

Cluster	Course Title	Instructor	Credit	Semester
K-P	Educational Exchange in Rival States	Chuing Prudence CHOU	2	2018 Winter
Course Description				
<p>This seminar, entitled "Educational exchange in Rival States," will discuss cultural and educational issues in the context of globalization, internationalization, localization, and cross-straitization. Our content will explore theories and examples in peace and conflict education, along with Gordon Allport's contact hypotheses, in an age of increasing international exchange. Starting with the case of the educational system and exchange activities between China and Taiwan in the last two most dynamic decades, this seminar will also showcase some other concurrent international case studies among rival states by justifying how educational exchange contributed to ending the cold war between the US and the former Soviet Union in early 1990s. In Yale Richmond's renowned book, entitled Cultural exchange and the Cold War: Raising the Iron Curtain (University Park: Penn State University Press, 2003), the author concludes that educational exchange has a gradual but compelling and long-lasting effect over transforming people's attitude and mind-set, and therefore, it will change the relationship between rivalry parties and enemies.</p> <p>In addition, another way to improve conflict relations among different groups can be described as contact hypothesis by Gordon Allport. The seminar will examine how relationship has changed in the course of educational exchange among states of rivalry based on Allport's four criteria of positive contacts:</p> <ol style="list-style-type: none"> 1) Equal status among members of contact, 2) Intergroup cooperation for the common goal, 3) Support of authorities, law or customs to have positive contact and interactions, 4) Personal interaction for cross-group friendships. <p>Topics include educational exchange and critical educational issues between US and former USSR during 1950-1980s, Japan and the US, North and South Korea, Israel and Palestine, former West and East Germany, China and Taiwan, etc. The seminar is designed to brainstorm a possible paradigm shift in dealing with peace and conflict education via educational exchange in the context of globalization and localization. By demonstrating the dynamic relationship between the above-mentioned case studies, the discussion will also compare higher educational systems among these countries, and contrast the different outcomes of educational exchange among different sets of examples to introduce a new conceptual framework of cross-straitization between China and Taiwan over the last two decades.</p> <p>This is the reason why the instructor tends to compare the educational exchange scenarios between US, USSR, and so forth with students as an ideal testimony to how the long-lasting effects of educational exchange can take place and enhance mutual understanding and respect among people and states of rivalry.</p> <p>Participants of this class will be able to discuss a wide-variety of cultural and educational issues from comparative, international and even personal perspectives. Classes will be conducted in a two-way and interactive format between instructor and students, which intends to invite more shared ideas and inspiration about the topics. It is hoped this class will enhance student understanding of educational exchange theories and practices when dealing with peacemaking and conflict resolution, and eventually apply this knowledge and experience in their future careers.</p>				
Objective				
<ol style="list-style-type: none"> 1. To broaden students' vision about the impacts of cultural and educational exchanges from theoretical and practical perspectives. 2. To demonstrate how peace education and international conflict resolution can be 				

achieved through exchange programs.

3. To encourage more two-way communication and participation in the classroom and provide hands-on experience in evaluating educational exchange programs of different countries.

4. To relate student educational exchange experiences and prepare them for future career development in the global era.

Learning Method

This is a seminar with lectures, discussions and presentations. Readings will be provided in advance.

Class will be divided into different Study Groups. Each group needs to select ONE of the assigned papers from the reading list and give a 10-minute summary presentation which includes: Main Theme, Major Issues and Arguments, Review Comments, etc. in the beginning of each class. A 10-minute Q&A session will follow after the presentations. The instructor will provide review comments and introduce relevant themes and issues from our readings and discussions. Role plays and debates might apply during the discussion.

Contents

1. Introduction: What Educational exchange Represent in the 21st Century—from Theory to Practice
2. US and USSR: Educational exchange and the Cold War: How Cultural and Educational Exchanges Raised the Iron Curtain?
3. How Cultural and Educational Exchanges Have Shaped Japan?
4. China and Taiwan: The Unprecedented Relationships Since 1987 and the Framework Formation of Cross-straitization.
5. Two Koreas: How Cultural and Educational Exchanges Can/ Cannot Make a Difference?
6. Two Germanys: The Unfinished Business after Unification.
7. Educational exchange between Africa and Europe
8. Israel and Palestine: Peace and Conflict in the Backyard.
9. Islam vs. Non-Islam World: Can Cultural and Educational Exchanges Enhance Mutual Understanding and Respect?
10. In-class Project I: How Students at University of Vienna Can Enhance Peace-Making in the Global Era?

Requirements

1. The group discussion: requires you to work in a small group at preparing each assigned topic.
2. Reflective notes and oral presentation: asks you to write a short note based on your experience and reflective opinions.

Evaluation

1. Class attendance and participation is preferred (20%)
2. Oral presentation (20%)
3. In-class project (60%)

Textbooks and Papers

1. Yale Richmond (2003). Cultural exchange and the Cold War: Raising the Iron Curtain. University Park: Penn State University Press.
2. Chung Prudence Chou and Gregory S. Ching (2012). Taiwan Education at the Crossroad: When Globalization Meets Localization. New York: Palgrave Macmillan.
3. Majhanovich, S. & Fox, C. (Eds.) (2009). Living Together: Education and Intercultural Dialogue. Singapore: Springer.
4. Additional readings will be prepared on-line or in paperback format.