INTE-GE 2804: International Educational and Cultural Relations

Professor: Alexandra Wood
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Office Hours: Wednesday, 11:00 am to 1:00 pm - by appointment
Class Meets: Monday, 2:00 to 3:40 pm
Global Center for Academic & Spiritual Life (GCASL) / 238 Thompson Street
Room 288

Course Description

This course will examine international educational and cultural exchange as a form of public diplomacy. After considering the theory of “soft power” in international relations, students will trace the history of U.S. public diplomacy from the Cold War to the present. The course will then examine why governments and institutions view educational and cultural exchange as an effective way to influence public opinion and to promote desired images abroad; through a series of case studies, students will analyze specific examples of such initiatives. Next, we will survey some of the major challenges related to educational exchange programs today – notably, concerns about academic freedom and international security – and consider the extent to which social media has become a public diplomacy tool. In addition to various in-class discussions, lectures, exchanges with guest speakers, multimedia illustrations, readings, and case studies, students will gain practical experience by preparing a grant proposal for an international educational exchange program funded by the U.S. government.

In many regards, the United States has been at the forefront of utilizing international educational exchange to advance its national interests. Although the course largely focuses on U.S.-sponsored education programs, students will have the opportunity to compare public diplomacy initiatives sponsored by other nations.

Learning Objectives

Upon completion of this course, students will be able to:

- Understand the benefits and limitations of soft power
- Scrutinize various forms of public and cultural diplomacy, and identify key actors and organizations involved in such efforts
- Compare educational and cultural exchange programs administered by the U.S. and other national governments
- Identify on-going and emerging challenges for educational exchange program administrators and participants
Required Readings

For purchase at NYU Bookstore:


All additional required readings (◇) and most recommended readings are available via NYU Classes.

Assignments and Grading

Grant Proposal Group Project (40%)
In a group of three students, you will prepare the major portions of a U.S. federal grant proposal: a 300-word executive summary; a 10-12 page project narrative; a 10-12 page syllabus / detailed schedule program activities; a 5-page budget summary and narrative; and a 2-page description of an evaluation plan. The grants will be selected from open or recent “Request for Grant Proposals” sponsored by the Bureau Educational and Cultural Affairs at the U.S. Department of State. A list of possible proposals will be distributed at the beginning of the semester, and this assignment will be due in class on November 18.

Class Participation (20%)
Successful class participation means close reading, serious reflection, regular attendance, and willingness to question, share perspectives, and listen respectfully with your colleagues. Attendance is mandatory – in the event of emergency circumstances, please email the professor as soon as possible. The class participation grade also requires that you attend office hours (or meet at another mutually convenient time) at least twice during the semester to discuss your progress in the course and on the grant proposal project.

Final Exam (40%)
On this take-home exam, which will be provided in class on December 9 and due via NYU Classes by noon on December 14, you will be expected to demonstrate knowledge of the major themes, issues, and authors addressed during the semester.

Please be aware that:

- A half letter grade will be deducted per day for any assignment handed in after the deadline.
- Plagiarism of any kind is simply unacceptable, and students are expected to adhere to the NYU Steinhardt Statement on Academic Integrity. Any instance of plagiarism – large or small – will result in a failing grade for the course. When in doubt, cite and cite properly using the APA, MLA, or Chicago Style reference system.
I. Foundations

9/9  International Educational and Cultural Exchange as Public Diplomacy

Required - READ BEFORE COMING TO CLASS:

9/16  Soft Power

Required:
- Nye (2005), Soft Power, preface and chapters 1-5.

Recommended:

9/23  The Origins of U.S. Public Diplomacy
- Discuss grant proposal assignment

Required:
- Arndt (2007), The First Resort of Kings, introduction, chapter 1, and chapters 8-19.
- Richmond (2008), Practicing Public Diplomacy, forward, preface, introduction, chapters 7-13, and afterword.

Recommended:
- Bogart (1976), Premises for Propaganda: The United States Information Agency's Operating Assumptions in the Cold War.
- Osgood (2006), Total Cold War: Eisenhower's Secret Propaganda Battle at Home and Abroad.
- Richmond (2008), Practicing Public Diplomacy, chapters 1-6.
II. Power Players

9/30 The Role of the U.S Government in International Educational and Cultural Exchange
- Invited Guest Speaker: Arthur Zegelbone, consultant to the U.S. Department of State, retired Foreign Service Officer, former President of the Lotus Foundation and Director of ESL Language Centers

Required:
❖ Arndt, The First Resort of Kings, chapters 20-24 and afterword.

Recommended:
- Spiller (1966), “American Studies Abroad: Culture and Foreign Policy.”

10/7 Government-Sponsored Educational and Cultural Exchange in Other Countries

Required:
❖ Dale, Cohen, and Smith (2012), “Challenging America: How Russia, China, and Other Countries Use Public Diplomacy to Compete with the U.S.”

Recommended:
- Potter (2009), Branding Canada: Projecting Canada’s Soft Power through Public Diplomacy.

10/14 No Class - NYU Fall Break
10/21 **The University and Public Diplomacy**  
- Invited Guest Speakers: Patricia Chow, Senior Program Officer for Research and Evaluation, Institute of International Education, and Deirdre Sato, Director, International Programs and Services, SUNY Purchase

**Required:**
- Institute of International Education (2009a), *Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities*.
- Institute of International Education (2009b), *Expanding Study Abroad Capacity at U.S. Colleges and Universities*.
- NAFSA (2003), *Internationalizing the Campus: Profiles of Success at Colleges and Universities*.

**Recommended:**
III. Case Studies

10/28 U.S. Department of State Office of Academic Exchange Programs
- Fulbright Program / Institute of International Education
- Study of the U.S. Institutes / Multinational Institute for American Studies, NYU

Required:
- Scott-Smith (2008), “Mapping the Undefinable: Some Thoughts on the Relevance of Exchange Programs within International Relations Theory.”

Recommended:
- Althen (1994), Learning Across Cultures.
- Sussman (1992), The Culture of Freedom: The Small World of Fulbrighters.

11/4 U.S. Department of State Office of International Visitors, Office of Citizen Exchanges, and Office of Global Exchange Programs
- Youth Programs Division
- International Visitor Leadership Program
- Gilman International Scholarship
- EducationUSA

Required:

Recommended:
11/11 Comparative Public Diplomacy
- British Council
- Confucius Institute
- Indian Council for Cultural Relations

Required:

Recommended:
• Suri (2011), “Public Diplomacy and India’s Foreign Policy.”
IV. Opportunities and Challenges

11/18 Academic Exchange and Intellectual Freedom
- Invited Guest Speaker: Robert Quinn, Executive Director, Scholars at Risk Network

Required:
- Jarecki and Zane Kaisth (2009), Scholar Rescue in the Modern World.

Recommended:

➤ Grant proposals due at the start of class on 11/18

11/25 Public Diplomacy 2.0

Required:

Recommended:
12/2  The Future of International Educational and Cultural Exchange
- Invited Guest Speaker: Philip Hosay, Professor and Director of International Education at NYU and Director of the Multinational Institute of American Studies

Required:

Recommended:
- Nakhle (2008), *A Necessary Engagement: Reinventing America's Relations with the Muslim World.*

12/9  Review for final exam

- Final exam due via NYU Classes by noon on 12/14