE Diplo team has no responsibility for eventual bad results or lack of satisfaction from participants.

The MARPE Diplo team gives no guarantee of success because training and pedagogical approaches are about the content (guidelines you can find in this document) and the personal competencies of the trainers. It is also important to create the appropriate scenario and environment, people-centred and collectively-driven, something that we succeeded in achieving within the MARPE Diplo team and project, but cannot guarantee outside it.

The MARPE Diplo LLL Curriculum can be used together with other MARPE Diplo outputs that can be found on the MARPE website:
<http://marpenetwork.eu/marpe-diplo-results/>

- MARPE Diplo Glossary
- MARPE Diplo Book
- MARPE Diplo Master Curriculum
- MARPE Diplo Literature Review
- MARPE Diplo conceptual videos

Contact

NATIONAL REPRESENTATIVES

Hélène BOULANGER - helene.boulanger@univ-lorraine.fr

Université de Lorraine, France

MARPE Diplo project coordinator | MARPE network national representative in France

Anne-Marie COTTON - am.cotton@arteveldehs.be

Artevelde University of Applied Sciences, Belgium

MARPE network coordinator | MARPE network national representative in Belgium

Susana de CARVALHO - sspinola@iscsp.ulisboa.pt

ISCSP, Universidade de Lisboa, Portugal

MARPE network national representative in Portugal

José MARTÍNEZ SÁEZ - pemartinez@uchceu.es

Universidad Cardenal Herrera - CEU, Spain

MARPE network national representative in Spain

Anca ANTON - anca.anton@fjsc.ro

University of Bucharest, Romania

MARPE network national representative in Romania

ONLINE AND SOCIAL MEDIA

contact@marpenetwork.eu

<http://marpenetwork.eu/>

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