

Education Innovation

Chuing Prudence Chou
Jonathan Spangler *Editors*

Cultural and Educational Exchanges between Rival Societies

Cooperation and Competition in an
Interdependent World

 Springer

Preface

Cultural and educational exchanges in various forms have existed for millennia, but it was not until the twentieth century that the proliferation of formal exchange programs catapulted the issue to the forefront of public consciousness. Once accessible to only a select few, developments in transportation, communication, and information technologies have transformed exchanges into an activity that is feasible for an increasing percentage of the world's population. The unprecedented human devastation of two world wars catalyzed a sense of urgency around the world, and a new era of cultural and educational exchange programs emerged in response as a means of easing tensions between rival states and societies. Today, exchanges are widely recognized not only as beneficial to those individuals and institutions involved but also as having the potential to influence relations between their societies more broadly.

In many academic studies and institutional texts discussing cultural and educational exchanges between rival societies, there is a strong tendency to focus on specific exchanges in isolation from the wider global context. Moreover, many studies on the issue seek to advocate such programs and thus emphasize the perceived positive impacts of those exchanges while overlooking or downplaying the negative impacts and potential risks. This book – as well as the graduate-level course called *Global Trends in Education: Cultural and Educational Exchanges Between Rival Societies* taught by the editors at National Chengchi University from which the book's title is derived – is motivated by this need for more critical research that links to the broader context in this turbulent world. It aims to contribute to building a more comprehensive understanding of the issues at stake by gathering a diverse set of case studies of cultural and educational exchanges between rival states and societies and encouraging authors to consider not only the real or expected benefits of such exchanges but also the potentially negative impacts, challenges faced along the way, and broader impacts on the rival societies at large.

In Chap. 1, Spangler begins with an overview of the history of cultural and educational exchanges between rival societies, which he highlights as inspired by ideas of ancient origin, promoted by academic formalization, and adapted to modern institutional frameworks in the twentieth century. He then discusses the two faces of

such exchanges: their positive impacts, including their potential to reveal common humanity, reduce mistrust, challenge stereotypes, and inspire critical reflexivity, and their negative impacts, including their possibility to advance ulterior political motives, reinforce prejudices, miscalculate needs and impacts, encourage human capital imbalances, and threaten the availability of local employment opportunities.

In Chap. 2, Deardorff reviews some of the most prominent theories relevant to cultural and educational exchanges in rival states. By synthesizing concepts related to intercultural competence, conflict resolution, and peace education, she covers a wide range of influential research in order to set the academic foundation for the chapters that follow. She then concludes with a list of considerations for practitioners involved in the design and implementation of exchange programs between the individuals and institutions of rival societies.

In Chap. 3, Park and Bennett investigate the role of educational exchanges with North Korea as an alternative form of engagement that is independent of the political process. They explore how knowledge sharing through educational exchanges with individuals from and institutions in North Korea can serve as a means of soft power engagement, which has the potential to influence the country and its relations with the outside world more broadly. Taking the Knowledge Partnership Program – a successful long-term academic exchange program established by the University of British Columbia – as a case study, they shed light on several strategies for knowledge sharing engagement with North Korea learned through the experiences of the exchange program.

In Chap. 4, Clarke-Habibi takes an in-depth look at cultural and educational exchanges at the secondary school level in postwar Bosnia and Herzegovina. After having enjoyed relatively peaceful coexistence for many years, the collapse of Yugoslavia, genocide, displacement, and territorial disputes of the 1990s led to major demographic changes for the populations involved, including Croats, Serbs and Bosniaks, who are predominantly Catholic, Orthodox Christian, and Muslim, respectively. Postwar partitioning into the majority Serb Republika Srpska and Bosniak-Croat Federation has perpetuated tensions and rivalry between the groups. In this context, she assesses the positive and negative impacts of youths' cultural and educational exchange experiences using the "4Rs" framework for sustainable and just peace, which includes recognition, redistribution, representation, and reconciliation. She concludes that further efforts must be made to incorporate all of these elements into exchange programs if they are to have a greater positive impact on relations among individuals and institutions in Bosnia and Herzegovina.

In Chap. 5, Artzi discusses the insights gained from a program in Cyprus that brings together Jewish-Israelis, Palestinians from the West Bank, and Palestinian citizens in Israel for cultural and educational exchanges. Through surveys of participants, he highlights the similarities and differences in the groups' reasons for participation, the perceived impacts of the exchanges, and how the face-to-face interaction shapes perceptions about the identities of those involved. He concludes that, despite the modest goals of the program organizers, the exchanges had meaningful effects on participants' feelings toward the other groups and opinions about

the conflict, but they did not always lead participants to be more optimistic about the future of intergroup relations.

In Chap. 6, Tripathi takes a look at the portrayal of India in Pakistani textbooks, arguing that, in lieu of people-to-people exchanges between Indians and Pakistanis, school textbooks serve as one of the primary means of cultural and educational knowledge exchange between them. Drawing on excerpts from textbooks, he argues that the Pakistani state has used education to promote a narrative that supports state interests but is historically inaccurate and has detrimental impacts on relations between the two societies. He then also reflects on how the presentation of Pakistan in Indian textbooks is inherently different for historical and political reasons, but Indian textbooks' conspicuous avoidance of discussing Pakistan suggests that there remains substantial room for improvement.

In Chap. 7, Chou looks into the experiences of Chinese students studying in Taiwanese universities. With the contact hypothesis as a theoretical framework and inspired by past instances in which cultural exchange has enhanced mutual understanding between rival states, she assesses the extent to which its four conditions of equal status, common goals, intergroup cooperation, and institutional support are met in the context of cross-strait cultural and educational exchanges. Based on findings from survey data on individuals involved in the exchanges, she argues that these conditions are partially fulfilled and that exchanges have important impacts on those involved, having brought about more mutual understanding and respect among individuals despite the seemingly discriminatory policies related to Taiwan's national security and labor market. That said, it is still too early to determine whether or not cross-strait educational exchanges have the potential to affect relations between the two sides at the diplomatic or policy level.

In Chap. 8, Spangler and Spangler examine how meteorology has served as a medium for exchanges between rival states. Even when diplomatic exchanges and other forms of engagement remained unfeasible, meteorological educational exchanges have been able to take place, which they attribute to the universal importance of meteorological data, the multilateral efforts required for data collection and monitoring, and the relatively apolitical nature of meteorological research. Based on personal communication and involvement in the exchanges, they reflect on the two case studies of Cuba–USA and China–Taiwan–USA meteorological educational exchanges that took place in recent decades despite ongoing diplomatic rivalry among the countries involved.

In Chap. 9, Henderson and Spangler bring together many of the lessons learned throughout the preceding chapters in the book. Their discussion first focuses on the challenges inherent to cultural and educational exchanges between the individuals and institutions of rival states and societies. Inspired by these case studies and other relevant research, they then offer some strategies for success in the implementation of such programs. In the end, they conclude that, despite the obstacles to exchanges between rival societies and the seemingly intransigent nature of such rivalries, conscientiously implemented cultural and educational exchanges have the potential to affect positive and lasting change not only for the individuals and institutions involved but also in their societies more broadly.

Throughout the book, the authors have been encouraged to consider both the positive and negative impacts of cultural and educational exchanges between rival societies in each context. Taken together, the chapters demonstrate that exchanges have observable impacts on the individuals and institutions involved. Moreover, exchanges have the capacity, in some cases, to affect broader social and political change at the family, community, society, or state level, but these impacts are indirect and typically require long-term concerted efforts among those involved. The use of exchange programs in the context of rival states and societies with the aim of creating lasting change remains a contentious issue and one that deserves greater attention from researchers, policymakers, practitioners, and participants alike. By bringing together a diversity of case studies of cultural and educational exchanges in rival societies, this volume aims to increase discussion on this complex issue, raise awareness of the potential positive and negative impacts of such exchange programs, and serve as a foundation for future research and program design in the years to come.

Taipei, Taiwan

Chuing Prudence Chou
Jonathan Spangler

Contents

1	The History and Impacts of Cultural and Educational Exchanges Between Rival Societies	1
	Jonathan Spangler	
2	Theories of Cultural and Educational Exchange, Intercultural Competence, Conflict Resolution, and Peace Education.	23
	Darla K. Deardorff	
3	Engagement with the DPRK: Soft Power and Knowledge Sharing Through Educational Exchanges with the Hermit Kingdom	39
	Kyung-Ae Park and Mark Bennett	
4	Cultural and Educational Exchange in Post-war Bosnia and Herzegovina	55
	Sara Clarke-Habibi	
5	Changing Realities?: Insights from an Israeli-Palestinian Educational Exchange	79
	Itai Artzi	
6	Manufacturing Enemy: The Presentation of India in Pakistani Textbooks	99
	Dhananjay Tripathi	

7	Reaching Across the Strait: Contact Hypothesis in the Context of Chinese University Students in Taiwan.	115
	Chuing Prudence Chou	
8	Meteorological Educational Exchanges Between Rival States: Cuba–US and China–Taiwan–US Cooperation.	129
	Jonathan Spangler and Timothy Spangler	
9	Cultural and Educational Exchanges Between Rival Societies: Challenges in Implementation and Strategies for Success	145
	Phillip L. Henderson and Jonathan Spangler	
	Index.	165