

The Cosmopolitans: The Institute of International Education from Liberal Internationalism to Neoliberal Globalization (1919–2003)

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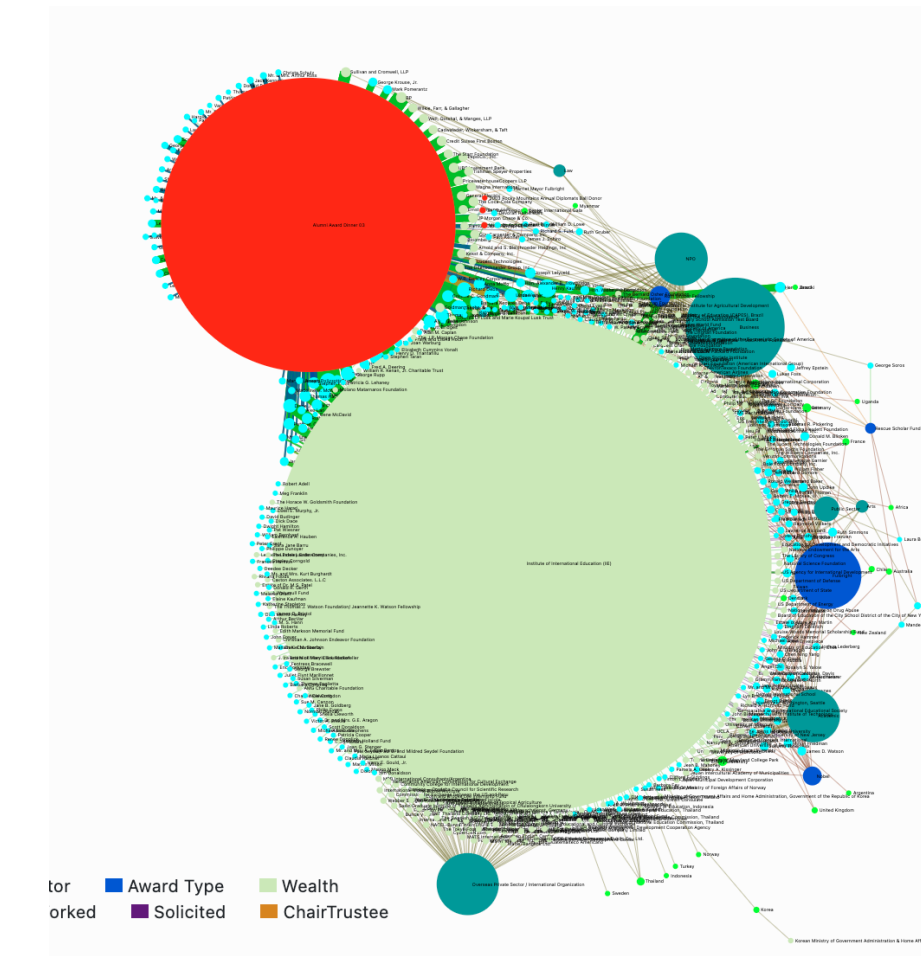
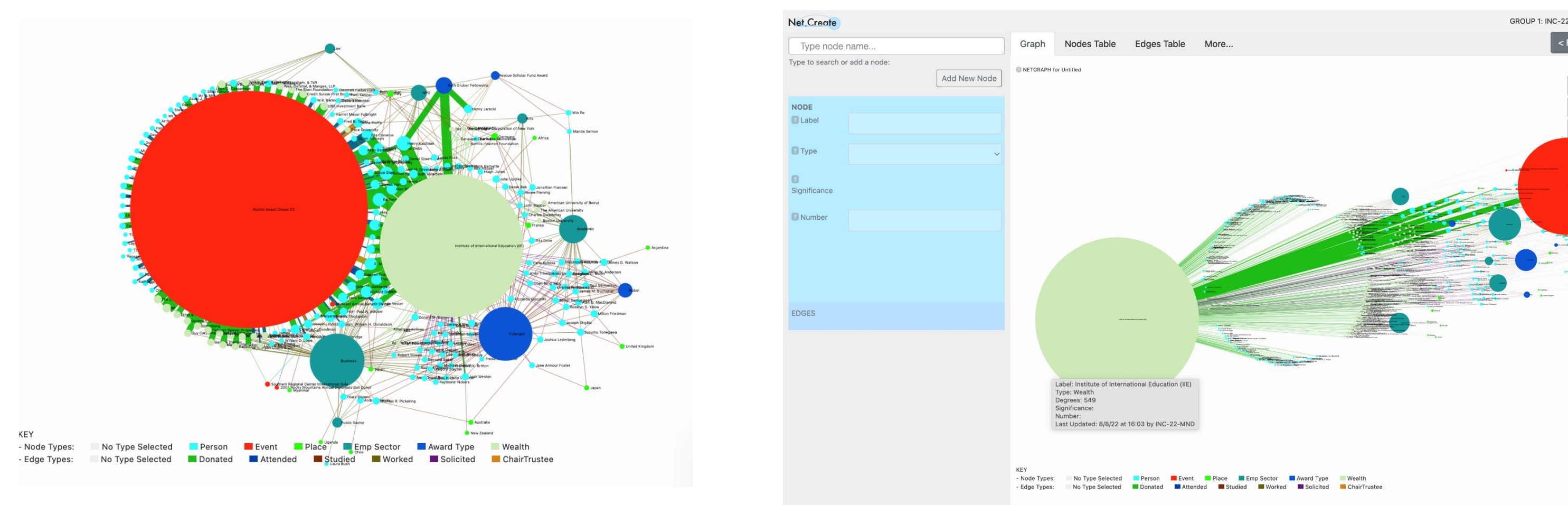
Intro

The widespread panic over the steep drop in international student enrollments due to the Covid-19 pandemic illuminates temporary migrants' critical role in the United States higher education system. How did international students become so necessary to U.S. universities? The Institute of International Education (IIE) is key to answering this question. IIE administers the most prestigious awards for international education such as the Fulbright. IIE has dominated international education from 1919 to the present as an intermediary between states and private organizations. The Institute's combination of private administration and capital with the brand of the U.S. government has characterized the shift from massive public spending and bold liberal internationalism in the postwar era to the neoliberalism of the late-twentieth century that considered educational migrants as financial assets. In my dissertation, I argue that Americans came to rely on international students as proxies to end global conflicts, fortify the United States' geopolitical standing, advance capitalist economic development in the Global South, and keep U.S. colleges financially afloat.

Incubator



<http://161.35.125.155/gsa-ph/SpaethIncubator2022/#/edit/NC-22-MND>



Method

Over the past three years, I have conducted dissertation research at the Rockefeller Archive Center (RAC), the National Archives, and various universities. I have used declassified State Department files from the National Archives to form the basis of my third dissertation chapter on the African Airlifts of the early 1960s. The university archives I consulted demonstrated how academic administrators valued international students' cultural, political, and financial contributions. At the RAC, I concentrated my research over the course of two summers on the IIE records. The alumni and grantee files contain reports that are deeply descriptive about their international experiences. The historical files consist of budgetary discussions, political correspondence, and conference and board minutes that illuminate the philosophical principles that guided the IIE administration. The tension between the bottom-up cross-cultural struggles in the grantee reports and the administrative ideals and conflicts of the historical files sheds light on core social and political relations during the twentieth century. The reports of students depict the United States as a country aspiring to lead the postwar world but struggling with racial discrimination and a shifting national identity.

Data Tables

Chapter 1

Citation	Writer	Receiver	Person Refs	Person Refs	Person Refs	Ref Date	Organization	Organization	Action	Place	Topic
Douglas C. Douglas Carter	Elzhu Root	Dr. Nicholas Murray Butler	1918	1918	1918	1918	Carnegie Et	Metropolitan	Founding of IIE	London, England	International Liberalism
CITY COL'S Stephen Pierce Duggan	1926	1926	1926	1926	1926	1926	1926	1926	1926	1926	1926

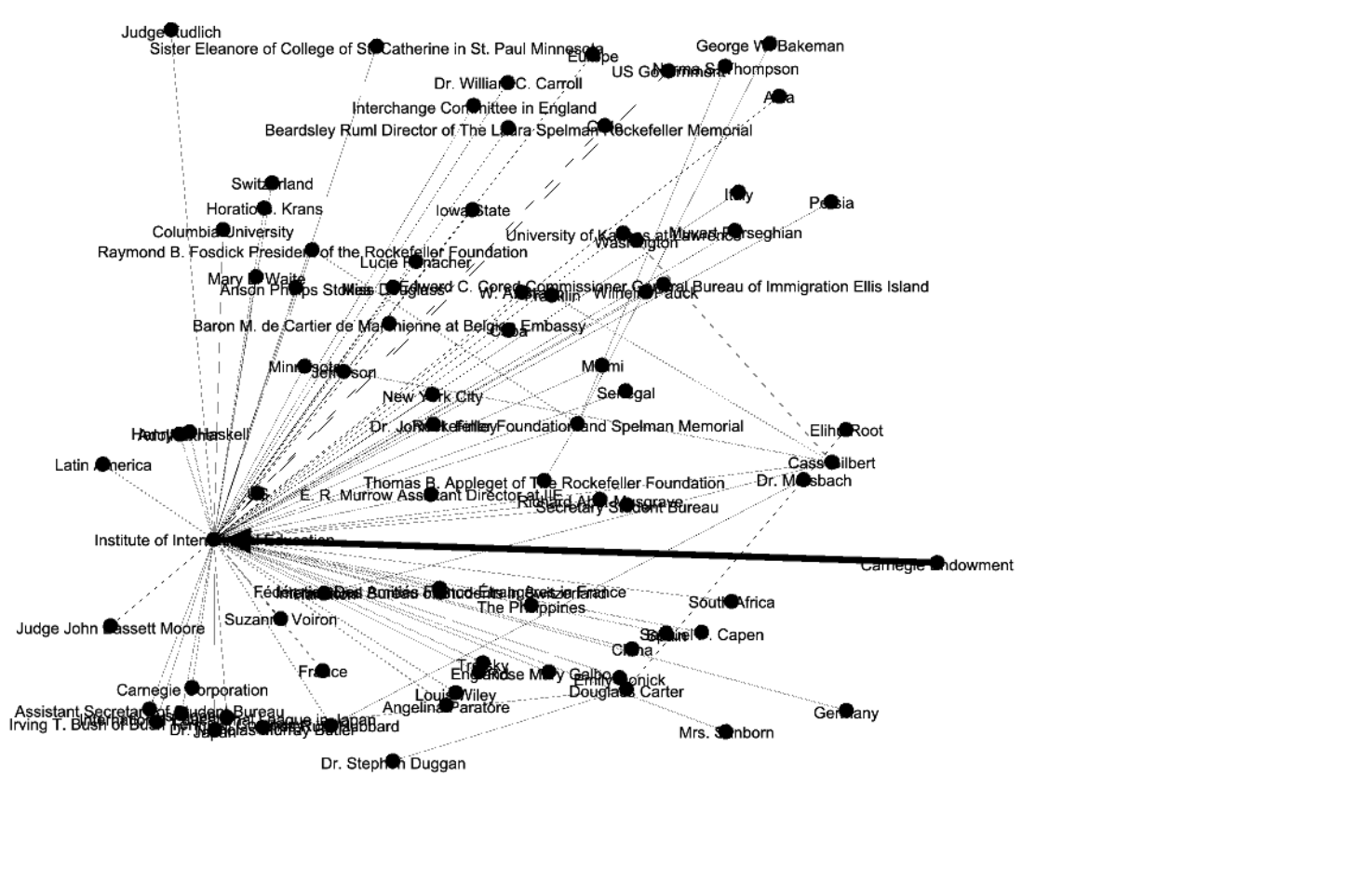
Nodes

Id	Label	Source	Target	Type
0	Douglas Carter	0	1	Directed
1	Elzhu Root	0	2	Directed
2	Dr. Nicholas Murray Butler	0	3	Directed

Edges

Source	Target	Type
0	1	Directed
0	2	Directed
0	3	Directed

Gephi

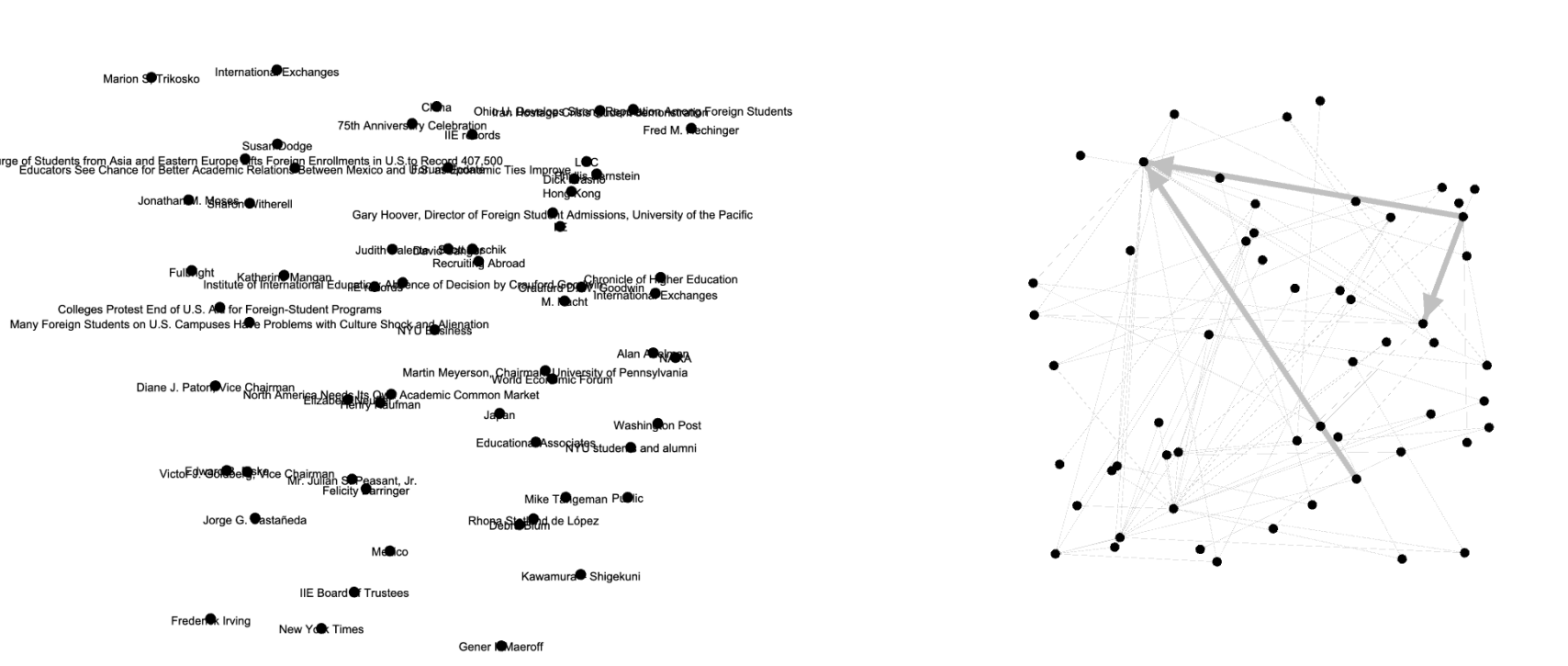


Results

I have used digital humanities tools to display some of the results from my research here. I created the Net.Create social network maps for my second dissertation chapter during IDAH's Summer Incubator in 2022. I then used that data to create Gephi maps. I used my citations from my other dissertation chapters to create nodes and edges tables for my first, fourth, and sixth dissertation chapters. These are particularly useful tools for my research because they have helped me to visualize the actors in my dissertation chapters and clarify the relations of power, social connection, and capital between actors.

Privatization and Corporatization of Education from the 1960s to the 1990s

Year	Revenue	Expenses	Assets	Liabilities	Equity
1960	100,000,000	100,000,000	100,000,000	100,000,000	0
1970	200,000,000	200,000,000	200,000,000	200,000,000	0
1980	300,000,000	300,000,000	300,000,000	300,000,000	0
1990	400,000,000	400,000,000	400,000,000	400,000,000	0



To watch a video in which I discuss this poster, please access this QR code.



Future Directions

I will continue to create Gephi maps for my remaining dissertation chapters. I am planning to present my research at the HGSA Conference on April 13–14. I will also create a website to publish my maps alongside my professional information and an abstract of my dissertation research. There is much I can do to add nuance and complexity to my Gephi maps, including adding weight to social connections to approximate the "thickness" of social relations between individuals and groups. I also need to add a time component to my social network maps.



Sources:
 Please email me at espaeth@iu.edu for a more complete bibliography. Here are the main archives and newspapers that I consulted for this poster:
 Institute of International Education Annual Reports
 Institute of International Education records, Alumni and Historical Files, Rockefeller Archive Center
 General Records of the Department of State, Record Group 59, National Archives at College Park, College Park, MD
 Martin Meyerson Personal Papers, UPT 50 M613M, University of Pennsylvania Archives
 The New York Times, The Chronicle of Higher Education, The Washington Post