Course title: Cultural Diplomacy in the 21st Century
Language of instruction: English
Professor: Dr. Hannah Abdullah
Professor’s contact and office hours: 45
Recommended credit: 3 US credits-6 ECTS credits

Course prerequisites: There are no prerequisites for this course

Language requirements: Very good knowledge of English

Course focus and approach:
Drawing on approaches from International Relations, Political Science, Sociology, and Cultural Studies, this course provides an in-depth overview of the theory and practice of cultural diplomacy in today’s globalized world.

Course description:
There is growing political and academic recognition of the significance of cultural diplomacy as a form of ‘soft power’. This course provides an in-depth overview of the theory and practice of cultural diplomacy in today’s globalized world. Following a historical excurse that surveys the institutionalization of cultural diplomacy during the colonial period and the Cold War, current practices in the field are analyzed by looking at varying institutional arrangements, agendas, and programs in key countries, including the US, European Union (EU) member states, and emerging powers such as China and the United Arab Emirates (UAE). Through the study of UNESCO and EU initiatives, the course also examines how cultural diplomacy is conducted in multilateral forums. By focusing on concrete examples and case studies, students are invited to reflect on ongoing and new issues in the field of cultural diplomacy – including, its growing importance in international development and conflict, questions of how cultural initiatives can advance regional and national integration, the impact of new technologies, and evaluation studies.

Learning objectives:
Students will:
- gain a multi-disciplinary perspective on the theory and practice of cultural diplomacy in different national and regional contexts
- acquire knowledge of the history of cultural diplomacy as a distinct field of political and cultural practice
- gain an overview of the structure and workings of the most important institutions in global cultural diplomacy today
- develop an understanding of pressing issues and innovations in contemporary international cultural politics
- be able to discuss the course material in the context of global events and developments
- develop effective analytical and writing skills to think critically about and conduct research in the field of cultural diplomacy and international cultural politics

Course workload:
Students are expected to read and take notes on the required reading for each week, participate in class discussions and group work, give one in-class presentation, and submit one final essay.
Teaching methodology:
The course teaching will follow an interactive format, based on short introductory lectures, student presentations, case studies, and group work. We will typically begin with a 30-45 minute interactive lecture, followed by a seminar in which students will be given a range of tasks to perform in order to consolidate their understanding of the course content, including discussions, role-plays, and student presentations. Students must read the required reading prior to class, which will be made available on Aula Global. Further readings are provided for students who wish to deepen their understanding of the course content.

Assessment criteria:
Assessment will be based on in-class participation (20%), one student presentation (30%), and a final essay of 4,500-5000 words (50%). The essay question will be formulated with the assistance of the professor.

Absence policy:
Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

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<tr>
<th>Absences</th>
<th>Penalization</th>
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<td>Up to two (2) absences</td>
<td>No penalization</td>
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<tr>
<td>Three (3) absences</td>
<td>1 point subtracted from final grade (on a 10 point scale)</td>
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<td>Four (4) absences</td>
<td>2 points subtracted from final grade (on a 10 point scale)</td>
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<tr>
<td>Five (5) absences or more</td>
<td>The student receives an INCOMPLETE (“NO PRESENTAT”) for the course</td>
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The PEHE/HESP attendance policy **does not distinguish between justified or unjustified absences**. The student is deemed responsible to manage his/her absences.

Emergency situations (hospitalization, family emergency, etc.) will be analyzed on a case by case basis by the Academic Director of the program.

Classroom norms:
- No food or drink is permitted in class
- No mobile phones or other electronic devices are permitted in class with the only exception of laptops (only when used for class purposes)
- Students will have a ten-minute break after the first hour of each session

Weekly schedule

**INITIAL SESSION: Cultural Diplomacy: between ‘soft power’ and ‘cultural relations’**
September 27

Following the presentation of the course the initial session will introduce students to the concept and practice of cultural diplomacy and how it has variously been framed as ‘soft power’ and/or ‘cultural relations’. We will explore the different actors, motives, and contents of cultural diplomacy and discuss the dangers of instrumentalizing culture for political or economic purposes.
Key terms & concepts: cultural diplomacy, public diplomacy, “soft power”, cultural relations, state and non-state actors, instrumentalization

Required reading:

WEEK 1: The Legacy of Colonialism and Cultural Nationalism
October 2 & 4
Cultural diplomacy as a distinctive practice has its roots in the colonial period and nineteenth-century ideologies of cultural nationalism. To explore this problematic legacy this week’s first session will focus on the case of France, where cultural diplomacy has been an integral part of foreign policy for over a hundred years. We will explore how the France’s external cultural politics were entangled with its colonial ambitions and geopolitical rivalries. In the second session we will examine the histories and precursors of the four oldest National Cultural Institutes (CIs)–the German, Italian, French and British–to gain a deeper understanding of the cultural nationalism that motivated early cultural diplomacy.

Key terms & concepts: colonial expansion, cultural nationalism, “civilizing mission”, geopolitical rivalries, cultural propaganda, National Culture Institutes (CIs)

Required reading:

WEEK 2: US Cultural Diplomacy: from the Cold War to the Post-9/11 era
October 9 & 11
American cultural diplomacy entered its golden age with the onset of the Cold War between US capitalism and USSR communism. In this week’s first session we will discuss how the US, in order to secure its influence over Western Europe and other ally countries, developed and implemented a host of cultural and educational exchange programs. In the second session, we will discuss how, with the challenges facing the US since 9/11, the cultural diplomacy of the Cold War period may serve as a successful model for contemporary American foreign politics, especially towards the Middle East. With regard to the latter, we will ask, how can a perceived “clash of civilizations” be overcome by investment in inter-cultural dialogue?
Key terms & concepts: Cold War, cultural propaganda, United States Intelligence Agency (USIA), cultural and educational exchange programs, anti-American sentiments, war on terror, “clash of civilizations”

Required reading:

Further reading:

WEEK 3: European National Institutes of Culture & EU Multilateral Cultural Diplomacy October 16 & 18

This week we will take a closer look at the mission statements, governance and management models, global networks and activities of European CIs today. We will focus on three of the oldest and largest institutes: the Alliance Français, the British Council and the German Goethe-Institut. In the second session we will discuss the European Union’s (EU) efforts to become a stronger global actor through developing a coherent foreign cultural policy. We will examine the association European Union National Institutes for Culture (EUNIC) as an example of an effective instrument for EU-collaboration in international cultural policy.

Key terms & concepts: National Cultural Institutes (CIs), centralized and decentralized management models (arm’s length model), EU multilateral cultural diplomacy, European Union National Institutes for Culture (EUNIC), collaboration vs. competition

Required reading:

Further reading:
WEEK 4: Culture as a Tool for European Union Integration
October 23 & 25

The cultural policy of the EU emphasizes the cultural diversity of Europe, whilst also looking for underlying common elements that unify the various cultures of Europe, thereby strengthening the integration of Member States (MS). In this week’s first session, we will examine how, under the slogan ‘united in diversity’, EU cultural policies and programs have worked towards producing ‘an imagined cultural community’ of Europe, which, on the one hand, is sufficiently exclusive so as to represent a meaningful collective identity to European citizens, and, on the other hand, sufficiently inclusive to allow for the future enlargement of the EU. In the second session we will look at how this policy is put into practice through specific programs, such as the European Capital of Culture Program, as well as at the power-relations between EU governing bodies and national actors in these programs.

Key terms & concepts: European cultural identity (Europeanness), EU integration, ‘united in diversity’, imagined cultural community, EU enlargement, Europeanization, soft modes of governance

Required reading:

Further reading

WEEK 5: Global Cultural Policy - The United Nations Educational, Scientific and Cultural Organization (UNESCO)
October 30 & November 6

This week we will examine the history of UNESCO from its foundational post-World War II idealism and mission of peace, to its contemporary operation as a global bureaucratic machinery that is often critiqued for its top-down decision-making and norm enforcement. In particular, we will look at how the protection and preservation of cultural heritage came to define the organization’s identity, as programs in this area managed to successfully connect UNESCO’s high ideals with viable cultural institutions and networks on the ground. In the second session we will engage with critiques of the elitism and eurocentrism of UNESCO’s early conception of culture (as well as of its ignorance of connections between culture and economic development) and how these led to a conceptual broadening of the term, to include “cultural diversity” and “intangible cultural heritage”.

Key terms and concepts: idealism, norm creation, global cultural governance, top-down decision-making, participation, cultural heritage and economic development, cultural diversity, intangible cultural heritage
Required reading:

WEEK 6: The Growing Importance of Culture for International Development Policies
November 8 & 13

For the first time at the global level, the United Nation’s (UN) Sustainable Development Goals (SDGs) adopted in 2015 acknowledge the importance of culture, creativity and cultural diversity to solving sustainable development challenges. In line with this broader debate, the EU’s 2016 strategy for cultural diplomacy similarly defines culture as a potent tool for fostering economic development, democratization processes and strengthening civil society in partner countries, especially in the EU’s Southern and Eastern Neighborhood regions. After examining the recent relevance attributed to culture in achieving sustainable development in the first session, in the second session, we will look at how this turn has paved the way for a re-conception of cultural diplomacy as local capacity building.

Key terms & concepts: sustainable development, culture in sustainable development, cultural diplomacy as capacity building, civil society engagement, democratization processes, access to cultural markets

Required reading:

Further reading:

WEEK 7: Nation Branding as Nation Building: the cases of Qatar and Japan
November 15 & 20

In the literature nation branding—the practice of shaping the image of a nation by resorting to the methods and strategies of marketing—is often linked with cultural diplomacy. After spending this week’s first session on exploring the concept, practice and history of nation branding, in the
second session, we will examine the relationship between nation branding and cultural diplomacy by looking at two case studies: Qatar and Japan. In particular, we will examine how both countries have used cultural diplomacy to project a positive national image abroad, whilst also shaping a narrative of a homogenous national identity at home. We will analyze the problems of this approach to cultural diplomacy, which prioritizes “one-way cultural projection” over actual “cultural exchange”.

Key terms & concepts: nation building, nation branding, “pop-culture diplomacy”, one-way projection, elite legitimization, cultural diversity vs. cultural homogenization

Required reading:

WEEK 8: The Cultural Foreign Policy of Cities and Regions, the case of Barcelona and Cataluña
November 22 & 27

This week we will explore how international cultural policy, and by implication cultural diplomacy, is a multi-level phenomenon that involves not only national, international and transnational actors but also sub-national actors, such as cities and regions. We will look at how city and regional governments have developed an independent foreign cultural policy, a phenomenon referred to as “cultural paradiplomacy”. In the first session we will focus on the case of the city of Barcelona and in the second session we will look at the region of Cataluña.

Key terms & concepts: sub-national actors, paradiplomacy, local-global relations, stateless nations, Statute of Autonomy

Required reading:

WEEK 9: Cultural Diplomacy in the Information Age
November 29 & December 4

This week we will examine how new information and communication technologies are
changing the practice, concept and content of cultural diplomacy. In the first session we will look at how old principles of cultural diplomacy based on linear “top-down” communication strategies that treat foreign audiences as targets are replaced by a network model based on people-to-people communication and citizen participation; and how analog cultural contents are increasingly mediated by digital technologies and mixed with digital contents. In the second, session we will examine how cultural diplomacy actors, such as CIs and museums, have been dealing with the opportunities, challenges and pressures posed by the new technologies. We will ask, whether the changes that have occurred in recent years are sufficient for us to speak of a “new cultural diplomacy”.

**Key terms & concepts:** information age, “new cultural diplomacy”, hybrid cultural contents and modes of communication, social media, citizen participation, people-to-people cultural exchange

**Required reading:**

**Further reading:**

**WEEK 10: Evaluation and Impact Studies**
December 11 & 13

Any organization using public or private funds for international cultural engagement needs to demonstrate both value-for-money and impact if it is to retain the confidence and support of its funders, stakeholders, and partners. This week will look at the methods cultural diplomacy actors use for evaluation. Further, we will look at the challenges involved in evaluating the impact of international cultural exchange by asking: how can the long-term impact of cultural diplomacy be measured in the short-term, how can evaluations of activities in different countries be compared, and how do they feed back into the work of cultural diplomacy actors?

**Key terms & concepts:** evaluation, impact, comparability, quantitative and qualitative methods

**Required reading:**
Required Course Reading


