SYLLABUS: NATION BRANDING

GENERAL ASPECTS

NAME OF THE COURSE : Nation Branding
CODE : RIC161
CREDITS : 10
LECTURER : Prof. Matthias Erlandsen
E-MAIL : matt.erlandsen@gmail.com [Subject: UDD – NB]
OFFICE HOURS : Upon request by e-mail
CLASSROOM : Y419
SCHEDULE : Monday H2-H3 (10:00 – 12:-50).

COURSE DESCRIPTION

This course is an introduction to the concept of nation branding, broadly defined as the overall attempts to influence how a nation is perceived by target audiences. In the last few decades, more and more countries started investing on various tools, ranging from corporate branding techniques to public diplomacy, to manage their reputation in the global marketplace. During the course, students will learn about the reasons for the increased interest, investigate the interdisciplinary nature of nation branding studies, and develop the skills necessary to design and implement a nation branding campaign.

In an increasingly globalized world, the importance of managing country reputations and international images has risen exponentially in recent years. More than ever, governments must take pains to message diverse sets of key stakeholder groups –often with contradictory interests-- including potential investors and tourists (both foreign and domestic), the global press, bond markets, and international watchdog NGOs, to say nothing of domestic elites and national populations. This course will explore the strategies they use to do so.

Students from many disciplines across campus are enrolled in our course. This is an important opportunity to examine scholarship from different perspectives and to interact with students from different majors. You will do this in part by writing and talking about nation branding in the contemporary world.

SKILLS

GENERAL SKILLS

- Communications: The ability to convey information to another effectively and efficiently, both orally and written, in a clear, precise, and assertive way.
- Teamwork: cooperation, using individual skills and providing constructive feedback, despite any personal conflict, cultural differences, or personal skills among the members of each class.

TRANSVERSE SKILLS
- Critical thinking: intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- Conceptual combination: fundamental cognitive process by which two or more existing basic concepts are mentally synthesized to generate a composite, higher-order concept. The products of this process are sometimes referred to as "complex concepts." This will allow the students to use a finite number of concepts which they already understand to construct a potentially limitless quantity of new, related concepts.

SPECIFIC SKILLS
By the end of this course, you will be able to:
- Explain the concepts of nationalism and nation building.
- Discuss the social aspects of time and space concepts.
- Present a multi-disciplinary solution for nation branding-related problems.
- Design and implement nation branding campaigns
- Follow the changes in the field of nation branding.

OBJECTIVES OF THE COURSE
CONCEPTUAL LEVEL:
- The students will learn about the concepts of nation branding in International Relations and Social Sciences, with focus on the management of public information.

PROCEDURAL LEVEL:
- The students will be able to integrate skills and knowledge previously acquired through their college studies, as well as to determine their best skills when working with multicultural and multidisciplinary topics and members.
- The students will be able to develop basic skills in social science research, taking in consideration the globalized world and the current international affairs.

ACTITUDINAL LEVEL:
- The students will be able to improve their written, oral, and listening skills in English.
- The students be results-oriented in terms of communication goals, complying with deadlines.

COURSES POLICIES

Email and iCursos
Throughout the semester, expect to receive e-mails from me regarding the course. As such, ==it is important that you check your UDD e-mail account regularly and make sure that course e-mails are not going to your junk folder.==

All e-mail is automatically sent to students' @udd.cl accounts. Therefore, you must regularly check your UDD e-mail. Note, though, that UDD has good firewalls. You must use your UDD e-mail to contact your instructor. Your instructor will not reply to e-mails sent from non-UDD accounts. Plus, e-mail from accounts other than your UDD account may not get through anyway.

Readings are available online in iCursos, although you are encouraged to personally seek for each paper, book, or chapter in the bibliography of this syllabus.

To succeed in this course, it is essential that you have regular and reliable online access. Your instructor may post announcements and/or send out individual and class e-mails with updated information about the class. Consequently you should regularly (i.e., daily) check iCursos.

Late Work
Computer and/or system problems do NOT excuse late work or missed exams. Students who wait until the last minute to submit assignments are taking a huge risk. Computer, internet, and life-related problems happen every day, and they are almost always unexpected and seemingly beyond one's control. Be prepared by completing your assignments early. In general, you should prepare your work ahead of deadline. Penalties will apply to all late work unless advance arrangements have been made with the instructor. Deadline extensions will be considered ONLY for those who immediately provide written and verifiable documentation of severe illness, death in the immediate family, or official UDD-related business.

Academic Integrity and Academic Misconduct
UDD's *Reglamento de Disciplina del Alumno* (https://bit.ly/2KV5dZm) defines academic misconduct as any activity that violates "*una conducta ética y de respeto con la Universidad, sus autoridades, profesores, personal y estudiantes de ésta y con cualquier persona natural o jurídica con la que la Universidad haya celebrado algún convenio académico o reciba o preste servicios.*" While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:
- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;

- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's *Reglamento de Disciplina del Alumno* and this syllabus may constitute "Academic Misconduct." Ignorance of the University's *Reglamento de Disciplina del Alumno* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Reglamento de Disciplina del Alumno* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Reglamento de Disciplina del Alumno* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Technology Use and General Politeness
Accordingly, our classroom meetings should be focused on discussion —not for texting, web browsing, e-mailing, etc. Technology use such as noisy cell phones, Internet shopping, and text messaging at your desk are a distraction to the instructor and your fellow students. Please be respectful of those around you by turning off or silencing your phone and putting it away before class.

Laptops and other portable electronic devices **should NOT** be used in the classroom unless explicitly required as part of the day's topic. This is becoming standard practice in courses in our department by most every instructor. Violation of this policy may result in the student being asked to leave the classroom.

Notes may be taken with paper and pen. Not only is this courteous for those around you who are spending their time and money in the classroom without being distracted by those around them, it is also beneficial for you as a student. Here's why:

Although laptops or tablets can be used for productive purposes in a classroom, it is my observation (reinforced by growing academic research) that they primarily serve as distractions—to those who use them, those nearby, and the person leading the class. Although some might argue that laptops are beneficial for taking notes, considerable scientific research demonstrates that using laptops for note

taking impedes learning compared to paper and pen note taking. If you'd like to read a brief summary of just some of the evidence, check out the Scientific American article "A Learning Secret: Don't Take Notes with a Laptop": http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/

To maintain an atmosphere conducive to learning during the discussion-based classroom meetings of this course, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

Disruptions: Disruptions and distractions (including talking during lecture; text messaging or other phone or computer use), threatening behavior, and negative participation (e.g., use of inappropriate language or derogatory speech) will not be tolerated. Any student who engages in such behavior may be asked to leave class, and be reported to the corresponding authorities at the University. Cell phones are considered a disruption. Turn your cell phone off completely before the start of class. Not just the ringer—completely off.

Attendance and participation: We will have a lecture and discussion format in classroom sessions. Attendance is required at all class sessions. We will take attendance each day the class meets. Falsification of attendance records can be treated as an instance of academic misconduct.

You will need to participate actively in order to get maximum benefit from the course. Evidence clearly shows that students who come to class regularly and engage in discussion learn more and generally do better in the class. This means you will need to come to the class, stay for the entire period, and be prepared for it by reading the assigned materials in advance. This is very important. Please make an effort to be on time for the class.

Attendance and Participation are worth 5% of your final grade. Students will be evaluated on their ability to intelligently discuss the assigned materials. The first, minimum component of participation is class attendance. I expect students to attend all class sessions unless serious circumstances make doing so impossible. ALL students will be expected to participate fully in the class by both asking questions AND answering them. Participation might also be assessed through relatively easy in-class pop quizzes that will simply appraise whether you prepared for class by familiarizing yourself with that day's materials. We can also have some brief impromptu assignments responding to news and events.

To earn full credit for participation, you should (1) be prompt and attend all classes, (2) complete all readings prior to class, (3) consistently participate in class discussion, (4) display an understanding of the readings and demonstrate an ability to apply course concepts, and (5) complete any participation assignments presented during the course.

Diversity statement: This course embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. This space will be dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Read this syllabus carefully. By remaining enrolled in the class, you have accepted the conditions and requirements of the course. The requirements and rules indicated in this syllabus are non-negotiable. You should drop the class immediately if any aspects of the course, its rules, and/or requirements are not acceptable to you.
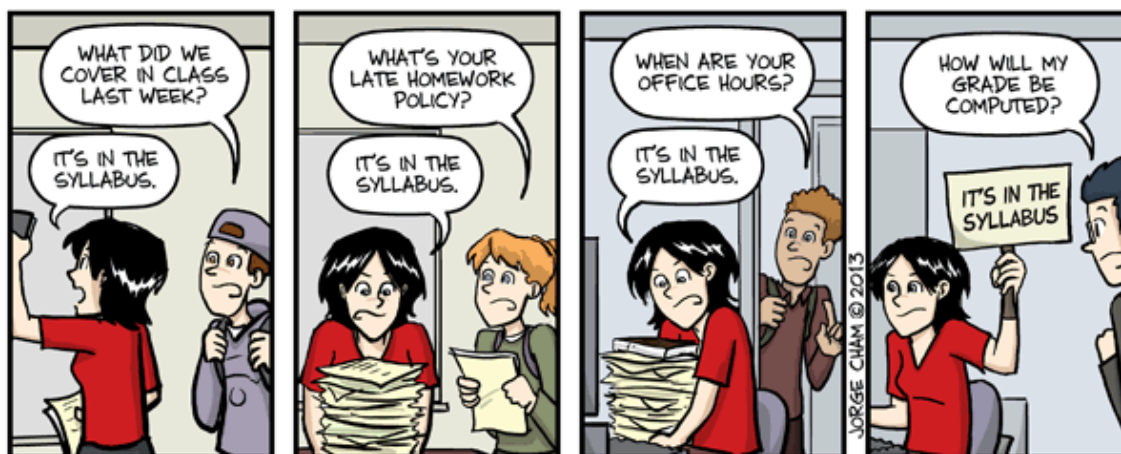
SCHEDULE & BIBLIOGRAPHY (SUBJECT TO REVISION AND CHANGES)

Week 1, March 2
Instructor, course, and syllabus introduction.
What is nation branding?
Dinnie, K. (2008). The relevance, scope and evolution of nation branding. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 3-34),* Oxford, UK: Elsevier.

Week 2, March 9
Measurements practices in nation branding
Sevin, E. (2014). Understanding cities through city brands: City branding as a social and semantic network. *Cities, 38*, 47–56. doi: 10.1016/j.cities.2014.01.003

Week 3, March 16
Nation branding & national identity
Dinnie, K. (2008). Nation branding and national identity. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 105-130),* Oxford, UK: Elsevier.

Week 4, March 23
Brand identity and positioning
Dinnie, K. (2008). Nation-brand identity, image and positioning. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 35-56),* Oxford, UK: Elsevier.

Week 5, March 30

Understanding the nation branding projects

Dinnie, K. (2008). From country-of-origin and national identity to nation branding. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 131-160),* Oxford, UK: Elsevier.

Week 6, April 6

Nation branding equity

Dinnie, K. (2008). Nation-branding equity. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 57-74),* Oxford, UK: Elsevier.

Deliver of Teju Cole's Open City Book Review.

Cole, T. (2012). *Open city: A novel.* New York City, NY: Random House.

> This book is available in Amazon (http://amzn.com/0812980093), with delivery to Chile for the paperback edition. PLAN IN ADVANCE WHEN TO BUY IT, DUE TO DELAYS IN DELIVERING.
> You can also find it in Kindle, audiobook, and hardcover versions.
> You can find the .mobi version in Canvas, which opens in Kindle app for both Mac (mobile and computer) and PC.

Week 7, April 13

Nation branding and Country-of-Origin

Dinnie, K. (2008). Nation branding and the country-of-origin effect. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 77-104),* Oxford, UK: Elsevier.

Week 8, April 20

Elements of nation branding strategy

Dinnie, K. (2008). Elements of nation branding strategy. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 207-236),* Oxford, UK: Elsevier.

Week 9, April 27

Sign up with groups for the final project.

Pragmatic challenges to nation branding

Dinnie, K. (2008). Pragmatic challenges to the nation-branding concept. In K. Dinnie, *Nation branding: Concepts, issues, practice (pp. 181-206),* Oxford, UK: Elsevier.

Week 10, May 4

Nation branding and theory, and the future of nation branding

Lucarelli, A., & Berg, P. O. (2011). City branding: a state-of-the-art review of the research domain. *Journal of Place Management and Development, 4*(1), 9–27. doi:10.1108/17538331111117133

Week 11, May 11

Deliver of Tourism Guide of your own home city.

Workshop 1.

Week 12, May 18
Workshop 2.

Week 13, May 25
Workshop 3.

Week 14, June 1
First pitch.

Week 15, June 8
Workshop 4.

Week 16, June 15
Workshop 5.

Week 17, June 22
Final pitch (Exam).

GRADING, ASSIGNMENTS, AND EXAM

This course contemplates:

Attendance (70% of attendance in order to pass the class)		: 8.3% (5% of the final mark).
1 Reading Control		: 25% (15% of the final mark).
1 Tourism Guide		: 25% (15% of the final mark).
1 First Pitch		: 41.6% (25% of the final mark).
	SUBTOTAL BEFORE EXAM	: 60% of the final mark.
1 Final Pitch		: 40% of the final mark.
	TOTAL AFTER EXAM	: 100%

Students whose health or travelling schedule renders them unable to complete any assignment should contact the professor BEFORE DEADLINES under non-exceptional circumstances. Every student MUST deliver all his/her assignments BEFORE the Final Pitch under non-exceptional circumstances, if he/she does not comply, then he/she will not be able to present the final pitch, and therefore will fail the class automatically.

Reading Control. You will need to write a book review of up to 5 pages (letter size, Times New Roman 12 pts, 1.5 line space, normal margins, in Microsoft Word format .doc or .docx) about Open City: A Novel, by Teju Cole, 2012.

Assessment criteria (not necessarily in strict order as here stated):

Short abstract of the whole book	20%
Which elements are present in the book related to nation branding that you can spot?	30%
Why do you think this is a good (or bad) way to promote a place brand?	20%
What would you change on the way the city is portrayed?	25%
APA (or other) citation standard, if needed	5%

Due date: April 6th, 2019. Printed, at the beginning of the class. Personal assignment.

Tourism Guide. You will need to design a tourism guide of up to 20 pages on your own home city, including: how to get to the place; basic facts about the place for a traveller; at least 5 best places to see, to eat, to shop, and to stay; a short history of the place (why is it important? Culture, people, history); and to pay attention to the graphic design as well as whether there is any nation branding campaign.

Assessment criteria:

How to	10%
Basic	10%
Best Places	15%
Short history	35%
Graphic Design + WOW Factor	25%
APA (or other) citation standard, if needed	5%

Due date: May 11th, 2019. Printed, at the beginning of the class.

First Pitch. You will present a sales-pitch to me and your colleagues based on the country that you chose, and the nation branding problems that you spotted. You will have up to 30 minutes to present the ideas. Then you will have 15 minutes of questions and feedback. You are expected to use as much resources as you wish (e.g. audio-visual assets).

Assessment criteria:

SWOT analysis on the country/place chosen	50%
Theoretical framework related to the contents of the class	40%
English & Oral skills	10%

Due date: June 1th, 2019. Groups of up to 5 people. You will need to sign up with your classmates and state the place to work on no later than April 29th, 2019.

Final Pitch. You will present a sales-pitch to me and your colleagues based on the country that you chose, and the nation branding proposal to solve those spotted problems, with affordable and achievable solutions. You will have up to 30 minutes to present the ideas. Then you will have 15 minutes of questions and feedback. You are expected to use as much resources as you wish (e.g. audio-visual assets). You will leverage the frameworks in the course to craft a high-level nation branding strategy that will most effectively solve the problem you presented in your pitch. Provide *specific recommendations,* with an

analysis of the pros and cons and competing factors. Ensure you address *the most relevant and important* aspects of nation branding addressed in the course —*as they pertain to your selected country/place.*

Assessment criteria:

Theoretical framework related to the contents of the class	20%
Project and creative solution	50%
Key Performance Indicators	10%
Inclusion of the feedback from previous pitch	10%
English & Oral Skills	10%

Due date: June 22nd, 2019.

American Psychological Association (APA) Standards

It is expected that you will conduct independent research. Each written assignment will be prepared in accordance with American Psychological Association (APA) standards for citations and documentation of references, etc.

American Psychological Association (APA) standards for citation and references are detailed below and at the APA Style web site's The Basics of APA Style: http://www.apastyle.org/learn/tutorials/index.aspx

1. Papers must be typed on a computer, in Microsoft Word .doc or .docx format, using letter size paper, portrait.
2. The text in the paper must be double-spaced using Times New Roman, 12 points only.
3. Leave only one space after periods and other punctuation marks.
4. The margins of the document must be one inch on all sides. Paragraphs are to be indented on one-half inch from the left margin (five spaces or press "Tab" once).
5. All pages are to be numbered consecutively in the bottom right corner.
6. Use either italics or underlining consistently throughout the document for the titles of longer works and, only when necessary, to provide emphasis.
7. Footnotes must be in consecutively Arabic numbers (1, 2, 3…)
8. References are to be at the end of your paper, starting on a separate page.

APA assistance also available online at the Purdue Owl web site:
https://owl.english.purdue.edu/owl/resource/560/01/

If you have any question, please ask the librarian at the reference section.