SPECIAL TOPICS IN EDUCATION POLICY AND ADMINISTRATION:
INTERNATIONAL EDUCATION AND CULTURAL EXCHANGE:
POLICIES AND PRACTICES

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Spring 2010
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Course Description
This course explores the intent of cultural and educational exchanges between the United States and other nations, and the problems involved in undertaking such exchanges. Special emphasis is placed on the history and changing nature of American public diplomacy efforts abroad and the role of this diplomacy in educational exchange, which also includes international development assistance. In addition, close attention will be paid to the increasing importance of study abroad and the internationalization of American university campuses.

Course Objectives
1. To understand the history and intent of cultural and educational exchanges between the United States and the rest of the world.
2. To explore the changing role of American public diplomacy and how it relates to government sponsored cultural and educational exchange programs.
3. To examine the internationalization of American higher education and the role and increasing importance of study abroad.
4. To gain a critically informed lens to analyze educational exchange programs, as well as the problems and issues associated with these exchanges.
5. To develop qualitative research and evaluation skills.

Course Requirements
Class members must:
1. Class participation (20% of overall grade). Come to class on time and prepared to discuss the readings; participate actively in class; and submit Wiki postings based on the readings every week. More than one absence will affect your final grade.
2. Short paper (20%).
3. Mid-term writing assignment (20%).
4. Group Research Project (40%).

Graded Assignment Details

- **Weekly discussion postings and class synopsis:** EVERY WEEK, you must post the following three points on the class Wiki: 1) a comment; 2) a surprise; and 3) an application. These three points must be posted by 12:00 pm the day of class. The primary goal of the postings is to help you engage with the texts. And related publications. They may be about any aspect of the week’s readings but they should be thoughtful, informed by the text, and reflective of your own thinking. Gaps, puzzles, inconsistencies, or contradictions that you may find in a reading often provide a good start for developing questions. Viewing your classmates’ postings on the Wiki may inform and challenge your own thinking and you may (but are not required to) submit comments in response.

- **Short Paper:** Write an analysis (4-5 pages) of one program funded by the United States government; examples will be listed on the Blackboard. Discuss the program’s mission in relation to public diplomacy. Details will be discussed during the second week of class.

- **Mid-term Writing Assignment:** This will be a short (4-5 pages) mid-term writing assignment in lieu of a mid-term exam. You will be given the assignment on (TBA) and will submit it the following week.

- **Group Research Project and Paper:** In small groups, you will design, implement, and write-up a short research project on education exchange or study abroad. This project will include qualitative data collection and analysis. Throughout the semester, we will work on the project together during in-class workshops. These workshops will provide guidance in developing a research plan, analyzing data, and writing the final paper. Your group will be responsible for submitting your research plan and interview instruments in advance. Please see below for due dates. Further details will be discussed in the third week of class.

*Policy on late assignments: Barring serious illness or family emergency (both require documentation), late papers will be reduced by 1/3 of a grade for each 24-hour period for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. Changing topics for an assignment; poor time management; and procrastination do not count as exceptional circumstances. **If you need guidance in selecting a topic, formulating your argument, or anything else, please do not hesitate to make an appointment with me.**

* Please note that I do not accept rewrites.

* Services for Students with Disabilities: Appropriate modifications to academic requirements may be made on a case-by-case basis to ensure educational opportunity for students with disabilities, and specific course requirements may be modified to permit equal participation by students with disabilities.

**Grading and Assessment**
A (94-100 points)

Excellent Work: An “A” is earned for excellent student work. A grade of "A" demonstrates a command of material and superb presentation (logical and well supported argument/thesis, correct grammar, clear organization, fluent writing style, etc.). More importantly, however, “A” work reflects sustained intellectual engagement with the material. This engagement contributes to our body of knowledge about the subject through a nuanced reading and analysis of the material, a sophisticated investigation of patterns and connections, and the development of new questions and issues. An “A” paper is one that I will want to keep in my teaching portfolio forever.

A- (90-93 points)

Very Good Work: An “A-” also demonstrates a command of material and excellent presentation (logical and well supported argument/thesis, correct grammar, clear organization, fluent writing style, etc.) and intellectual engagement. However, the student could have pushed a little further in developing a truly distinctive and original approach to and analysis of the material.

B+ (87-89 points)

Good Work: Similar to an “A” or an “A-” grade, a “B+” is earned for high quality work that reflects a command of the material and a good presentation but with less sustained intellectual engagement with the material. This less sustained engagement may be reflected through a combination of any of the following: a reiteration or synopsis of a previous analysis of the material, an investigation of patterns and connections (although this may be more superficial than an “A” or “A-” grade), and few if any new questions and issues.

B (84-86 points)

Fair Work: A “B” is given to work that reflects a command of the material and fine presentation but lacks sustained intellectual engagement with the material. This form engagement perpetuates our body of knowledge about the subject through a reiteration of already developed arguments, little or no investigation of patterns and connections, and a lack of new questions and issues. A “B” paper may also have some minor weaknesses in its argumentation, minor lapses in organization and development, and/or may contain awkward wording or grammar.

B- (80-83 points)

Adequate Work: Similar to “B” work but with no intellectual engagement. At the graduate level, a “B-” is a sign for the student to think more deeply and critically about the material. A “B-” paper may be poorly organized, have a weak or undeveloped argument, and/or contain incorrect grammar and wording.

C+ (77-79 points)

Less than Adequate Work: Work earning a “C+” exhibits a lack of intellectual engagement as well as either deficiencies in the student's command of the material or problems with presentation. A “C+” paper may have serious shortcomings in its argumentation, organization, poor or awkward transitions, and/or more mechanical and grammatical problems.
C (74-76 points) or C- (70-73 points)

Unsuccessful Work: The grade of “C” indicates significant problems with the student’s work, such as a shallow understanding of the material or poor writing. A “C” paper presents no clear thesis with little supporting evidence, contains major organizational problems, fails to fulfill the assignment, contains ungrammatical or poorly constructed sentences, and/or demonstrates problems with diction or syntax, which impedes understanding.

Academic Integrity
Students are expected to conform to the regulations of the University in regard to academic integrity, especially in regard to plagiarism, inappropriate collaboration, dishonesty in examinations, dishonesty in papers, work for one course and submitted to another, deliberate falsification of data, interference with other students’ work, and copyright violation. I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, Turabian, or Chicago. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at http://www.american.edu/academics/integrity/index.htm.

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), THE University of Maryland 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, we are committed to ensuring that all aspects of our 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 UMD e-mail, ELMS and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their UMD e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the UMD Web site and the UMD information line at www.umd.edu/emergencypreparedness/ for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.
Required Books and Readings (available from the American University Bookstore or online from Amazon and Barnes and Noble):


Selected Reference Books and Chapters (and on Reserves) on International Educational and Culture Exchange Policies and Practices:


Walter Grunzweig and Nana Rinehart, "Rockin’ in Red Square: Critical Approaches to International Education in the Age of Cyberculture". pages 1-116


Fernando Reimers, "Global Competency is Imperative for Global Success, in Chronicle of Higher Education, January 30, 2009


(Also, please read some of the PCV reactions to Strauss’s article)


US Department of State, “Remarks at the New York University Commencement Ceremony by Hillary Rodham Clinton”, Secretary of State” May 13, 2009..


CLASS SCHEDULE, TOPIC AND READING ASSIGNMENTS

January 25: Introductions and Course Overview

I Exchange and American Public Diplomacy

February 1 Definitions and Origins of American Public Diplomacy
Readings:
Waller, Introduction, pages 23-40; 101-152;

February 8 Rethinking Public Diplomacy
Readings:
Snow, pages 3-11;
Public Diplomacy and Strategic Communications
Readings:
Taylor, pages 12-18
Exchange Programs and Public Diplomacy
Readings:
Giles (in Snow & Taylor), pages 50-56.

February 15 Public Diplomacy: Educational and Cultural Exchange
Readings:
Waller, pages 164-200
(*) Strauss, Robert. “Think Again: The Peace Corps,” Foreign Policy online, April 2008: <http://www.foreignpolicy.com/story/cms.php?story_id=4295&page=0> ** Also, please read some of the PCV reactions to Strauss’s article**
(*) Fulbright at Fifty

February 22 Public Diplomacy Today
Assignments Due:
Group Research Topic
Readings:
Waller, pages 377-468; 481-489
March 1 Public Diplomacy and Development Assistance
Readings:
Waller, pages 200-254
Public Diplomacy Management: Image, Influence and Persuasion
Readings:

March 8 Workshop I - Research Design and Instruments
Assignments Due:
Short Paper

II Education Exchange in Higher Education and Study Abroad

March 15~19 – NO CLASSES – SPRING BREAK

March 22: Internationalization of Higher Education and the Government's Role in Producing International Knowledge
Assignments Due:
Group Research Plan and Instruments
Readings:

March 29 Study Abroad I
Readings:
Elias Gore, Parts 1, 2, and 3
Fernando Reimers, “Global Competency is Imperative for Global Success, in Chronicle of Higher Education, January 30, 2009
### April 5
**Workshop II – Interviewing and Data Analysis**

**Assignments Due:**
- Mid-term Writing Assignment

### April 12
**Study Abroad II**

**Readings:**
- Gore, Part 4
- Grunzweig and Rinehart, pages 1-116

### April 19
**Study Abroad and Identity (& Workshop III - Writing)**

**Readings:**

### April 26
**International Students in the US**

**Readings:**

### May 3
**American Higher Education Abroad**

**Readings:**

### May 10
**Group Presentations & LAST CLASS**

**Final Papers due on May 17, 2010 by 5:00pm.** Please bring a hard copy of your paper to my office – 0108B Cole Student Activities Building. You may also arrange with the instructor to send your paper by email.
Spring 2010 Course Evaluations:

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses between Tuesday, April 27th and Wednesday, May 12th. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting April 27th. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.