

SYLLABUS

Cultural Diplomacy and International Exchange

School of International Service
American University

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Fall 2014 Tuesday 8:55am - 11:35am SIS 113
Office Hours: By Appointment

COURSE DESCRIPTION SISU 369.003

This course examines the context, scope, and major issues in cultural diplomacy, including their impact on foreign relations in general, as well as specific foreign policy agendas. There will be a special emphasis on international exchange programs. The methods and complexity of measuring success in these areas are stressed. Students will focus primarily on U.S. government efforts, with some comparative perspectives. Learning about the roles of both institutions and individuals as they exercise influence or “soft power,” students gain a critical understanding of the growing importance of cultural programs, exchanges, and citizen diplomacy in international relations.

COURSE OBJECTIVES—LEARNING OUTCOMES

This course is designed to enable students to:

1. Describe the context, scope, and major issues in cultural diplomacy with special emphasis on international exchange and to examine U.S. Government efforts in this field;
2. Demonstrate the capacity for critical thinking, research and analysis as well as the ability to communicate research results and opinion in an organized and precise way both orally and in writing;
3. Identify primary resources in the field of cultural diplomacy, including bibliography (books, articles, websites), leaders, and organizations.

Grades will be weighted as follows:

Class Participation	10%
Assignment #1 Short Paper	15%
Assignment #2 Interview	15%
Midterm	15%
Assignments #3 and #4 Paper and Presentation	25%

GRADING SCALE

A	95-100	Excellent	C+	77-79	
A-	90-94		C	73-76	Satisfactory
B+	87-89		C-	70-72	
B	83-86	Very Good	D	67-69	Unsatisfactory/Poor
B-	80-82		F		Unsatisfactory/Failure

A superior work (exhibits originality, clarity of exposition, precision, and depth of comprehension as well as mastery of course content)

B good work (content of course firmly in control and handled with some mark of distinction)

C competent work (control of course content is evident)

D less than competent work (deficiencies in either control of course content or in written English)

F failure to meet requirements satisfactorily

I incomplete

ACADEMIC INTEGRITY

By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Academic Integrity Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. The Code's policies and procedures are available in the 2012-2013 American University Student Handbook publication and on-line with this link:

<http://www.american.edu/ocl/studentguide>

1. Plagiarism or cheating of any kind will result in disciplinary action. The University's Academic Integrity Code will be strictly enforced.
2. No incomplete will be granted unless the request is made in writing before the final exam with documentation that explains why the student is unable to complete the course.
3. Classes will only be cancelled when AU is officially closed.
4. Attendance will be taken periodically and unexcused absences may be considered in your final grade.
5. Dictionaries, phones, tablets, and laptops are not allowed during examinations.
6. Please refrain from using laptops and other electronic devices during class.

When writing papers you must properly cite sources (printed and online) 1) directly quoted, 2) paraphrased, or 3) consulted in any fashion. It is also considered plagiarism if you merely rework source material, placing the author's thoughts in other words without contributing your own ideas. For that reason you must include some kind of source note whenever drawing on someone else's interpretation. Please use *A Manual for Writers Chicago Style Guide* by Kate L. Turabian when making citations.

Campus Resources:

If you have trouble in this course, for any reason, please do not hesitate to consult with your professor. In addition to the resources of SIS, the university provides services to support your efforts to meet the course requirements.

- Academic Support Center (ASC), 243 Mary Graydon Center, Ext. 3360
- Counseling Center, 206 Mary Graydon Center, Ext. 3500
- Disability Support Service (DSS), 206 Mary Graydon Center, Ext.3315
- International Student Services, 40 Butler Pavilion, 4th Floor, Ext. 3350
- Student Health Center, McCabe, 1st Floor, Ext. 3380
- Writing Center, 228 Battelle Tompkins Hall, Ext. 2991
- Writing Lab, <http://www.american.edu/ocl/asc/Writing-Lab-About-Us.cfm>

If you have a disability and might require accommodations in this course, please notify your professor with a letter from ACS or DSS so that your needs can be addressed.

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease or other emergency), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, it is committed to ensuring that all aspects of educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty member and/or respective dean's office for course and school/ college-specific information.

EARLY WARNING NOTICES

Undergraduate students may receive Early Warning Notices within the first month of class. These notices are designed to encourage you to contact your faculty member, receive assistance, and develop strategies to improve your performance in the class. Please note that you should seek help throughout the semester when you have questions, fail to submit an assignment, miss a class, or receive an unsatisfactory grade.

ASSIGNMENTS

#1 Please compare and contrast the novel *The Ugly American* by William J. Lederer and Eugene Burdick (1959) with the memoir *The Heart and the Fist: The Education of A Humanitarian, the Making of a Navy SEAL* by Eric Greitens (2011). What key themes and fundamental lessons do the authors convey? Your paper should be 4-5 pages, double-spaced in a 12-point font. **Due: September 9**

#2 Please conduct a separate interview (30 minutes to 1 hour) with three international students (each from a different country) registered at American University (for at least one year) using the interview questions developed and discussed in class. Please upload the responses to Blackboard and also submit a hard copy by the assignment due date. To preserve anonymity, each international student will be identified only by home country—not by name. **Due: September 30**

#3 Please research and write a 10-12 page paper (double-spaced, 12 point font) that focuses on an organization engaged in cultural diplomacy that is at least five years old and of particular interest to you. Describe the organization's mission, a brief history, and primary programs. Include size of staff, annual budget, number of volunteers (if applicable), and how the organization measures its success. Research should include an interview (30 minutes to 1 hour) with a leader of the organization that explores the extent to which the organization engages in the following three of the six practices of high impact nonprofits outlined in *Forces for Good* by Leslie R. Crutchfield and Heather McLeod Grant: policy advocacy, inspiring volunteers, and nurturing nonprofit networks. **One Page Proposal Due: October 28**
Assignment Due: November 26

#4 Please prepare an 8-minute oral presentation in class reporting on the results of your research for assignment #3. These presentations will be made during classes on **November 11** and **December 2**

WEEKLY SUMMARY OF TOPICS AND ASSIGNMENTS

Week 1 August 26 Course Introduction

Soft power uses a different type of currency (not force, not money) to engender cooperation – an attraction to shared values and the justness and duty of contributing to the achievement of those values... Hard and soft power are related because they are both aspects of the ability to achieve one’s purpose by affecting the behavior of others. The distinction between them is one of degree, both in the nature of the behavior and in the tangibility of the resources. Command power—the ability to change what others do—can rest on coercion or inducement. Co-optive power—the ability to shape what others want—can rest on the attractiveness of one’s culture and values.

Joseph S. Nye, *Soft Power: The Means to Success in World Politics*, 2004, page 7

- ★ Introductions, Complete Information Forms, Procedural Discussion
- ★ Definitions: Cultural Diplomacy—a Dimension of Public Diplomacy
- ★ Soft, Hard, and Smart Power

Reading:

- Joseph S. Nye, *Soft Power: The Means to Success in World Politics*, 2004, pages 1-32
- Charles Frankel, *The Neglected Aspect of Foreign Affairs*, pages 67-72
- Amy Zalman, “How Power Really Works in the 21st Century: Beyond Soft, Hard & Smart,” *The Globalist*, July 17, 2012. Available online at <http://www.theglobalist.com/storyid.aspx?storyid=9689>

Week 2 September 2 History and Role in Foreign Relations

Benton: Diplomacy speaks to officials; our information program will speak to peoples. The people of the world are on the march. They are already in touch with each other, through the press and radio and movies; our job is to help them to get correct information about us.

Fisher: That raises a fundamental question: Why has it suddenly become necessary to dispense information about America to the whole world?

Benton: The need is not new; but we’ve only recently begun to meet that need.

“Our International Information Policy,” radio broadcast, December 16th, 1945.
William Benton, Assistant Secretary of State for Public Affairs, and Sterling
Fisher, Director, NBC University of the Air

- ★ The Growing Importance of Public Opinion
- ★ The U.S. Image Abroad Polling Data Factors Shaping Image
- ★ Rhetoric versus Resources
- ★ Discussion of Assignment #1

Reading:

- Martha Bayles, “Through a Screen Darkly,” pages 1-68
- Ralph J. Begleiter, “You Talkin’ to Me?,” *America’s Dialogue with the World* edited by William P. Kiehl, pages 35-46
- James H. Billington, The Intellectual and Cultural Dimensions of International Relations, President’s Committee on the Arts and Humanities, February 28, 1991
- Rachel Maddow, *Drift*, pages 188-215
- Helena K. Finn, “The Case for Cultural Diplomacy Engaging Foreign Audiences,” *Foreign Affairs* Nov/Dec 2003, volume 82, issue 6, pages 15-20

Week 3 September 9 Conceptual Framework Assignment #1 due

Our long-term security will come not from our ability to instill fear in other peoples, but though our capacity to speak to their hopes. And that work will best be done through the power of the decency and dignity of the American people—our troops and diplomats, but also our private sector, nongovernmental organizations, and citizens. All of us have a role to play.

President Barack Obama, National Security Strategy, May 2010

- ★ Major Actors including the U.S. Department of State, Congress, UNESCO
- ★ Relevance to National Security—Role of the U.S. Department of Defense
- ★ Public-Private Sector Partnerships

**Guest Speaker: Rick A. Ruth, Senior Advisor, Office of the Assistant Secretary and Acting Director, Office of Policy and Evaluation, Bureau of Educational and Cultural Affairs (ECA),
U.S. Department of State**

Reading:

- Eugene Burdick and William J. Lederer, *The Ugly American*
- Eric Greitens, *The Heart and the Fist: The Education of A Humanitarian, the Making of a Navy SEAL*

Week 4 September 16 Citizen Diplomacy

Your work is vital. When you open your homes, when you open your communities, when you open your hearts to visitors from around the world, you give your guests a chance to see America at our best. But you not only help acquaint visitors with what is in American hearts and on our minds, you also help to educate Americans about the hopes, fears, and dreams of our visitors. As citizen diplomats, you bring world issues home to the American people in the most direct way possible. Each one of you brings extraordinary passion, extraordinary energy, to promoting international understanding and good will. Colin Powell, U.S. Secretary of State (2001-2005) addressing the 2002 NCIV National Conference

- ★ Definitions, Basic Principles, and History
- ★ Citizen Diplomacy Networks (Global Ties U.S.; Sister Cities International; Friendship Force International; People to People International; PYXERA Global, Center for Citizen Diplomacy)
- ★ Examples of Citizen Diplomacy
 - Honorary Consuls General
 - Chic Dambach
 - John Luckadoo
- ★ Discussion of Assignment 2 — Developing Survey Questions for International Students

Reading:

- President Dwight D. Eisenhower Remarks at People to People Conference. September 11, 1956.
- Martha Bayles, "Through a Screen Darkly," pages 69-89 (the reading ends two pages into the chapter).
- Sherry Lee Mueller, "Professional Exchanges, Citizen Diplomacy, and Credibility" in *America's Dialogue with the World*, edited by William P. Kiehl, pages 59-70
- Larri Jo Starkey "A Citizen of the World" America's Horse (Quarterly for American Quarter Horse Association Members) Volume 15 No. 2 October 2012 pages 10-12

Week 5 September 25 Professional Exchanges

I had made my first visit to the USA in 1967 on one of the 'leadership' programmes run by the American government to bring rising young leaders from politics and business over to the US. For six weeks I travelled the length and breadth of the United States. The excitement which I felt has never really subsided. At each stopover I was met and accommodated by friendly, open, generous people who took me into their homes and lives and showed me their cities and townships with evident pride. The high point was my visit to the NASA Space Center at Houston."

Margaret Thatcher, *Downing Street Years*, 1993, page 153

- ★ Interagency Working Group (IAWG) U.S. Government-Sponsored International Exchanges and Training
- ★ The IVLP as a Case Study
- ★ Outreach to Alumni; Alumni Associations

★ The Complexity of Measuring Success

Reading:

- Giles Scott-Smith, “Her Rather Ambitious Washington Program: Margaret Thatcher’s International Visitor Program Visit to the United States in 1967”
- Giles Scott-Smith, *Networks of Empire: The US State Department’s Foreign Leader Program in the Netherlands, France, and Britain 1950-70*, pages 365-423
- U.S. Government Accountability Office, “Student and Exchange Visitor Program DHS Needs to Assess Risks and Strengthen Oversight Functions,” July 24, 2012. Available online at <http://gao.gov/assets/600/591668.pdf> pages 37-38

Week 6 September 30 Academic Exchanges

Assignment #2 due

We have in the foreign student community in this country something that could be a terrible time bomb or a tremendous source of international understanding—both in what they come to know about us and in what American students learn from them. We are training a generation not only of foreign leaders but of American leaders, and it is terribly important, therefore, that our foreign students not be isolated, that they mix, from a part of the community of the universities where they are studying, for their sakes, but even more for our own.

Moorhead Kennedy, *The Ayatollah in the Cathedral: Reflections of a Hostage*, 1986, page 172

- ★ *Fulbright The Man, The Mission & The Message*, directed by W. Drew Perkins, Rubicon Productions, 2006
- ★ International Student Flows
- ★ Institute of International Education, NAFSA: Association of International Educators, Community Colleges for International Development (CCID), and other key players

Reading:

- Senator J. William Fulbright of Arkansas, speech, December 19, 1974, 93rd Congress, 2nd session, *Congressional Record*, 179, part. 11

- Karin Fischer, “Many Foreign Students Are Friendless in the U.S., Study Finds,” *The Chronicle of Higher Education*, June 14, 2012. Available online at http://chronicle.com/article/Many-Foreign-Students-Find/132275/?cid=pm&utm_source=pm&utm_medium=en
- Elisabeth Gareis, “Intercultural Friendship: Effects of Home and Host Region,” *Journal of International and Intercultural Communication* 2012

Week 7 October 7 Building Civil Society

The knowledge society has to be a society of three sectors: a public sector, that is, government; a private sector, that is, business; and a social sector. And it is also, I submit, becoming increasingly clear that it is in and through the social sector that a modern developed society can again create responsible and achieving citizenship, can again give individuals – and especially knowledge people – a sphere in which they can make a difference in society, and a sphere in which they re-create community.”

Peter Drucker, *Managing in a Time of Great Change*, 1995, page 218

- ★ “Global associational revolution “ Lester Salamon
- ★ Sample organizations: Independent Sector, ACYPL, CIVICUS, International Republican Institute and National Democratic Institute

Reading:

- Leslie R. Crutchfield and Heather McLeod Grant, *Forces for Good*, pages 1-29 and 207-224

Week 8 October 14 Business and Military Exchanges

What distinguishes a warrior from a thug? Certainly it’s not the quality of our weapons or the length of our training. Ultimately we’re distinguished by our values.

Eric Greitens, *The Heart and the Fist: The Education of a Humanitarian, the Making of a Navy SEAL*, 2011, page 228

Mid-term Exam

- ★ International Military Exchange and Training Program
- ★ National Defense University
- ★ PYXERA Global

Guest Speaker: Deirdre White, President and CEO, PYXERA Global

Week 9 October 21 Youth Exchange and Sports Diplomacy

I am back home with family, friends and students. The rest of the program was a huge success both at the personal and the professional level. I feel it was an invaluable opportunity for learning and growth. While in the United States I considered myself an ambassador for my country, now I feel I am an ambassador for both Morocco and the USA to the world.

Moroccan International Leaders in Education Program fellow, 2011

- ★ Review of Mid-term Exam
- ★ Discussion of Assignments 3 & 4
- ★ Sports United, World Learning, CSIET

Reading:

- Carol Atkinson. "Does Soft Power Matter? A Comparative Analysis of Student Exchange Programs 1980-2006." *Foreign Policy Analysis* (2010) pages 1-22

Week 10 October 28 Cultural Diplomacy in Practice

If America is still admired as a city upon a hill, it is not because other powerful regimes and global elites see it as an arsenal of hard power or an engine of material progress, but because ordinary men and women look up to it as a fragile but lasting experiment in setting the better angels of our nature against the worst.

Martha Bayles, *Through a Screen Darkly*

Guest Speaker: Brad Minnick, International Affairs Consultant, former Professor of Practice, Director, Communications & Community Affairs, Africa Center for Strategic Studies, National Defense University

Reading:

- Martha Bayles, "Through a Screen Darkly," pages 113-140 and 188-209

Week 11 November 4 The Arts as Ambassadors

We are returning home reassured that music really is a universal language that can unite diverse peoples. We have proven to ourselves and others... there are no borders for good music. We are all connected through music and we must continue to celebrate this connection, this language that is so important not just to our own culture, but also to cultures around this fascinating world of ours. Peyton Tochtermant, "Diplomacy through Music in Afghanistan", *Utne Reader*, July 11, 2012

Though our poets and Shakespeare lived in different centuries, they share the same insights about the human heart and soul.

Stephen Landrigan and Qais Akbar Omar, *Shakespeare in Kabul*, page 165

- ★ Art Exhibits e.g. Arts in Embassy Program
- ★ Films *Years of Lightning, Day of Drums*
- ★ Music
 - The Power of Jazz--Louis Armstrong to Willis Conover
 - The Marine Band to Garth Fagan Dance

Reading:

- ★ John Brown, "Arts Diplomacy: The Neglected Aspect of Cultural Diplomacy," in *America's Dialogue with the World*, edited by William Kiehl, pages 71-90
- ★ Martha Bayles, "Through A Screen Darkly," pages 233-258
- ★ Watch *The Real Ambassadors'* "Cultural Exchange" video: <https://www.youtube.com/watch?v=qWmicId9ldk> (lyrics available here:

<http://www.epb.uni-hamburg.de/erzwiss/lohmann/Lehre/Wint2-3/cult-ex.htm>)

Week 12 November 11 Tourism, Expos, and Exhibits

Travel has taught me the fun in having my cultural furniture rearranged and my ethnocentric self-assuredness walloped. It has humbled me, enriched my life and tuned me into a rapidly changing world. Rick Steves, *Travel as a Political Act*, page vii, 2009

- ★ Brand USA
- ★ Confucius Institutes
- ★ Oral Presentations

Reading:

- Rick Steves, *Travel As A Political Act*, pages 112-125
- Stephanie Haberman, "Sweden Twitter Experiment Goes Painfully Awry," *Mashable*, June 12, 2012. Available online at <http://mashable.com/2012/06/12/sweden-twitter/>
- Beatrice Camp, "How I Came to Love the Shanghai Expo". *The Last Three Feet: Case Studies in Public Diplomacy*. William P. Kiehl ed. 2012

Week 13 Monday, November 17 Field Trip – National Press Club

Assignment #3 due

9:00am – 11:30am

Tuesday class session for those whose schedules preclude their participation in the field trip.

Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind. Fostering these—leadership, learning, and empathy between cultures—was and remains the purpose of the international scholarship program that I was privileged to sponsor in the U.S. Senate over forty years ago. It is a modest program with

an immodest aim—the achievement in international affairs of a regime more civilized, rational and humane than the empty system of power of the past. I believed in that possibility when I began. I still do.

J. William Fulbright, *The Price of Empire*, 1989, forward page xi

- ★ Students should plan to attend the press conference sponsored by the Institute of International Education where the latest statistics on international students in the United States and American students studying abroad as reported in *Open Doors* are released. An IIE colleague will meet with the class after the press conference.

Reading:

- Alan Dessoff, “Asia’s Burgeoning Higher Education Hubs,” *International Educator*, July August 2012, pages 16-26

November 25 No Class Scheduled

Week 14 December 2 Advocacy

It’s my hope that each of us will emulate these writers. If you can make a movie, make one. If you can sing a song, sing it. If you can write a play, write it. If you want to run for office, run. But do something to make this world a better place. For if each of us follows this example we won’t have to worry about which religion we follow because we will all be united in what we believe, which is service to humanity.

Congressman Keith Ellison, forward to *All-American: 45 American Men on Being Muslim*

- ★ The Art of Advocacy—Partnering with Elected Officials
- ★ Reconciling Patriotism and Global Citizenship
- ★ The Alliance for International Education and Cultural Exchange
- ★ Oral Presentations

Guest Speaker: Mark Overmann, Deputy Director, Alliance for International Educational and Cultural Exchange

Reading:

- Christopher Holshek, "Weapons of Mass Instruction," *Huffington Post*, June 18, 2012. Available online at <http://www.huffingtonpost.com/christopher-holshek/weapons-of-mass-instruction/1605759.html>

Sherry L. Mueller "The Art of Advocacy" in *The Fletcher Forum of World Affairs* Summer 2013

Week 15 December 9 FINAL EXAM

SELECTED WEBSITES

Center on Public Diplomacy. University of Southern California: http://uscpublicdiplomacy.org/index.php/pdin_monitor/

John Brown's Public Diplomacy Press and Blog Review Version 2.0: <http://publicdiplomacypressandblogreview.blogspot.com/>

LJBjbb@aol.com-email to sign up for up-to-date information on public diplomacy