

International Education and Public Diplomacy

The George Washington University | EDUC 6640 – 17 | 3 Graduate Credits | Spring 2020

Time: Saturdays, 9:30am-2:00pm

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NB This syllabus is subject to change at the instructor's discretion (v February 13, 2020).

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Overview

This course introduces students to key theoretical concepts, historical milestones, and contemporary practices of public diplomacy pertaining to education. Public diplomacy can employ communications, information, propaganda, culture, and education as tools to advance the interests of one nation by engaging and influencing the citizens of another nation. We will review common and innovative approaches to engage and influence foreign publics through educational means such as exchange programs and international schools. While many such initiatives rely on soft power or benign persuasion to reach mutual understanding, we will also consider how some actors abuse education's noble mission for subversive purposes through the use of propaganda and espionage. We will also consider how practitioners of public diplomacy have attempted to measure the impact of international education programs before concluding with a review of global perspectives on public diplomacy vis-à-vis international education.

Learning Objectives

- Students will become familiar with theories and key concepts of both international education and public diplomacy and be able to articulate how they relate to one another.
- Students will learn about the histories of international education and public diplomacy.
- Students will understand the challenges of public diplomacy

- Students will learn about important organizations and initiatives at the intersection of international education and public diplomacy and be able to discern high-level differences in the agendas of various practitioners.
- Students will learn how public diplomacy practitioners attempt to measure and evaluate the success of international education programs.
- Students will develop methodological skills in comparison
- Students will become familiar with the public diplomacy environment in the United States and at least one other country

Class Format and Schedule

This course operates as a blended seminar on a bi-weekly schedule. We will convene as a class on four occasions, all Saturdays. All assignments are also due on Saturdays.

January 25	Meet in 2134 G St, NW Room B08, 9:30-11:30am and 12:00-2:00pm
February 8	Meet in 2134 G St, NW Room B08, 9:30-11:30am and 12:00-2:00pm
February 22	Reflection 1
February 29	Comments on classmates' Reflection 1
March 7	Reflection 2
March 14	Comments on classmates' Reflection 2
March 28	Reflection 3; deadlines for approval of presentation country and final paper topic
April 4	Comments on classmates' Reflection 3
April 11	Meet in 2134 G St, NW Room B08, 9:30-11:30am and 12:00-2:00pm
April 25	Meet in 2134 G St, NW Room B08, 9:30-11:30am and 12:00-2:00pm; student presentations
May 2	Final paper due

Assessment

- Attendance/class participation (20 points)
- Reflection papers
 - Reflection 1 due February 22; comments to two classmates due February 22 (10 points)
 - Reflection 2 due March 7; comments to two classmates due March 14 (10 points)
 - Reflection 3 due March 28; comments to two classmates due April 4 (10 points)
- Presentation (20 points)
 - Each student will give a 10-minute presentation on another country's international education and public diplomacy policies/initiatives/challenges, etc. Students can select any country but the United States. No duplicates. Instructor must approve country in advance by March 28.
- Final paper (30 points)
 - Students can write on a topic of their choice (min. 10 pages). Instructor must approve topic in advance by March 28.

Additional information: Reflection papers

On three occasions, students will reflect on a theme by summarizing and comparing texts and suggesting three interesting research questions/issues. Please post your reflection paper by

Saturday evening 11:59 pm. Strictly follow APA Style of References in all your academic writing. Please note that students are expected to read *all* texts, watch *all* videos, and listen to *all* podcasts that are listed as required in the syllabus and not only the three that they select for their reflection paper. Within a week of submitting a reflection paper, students should comment on the reflections of two classmates assigned by the instructor.

Extra Credit

Students can earn up to 5 extra credit points for attending a relevant conference and writing a three- to five-page reflection paper on the experience. Some pre-approved options are listed in the syllabus. Other opportunities require instructor approval in advance. Students must receive approval of reflection topics from the instructor in advance of submission (i.e. even for pre-approved conferences).

Grading Scale

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72)

Readings

The class will rely on Blackboard for access to readings. It is expected that everyone will have completed the readings listed in the syllabus **before** the class in which they are to be discussed. Supplemental readings and additional resources relevant to the study of international education and public diplomacy are posted on Blackboard. Please use them or save them for the future.

Academic Preparation for Learning

According to the Middle States Commission on Higher Education (MSCHE), students enrolled in a three-credit course are expected to engage in a minimum of 112.5* hours of learning during the period of the course. These hours may include the following: attendance and participation, readings and reflections, working with peers and completing all required assignments for the course.

Academic Integrity

Students are expected to act in accordance with the Code of Academic Integrity. All written work must be your own. Academic integrity is particularly important as regards the attribution of others' ideas and wording. Please address any questions to me, as it is always easier to deal with potential issues before they arise. Moreover, please inform me if you are going to use a proofreader or editor, or if you are getting substantial assistance from someone else. If you are carrying out similar research for two classes, you must gain permission from both instructors.

Accommodations for Special Needs, Access and Religious Holidays

Please let me know if you have special learning needs requiring accommodation, if access to my office is difficult (there is no elevator), if religious holidays conflict with class work, or if any personal family or health situations require special consideration.

E-mail policy

I check email several times a day Monday-Friday, 9:00am to 5:00pm and respond within 24-48 hours. If your email necessitates lengthy clarification of class readings or discussions, please request to have a discussion during office hours.

Important University Information

To Report an Emergency or Suspicious Activity: Call the GW Police Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon). If the line is unavailable or you are calling from another University location or off campus, dial 911.

Shelter in Place – General Guidance

Your first reaction in an emergency should be to stay where you are. Evacuate only if you hear the fire alarm or someone instructs you to evacuate. If you are outdoors during an incident, proceed into the closest GW building unless you are told to do otherwise. No matter where you are on campus, the basic steps of “sheltering in place” are:

- Shelter-in-place in an interior room, above ground level, and with the fewest windows. If there is a large group of people inside a particular building, several rooms may be necessary.
- Shut and lock all windows (locking will form a tighter seal), close exterior doors, and stay away from glass doors and windows.
- Turn off air conditioners, heaters, and fans. Close vents to ventilation systems as you are able (Facilities staff will turn off ventilation systems as quickly as possible).
- Make a list of the people with you and call the list in to GWPD (see numbers above) so they know where you are.
- Visit GW Campus Advisories <http://CampusAdvisories.gwu.edu> or call the GW Information Line at 202-994-5050 for incident updates. If possible, turn on a radio or television and listen for further instructions. If your e-mail address or mobile device is registered with Alert DC, check for alert notifications.
- Make yourself comfortable and look after each other. You will get word as soon as it is safe to come out.

Evacuation

We will always evacuate if the fire alarm sounds or if the building that we are in becomes unsafe. In the event of an evacuation, please quickly gather your personal belongings (purse, keys, cell phone, GWorld card, etc.) and proceed to the nearest exit. Do not use the elevator.

Alert DC

Alert DC provides free notification by e-mail or text message during an emergency. Visit GW Campus Advisories for a link and instructions on how to sign up for alerts pertaining to GW. If you receive an Alert DC notification during class, please share the information immediately.

GW Alert

GW Alert provides popup notification to desktop and laptop computers during an emergency. In the event that we receive an alert to the computer in our classroom, we will follow the instructions given. You are also encouraged to download this application to your personal computer. Visit GW Campus Advisories to learn how.

Additional Information

Additional information about emergency preparedness at GW can be found on GW Campus Advisories <http://CampusAdvisories.gwu.edu>.

Class 1 - January 25 (in person): Theories and Concepts

Introductions, syllabus review, instructor presentation, discussion, watch video

Required reading:

Billington, J. (1992). The intellectual and cultural dimensions of international relations: Present ironies and future possibilities. *Journal of Arts Management, Law, and Society*, 22 (2), 101-117.

Coombs, P (1964). *The fourth dimension of foreign policy: Education and cultural affairs*. New York: Harper & Row.

- Foreword by Senator J.W. Fulbright
- Introduction—The Vantage Point
- Chapter 1, The Underdeveloped Area of U.S. Foreign Policy

Cull, N. (2019). *Public diplomacy, foundations for global engagement in the digital age*. Medford, MA: Polity Press.

- Chapter 1, Diplomacy through Foreign Public Engagement: Core Terminology and History

Knight, J. (2014). Three generations of crossborder higher education: New developments, issues and challenges. In B. Streitwieser (Ed.), *Internationalisation of higher education and global mobility* (pp. 43-58). Oxford, UK: Symposium Books.

Nye, J. (2008). Public diplomacy and soft power. *The ANNALS of the American Academy of Political and Social Science*, 616 (1), 94–109.

Supplementary reading:

Fitzpatrick, K., Fullerton, J., and Kendrick, A. (2013). Public relations and public diplomacy: Conceptual and practical connections. *Public Relations Journal*, 7 (4), 1-21.

Gregory, B. (2008). Public diplomacy: Sunrise of an academic field. *ANNALS of the American Academy of Political and Social Science*, 616 (1), 274-290.

Peterson, P. (2014). Diplomacy and education: A changing global landscape. *International Higher Education*, 75, 2-3.

Szondi, G. (2008). *Public diplomacy and nation branding: Conceptual similarities and differences*. Discussion papers in diplomacy. The Hague, Netherlands: Netherlands Institute of International Relations 'Clingendael'.

January 30 (extra credit): The Walter Roberts Annual Lecture for 2020, "Do Morals Matter? Presidents and Foreign Policy" featuring Dr. Joseph S. Nye, Distinguished Service Professor Emeritus and former Dean Emeritus of the Kennedy School of Government. 6:00-8:00pm (doors open 5:30). [Registration](#) in advance required.

January 31 (extra credit): Inaugural symposium on "Educating Leaders for a Competitive Information Environment: Closing the Gap between Theory and Practice in Professional Military Education." 8:00am-2:00pm. [Registration](#) in advance required (\$15 per person).

Class 2 - February 8 (in person): Histories

Part I: Historical Forces and Key Moments in IE and PD

Instructor presentation, discussion

Altbach, P. and de Wit, H. (2015). Internationalization and global tension: Lessons from history. *Journal of Studies in International Education*, 19 (1), 4-10.

Arndt, R. (2005). *The first resort of kings: American cultural diplomacy in the twentieth century*. Dulles, VA: Potomac Books.

- Chapter 1, Cultural Diplomacy from the Bronze Age to World War I

Beasley, B. (2018). Service learning: Oil, international education, and Texas's corporate Cold War. *Diplomatic History*, 42 (2), 177-203.

Bu, L. (2003). *Making the world like us: Education, cultural expansion, and the American century*. Westport, CT: Praeger.

- Chapter 1, Cultural Expansion: Missionary Thrust of an Ecumenical World
- Chapter 2, Cultural Internationalism: Educational Exchange and Cultural Understanding for World Peace
- Chapter 6, Philanthropy in Cold War Cultural Diplomacy: The Ford Foundation and the New Profession of International Education

Johnson, L. (2017). The Fulbright program and the philosophy and geography of US exchange programs since World War II. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 173-187). New York, NY: Berghahn Books.

Shannon, M. (2017). *Losing hearts and minds: American-Iranian relations and international education during the Cold War*. Ithaca, NY: Cornell University Press.

- Introduction: Education between Iran and the West
- Epilogue

Tsvetkova, N. (2008). International education during the Cold War: Soviet social transformation and American social reproduction. *Comparative Education Review*, 52 (2), 199-217.

Supplementary reading:

Brooks, C. (2015). 'The ignorance of the uneducated': Ford Foundation philanthropy, IIE, and the geographies of educational exchange. *Journal of Historical Geography*, 48, 36-46.

Hart, J. (2013). *Empire of ideas: The origins of public diplomacy and the transformation of U.S. foreign policy*. New York, NY: Oxford University Press.

Iriye, A. (1997). *Cultural internationalism and world order*. Baltimore, MD: The Johns Hopkins University Press.

Kramer, P. (2012). Is the world our campus? International students and U.S. global power in the long twentieth century. In R. Garlitz and L. Jarvinen (Eds.), *Teaching America to the world and the world to America: Education and foreign relations since 1870* (pp. 11-50). New York, NY: Palgrave Macmillan.

Ninkovich, F. (1981). *The diplomacy of ideas: U.S. foreign policy and cultural relations, 1938-1950*. New York, NY: Cambridge University Press.

Johnson, L. (2019). The making of the Fulbright program, 1946-1961. In A. Brogi, G. Scott-Smith, and D. Snyder (Eds), *The legacy of J. William Fulbright: Policy, power, and ideology* (pp. 152-180). Lexington, KY: University of Kentucky

McCarthy, K. (1987). From Cold War to cultural development: The international cultural activities of the Ford Foundation, 1950-1980. *Daedalus*, 116 (1), 93-117.

Schindler, C. (2018). *The origins of public diplomacy in U.S. statecraft: Uncovering a forgotten tradition*. London, UK: Palgrave Macmillan.

Part II: Historical and Contemporary Student and Faculty Mobility

Presentation and interactive session with IIE Open Doors data

Guest speaker: Julie Baer, Research Specialist, Institute of International Education

Class 3 - February 22 (online): People Mobility

Assignment: Compare three exchange programs using public diplomacy concepts. Cite at least three texts. Comment on the papers of two classmates.

Required reading:

- Bettie, M. (2019). Fulbright women in the global intellectual elite. In A. Brogi, G. Scott-Smith, and D. Snyder (Eds.), *The legacy of J. William Fulbright: Policy, power, and ideology* (pp. 181-198). Lexington, KY: University of Kentucky.
- Cull, N. (2019). *Public diplomacy, foundations for global engagement in the digital age*. Medford, MA: Polity Press.
- Chapter 5 - Exchange and Education: The Soul of Public Diplomacy
- Higgin, H. (2017). US exchange programs with Africa during the Civil Rights era. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 216-230). New York, NY: Berghahn Books.
- Osnos, E. (2013, April 26). Rhodes East: Why is the Schwarzman scholarship in China? *The New Yorker*. Retrieved from: <https://www.newyorker.com/news/evan-osnos/rhodes-east-why-is-the-schwarzman-scholarship-in-china>
- Perna, L., et al. (2014). Promoting human capital development: A typology of international scholarship programs in higher education. *Educational Researcher*, 43 (2), 63-73.
- Tournes, L. (2017). New actors of the post-Cold War world (Europe, China, and India): Toward a genuine globalization of scholarship programs. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 305-321). New York, NY: Berghahn Books.
- Tournes, L. and Scott-Smith, G. (2017). A world of exchanges: Conceptualizing the history of international scholarship programs (nineteenth to twenty-first centuries). In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 1-29). New York, NY: Berghahn Books.
- Wilson, I. (2017). Exchanges and peacemaking: Counterfactuals and unexplored possibilities. In J. Mathews-Aydinli (Ed.), *International exchanges and intercultural understanding: Promoting peace and global relations* (pp. 21-39). London, UK: Palgrave Macmillan.
- [Podcast](#): Freshman orientation. (2020, January 7). *Heartland mainland: The Iowa China podcast*.
- Supplementary reading:
- Akerlund, A. (2016). *Public diplomacy and academic mobility in Sweden: The Swedish Institute and scholarship programs for foreign academics, 1938-2010*. Lund, Sweden: Nordic Academic Press.
- Chapter 2, Diplomacy through Exchanges: Bi-lateral Scholarships, 1938-1972
- Atkinson, C. (2014). *Military soft power: Public diplomacy through military educational exchanges*. Lanham, MD: Rowman and Littlefield.
- Chapter 4, The History of Educational Exchanges at U.S. War and Staff Colleges

- Hessler, J. (2017). Third world students at Soviet universities in the Brezhnev period. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 202-215). New York, NY: Berghahn Books.
- Mukharji, A. (2016). *Diplomas and diplomacy: The history of the Marshall Scholarship*. New York, NY: Palgrave Macmillan.
- Pietsch, T. and Chou, M. (2017). The politics of scholarly exchange: Taking the long view on the Rhodes scholarships. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 33-49). New York, NY: Berghahn Books.
- Rosenfeld, P. (2017). American foundations and the challenge of funding international fellowship and exchange programs since 1970. In L. Tournes and G. Scott-Smith (Eds.), *Global exchanges: Scholarships and transnational circulations in the modern world* (pp. 247-261). New York, NY: Berghahn Books.
- Shields, R. (2013). Globalization and international student mobility: A network analysis. *Comparative Education Review*, 57 (4), 609-636.
- Snow, N. (2008). International exchange and the U.S. image. *ANNALS*, 616, 198-222.
- Xu, G. (2019). The Fulbright program in China. In A. Brogi, G. Scott-Smith, and D. Snyder (Eds.), *The legacy of J. William Fulbright: Policy, power, and ideology* (pp. 261-282). Lexington, KY: University of Kentucky.
- February 24 (extra credit): “The Power of Public Diplomacy: Leading Today’s Challenges. The First Three Feet.” Featuring Ambassador Jean Manes. 12:00-2:00pm. [Registration](#) in advance required (\$42 per person).
- Class 4 - March 7 (online): Program and Provider Mobility**
- Assignment: Compare three foreign education programs or providers using public diplomacy concepts. Cite at least three texts. Comment on the papers of two classmates.
- Required reading:
- Balci, B. (2003). Fethullah Gulen’s missionary schools in Central Asia and their role in the spreading of Turkism and Islam. *Religion, State & Society*, 31 (2), 151-177.
- Hayden, M. (2006). *Introduction to international education: International schools and their communities*. London, UK: Sage.
- Chapter 2, International Schools
- Foer, F. (2019, June). Liberalism’s last stand. *The Atlantic Monthly*, 323 (5), 64-72.

Katsakioris, C. (2019). The Lumumba University in Moscow: Higher education for a Soviet-Third World alliance, 1960-91. *Journal of Global History*, 14 (2), 281-300.

Lane, J. (2011). Global expansion of international branch campuses: Managerial and leadership challenges. *New Directions for Higher Education*, 155, 5-17.

Stambach, A. (2014). *Confucius and crisis in American universities: Culture, capital, and diplomacy in U.S. public higher education*. New York, NY: Routledge.

- Chapter 1: Introduction

Waterbury, J. (2003). Hate your policies, love your institutions. *Foreign Affairs*, 82 (1), 58-68.

Supplementary reading:

Fulda, A. (2019, October 15). Chinese propaganda has no place on campus. *Foreign Policy*. Retrieved from <https://foreignpolicy.com/2019/10/15/confucius-institute-chinese-propaganda-campus-communist-party-censorship/>

Hartig, F. (2016). *Chinese public diplomacy: The rise of the Confucius Institute*. New York, NY: Routledge.

- Chapter 7: Confucius Institutes in Australia
- Chapter 8: Confucius Institutes in Germany

Lanzendorf, U. (2015). Foreign-backed universities: A new trend. *International Higher Education*, 51, 3-5.

Leach, R. (1969). *International schools and their role in the field of international education*. New York, NY: Pergamon Press.

Leroux, K. (2012). Sarmiento's self-strengthening experiment: Americanizing schools for Argentine nation-building. In R. Garlitz and L. Jarvinen (Eds.), *Teaching America to the world and the world to America: Education and foreign relations since 1870* (pp. 51-71). New York, NY: Palgrave Macmillan.

Long, K. (2017). America and American universities abroad: Towards a public diplomacy research agenda. In T. Purinton & J. Skaggs (Eds.), *American universities abroad: The leadership of independent transnational higher education institutions*. Cairo, Egypt: American University in Cairo Press (pp. 287-310).

Yang, R. (2010). Soft power and higher education: An examination of China's Confucius Institutes. *Globalisation, Societies and Education*, 8 (2), 235-245.

Class 5 - March 28 (online): Propaganda and Espionage

Assignment: Find three news stories pertaining to academic propaganda and/or espionage and analyze them using public diplomacy concepts. Cite at least three resources. Comment on the papers of two classmates.

Required reading and viewing:

Bouquet, D. (2012). French academic propaganda in the United States, 1930-1939. In R. Garlitz and L. Jarvinen (Eds.), *Teaching America to the world and the world to America: Education and foreign relations since 1870* (pp. 155-172). New York, NY: Palgrave Macmillan.

Federal Bureau of Investigation. (2104, April 14). *Game of pawns: The Glenn Duffie Shriver story* [video file]. Retrieved from: <https://www.youtube.com/watch?v=R8xIUUNK4JHQ>

Golden, D. (2017). *Spy schools: How the CIA, FBI, and foreign intelligence services exploit America's universities*. New York, NY: Henry Holt and Company.

- Introduction, The FBI Goes to College
- Chapter 1, Cloak of Invisibility

Hartman, A. (2008). *Education and the Cold War: The battle for the American school*. New York, NY: Palgrave Macmillan.

- Chapter 5, Progressive education is *red*-ucation: Conservative thought and Cold War educational vigilantism.

Lindsay, B. (1989). Integrating international education and public diplomacy: Creative partnerships or ingenious propaganda? *Comparative Education Review*, 33 (4), 423-436.

Class 6 - April 11 (in person): The State of the Field

Part I: Measuring and Evaluating Public Diplomacy

Guest speaker: Natalie Donahue, Chief of Evaluation, Bureau of Education and Cultural Affairs, U.S. Department of State

Required reading:

Hayden, C. (2016). International education and public diplomacy: Technology, MOOCs, and transforming engagement. In D. Trent (Ed.), *Nontraditional U.S. public diplomacy: Past, present, and future* (pp. 219-247). Washington, DC: The Public Diplomacy Council.

Mukharji, A. (2016). *Diplomas and diplomacy: The history of the Marshall Scholarship*. New York, NY: Palgrave Macmillan.

- Chapter 20, Measuring diploma diplomacy

Pamment, J. (2013). *New public diplomacy in the 21st century: A comparative study of policy and practice*. New York, NY: Routledge.

- Chapter 1, Introduction
- Chapter 2, A dynamic field in a changing world

Part II: The Present State and Future of U.S. Public Diplomacy

Guest speaker: Vivian Walker, Executive Director, U.S. Advisory Commission on Public Diplomacy, U.S. Department of State

Fischer, K. (2019, March 28). How international education's golden age lost its sheen. *Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/interactives/2019-03-28-golden-age>.

Kravec, N. (2011). Should public diplomacy be privatized? In W. Rugh (Ed.), *The practice of public diplomacy: Confronting challenges abroad* (pp. 209-226). New York, NY: Palgrave Macmillan.

Pamment, J. (2013). *New public diplomacy in the 21st century: A comparative study of policy and practice*. New York, NY: Routledge.

- Chapter 7, Prospects for a new public diplomacy

Class 7 - April 25 (in person): The Global Present and Imagined Futures

Part I: Global Perspectives

Student presentations

Required reading:

Appiah, K. (2008). Education for global citizenship. In G. Fenstermahcer (Ed.), *Why do we educate?* 107th Yearbook of the National Society for the Study of Education, Vol. I. Malden, MA: Wiley-Blackwell (pp. 83-99).

Burke, D. and Saramago, A. (2018). Singapore's use of education as a soft power tool in Arctic cooperation. *Asian Survey*, 58 (5), 920-941.

Brown, E., Morgan, W., and McGrath, S. (2009). Education, citizenship and new public diplomacy in the UK: What is their relationship? *Citizenship, Social and Economics Education*, 8 (2-3), 73-83.

Chepurina, M. (2014). Higher education co-operation in the toolkit of Russia's public diplomacy. *Rivista di Studi Politici Internazionali*, 81 (1), 59-72.

Trilokekar, R. (2010). International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education. *Higher Education*, 59, 131-147.

Part II: Careers in International Education and Public Diplomacy

Discussion, roundtable with invited guests

Required reading:

Mueller, S. and Overmann, M. (2014). *Working world: Careers in international education, exchange, and development* (2nd ed.). Washington, DC: Georgetown University.

May 2: Final paper due (11:59pm)