

Gaining International Perspectives through Undergraduate Education: Comparative Case Analysis focusing on International Liberal Arts Provision

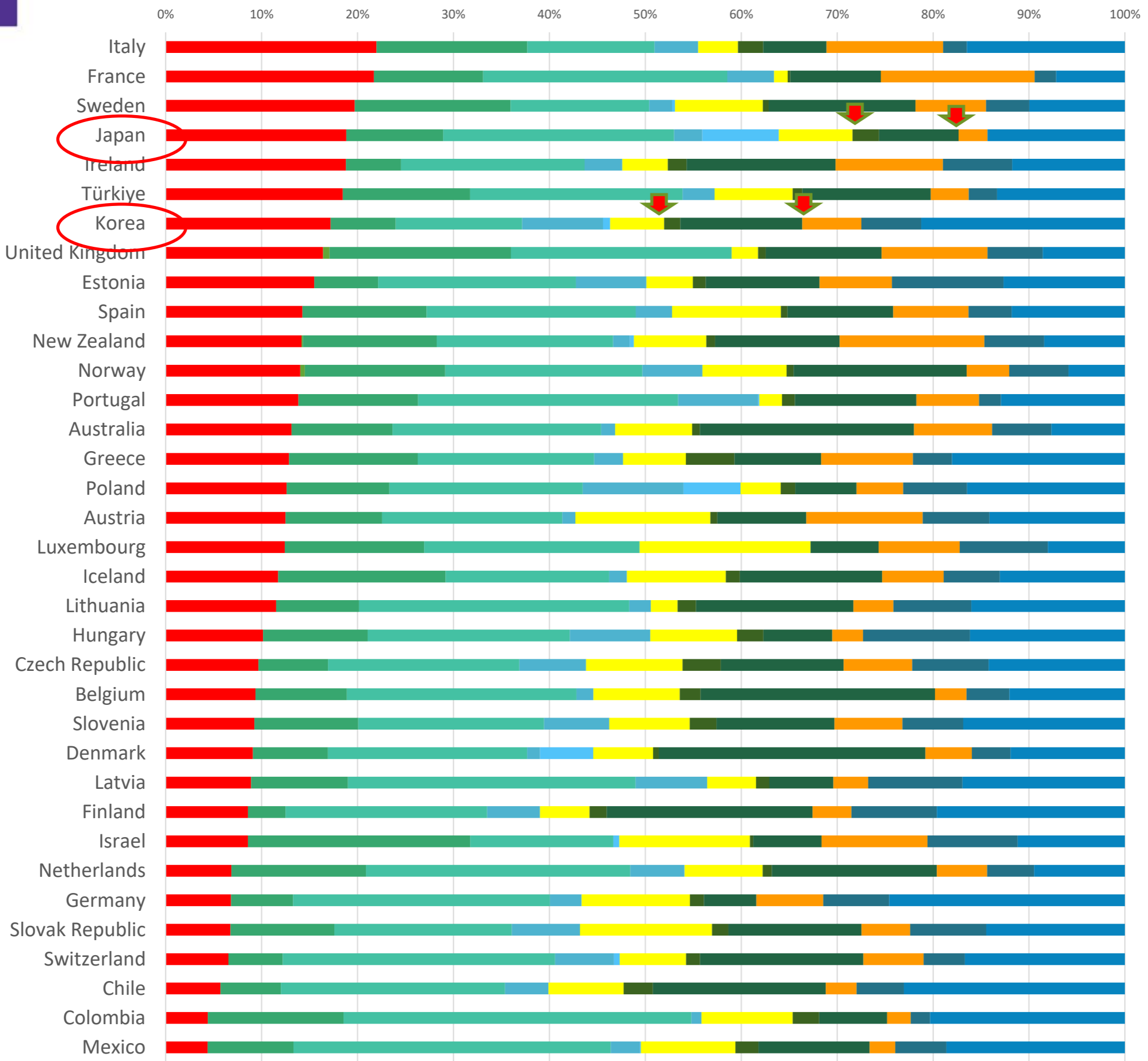


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Outline

1. Current status and debates on humanities, social sciences and liberal arts
2. Intake of Western higher education models as a nation-building project based on translation, east-west hybrid, independence, and then catch-up
3. Strategic positionings via glonacal agency euristics: beyond catch-up syndrome/mentality
4. Language and internationalization of HE: international liberal arts for developing common grounds for mutual exchange and understandings

*1. Current status and debates on
humanities, social sciences and liberal arts*



New Entrants by fields, bachelor (2020)

- Arts and humanities
- Generic programmes and qualifications
- Social sciences, journalism and information
- Business, administration and law
- Services
- Field unspecified (Broad field level)
- Education
- Agriculture, forestry, fisheries and veterinary
- Health and welfare
- Natural sciences, mathematics and statistics
- Information and Communication Technologies (ICTs)
- Engineering, manufacturing and construction

Source: OECD Stat

2. Intake of Western higher education models as a nation-building project based on translation, east-west hybrid, independence, and then catch-up syndrome or mentality (Yonezawa, Chen, Jung & Lo 2017, Kariya 2018, Liu 2022).

Variation in understandings/translation on “liberal arts”

Yonezawa & Nishimura (2016)

- 文学・人文(Taiwan): humanities (e.g. National Taiwan University)
- 博雅教育(HK) four-year US type liberal arts (e.g. Lingnan University)
- 一般教育(Japan), 通識教育(HK, Taiwan): general education
- 教養教育(Japan): cultural & refinement education
- 기초 교육(basic education) / 교양 교육(cultural & refinement education) (Korea): US type liberal arts education
- 文化基礎教育 (China): cultural quality education, education for all-round development

Until 15th century

Eastern intellectual
tradition and culture

Japan positioned as
periphery at the border
of the tributary system
under Chinese Dynasties

和魂漢才 (Japanese spirit
with Chinese
knowledge): 10th
century

Local (national)
identity

17- mid-19th
century Japan

Eastern
intellectual
tradition and
culture

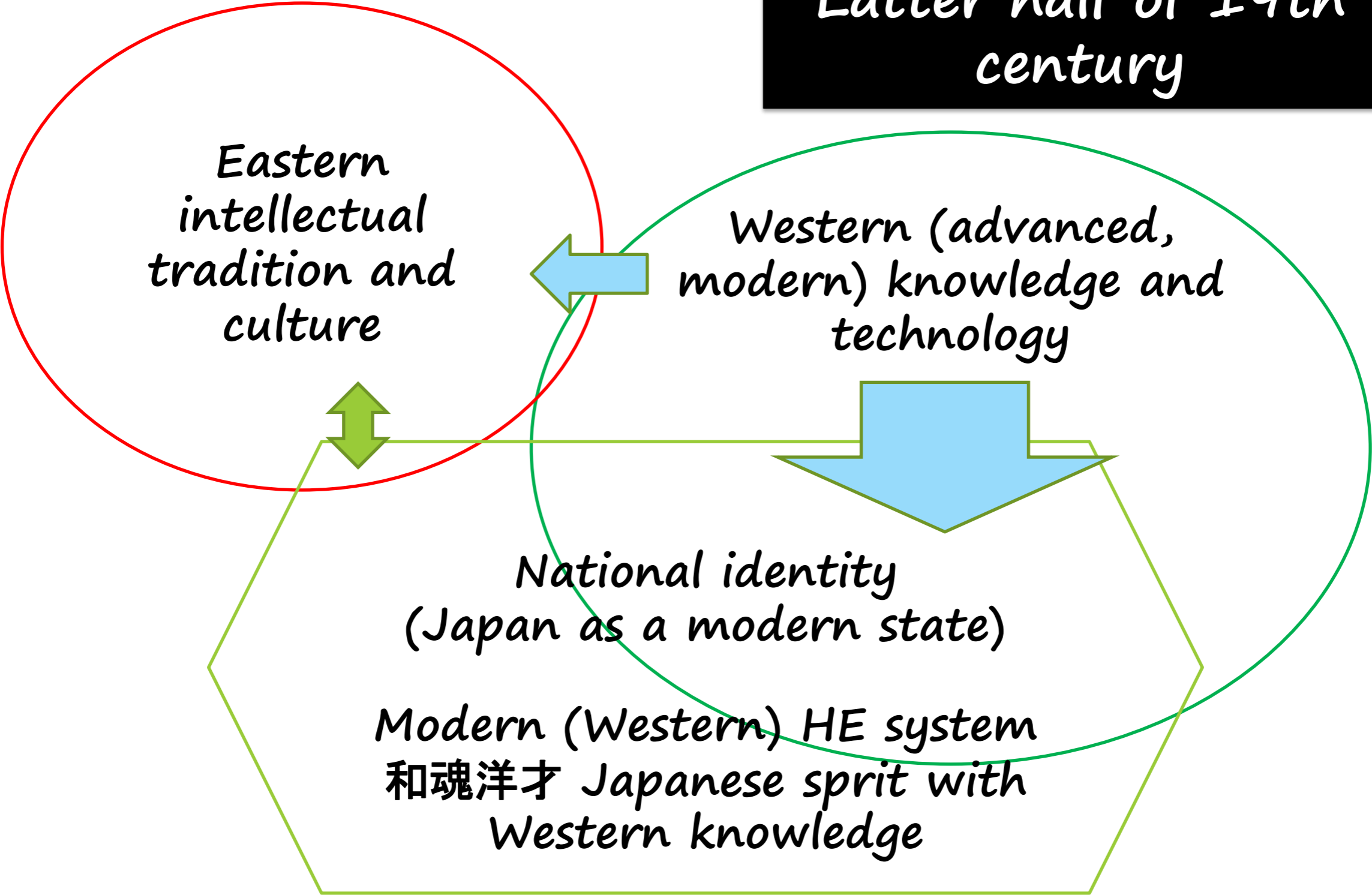
Western (advanced,
modern) knowledge
and technology



Local (national)
identity

漢学 Chinese studies
蘭学 Dutch (Western) studies
国学 National (Japanese) studies

Latter half of 19th century



Yonezawa, Hoshino & Shimauchi (2017)

Transrational Movements (medieval Europe)



Performed spontaneously or systematically, the transrational movements have mediated the sharing and aggregation of knowledge in the common language.



“**Latin translations of the 12th century,**” a translation movement of Arabic literature into Latin, facilitated the transfer of a center of knowledge from the Islamic world to Europe.



This Arabic knowledge had also been based on the translation from the Hellenistic culture originated from ancient Greek and Roman civilization.

Intake of Western higher education models as a nation-building project based on translation



Texts



Academic and education dialogues (at universities)



University systems and concepts



Various types of universities and higher education institutions in Europe and North America + Ancient Daigaku-Ryo as Imaginary Concept

Yonezawa, Shimauchi & Liu (2023).

East Asian context in Translation

In East Asia, universities were formed in the manner of modern nation-states, following the models of the Western world since the late 19th century.

Under the strong influence of nationalism, these establishments were created in countries using their own national languages.



Japan

Nation building based on translation



China

East – West hybrid identity



Korea

Seeking unique identity

*3. Strategic positionings via glonacal agency
heuristics: beyond catch-up
syndrome/mentality*

Transition from HE system development as nation-building project to the response to globalization (1990s to 2010s)

- End of Cold War
 - Post soviet transformation (Russia and East Europe)
 - Market economies under socialist regimes (China, Vietnam)
- Dominance of English as lingua franca linked with increased student mobility
 - National languages still actively used at undergraduate programs
- Learner-centered visions linked with international quality assurance
 - Bologna Process
 - HE service trades
- Development of graduate education and changing role of undergraduate education
 - terminal education to interim step to postgraduate education
 - Blurred boundary in dual systems

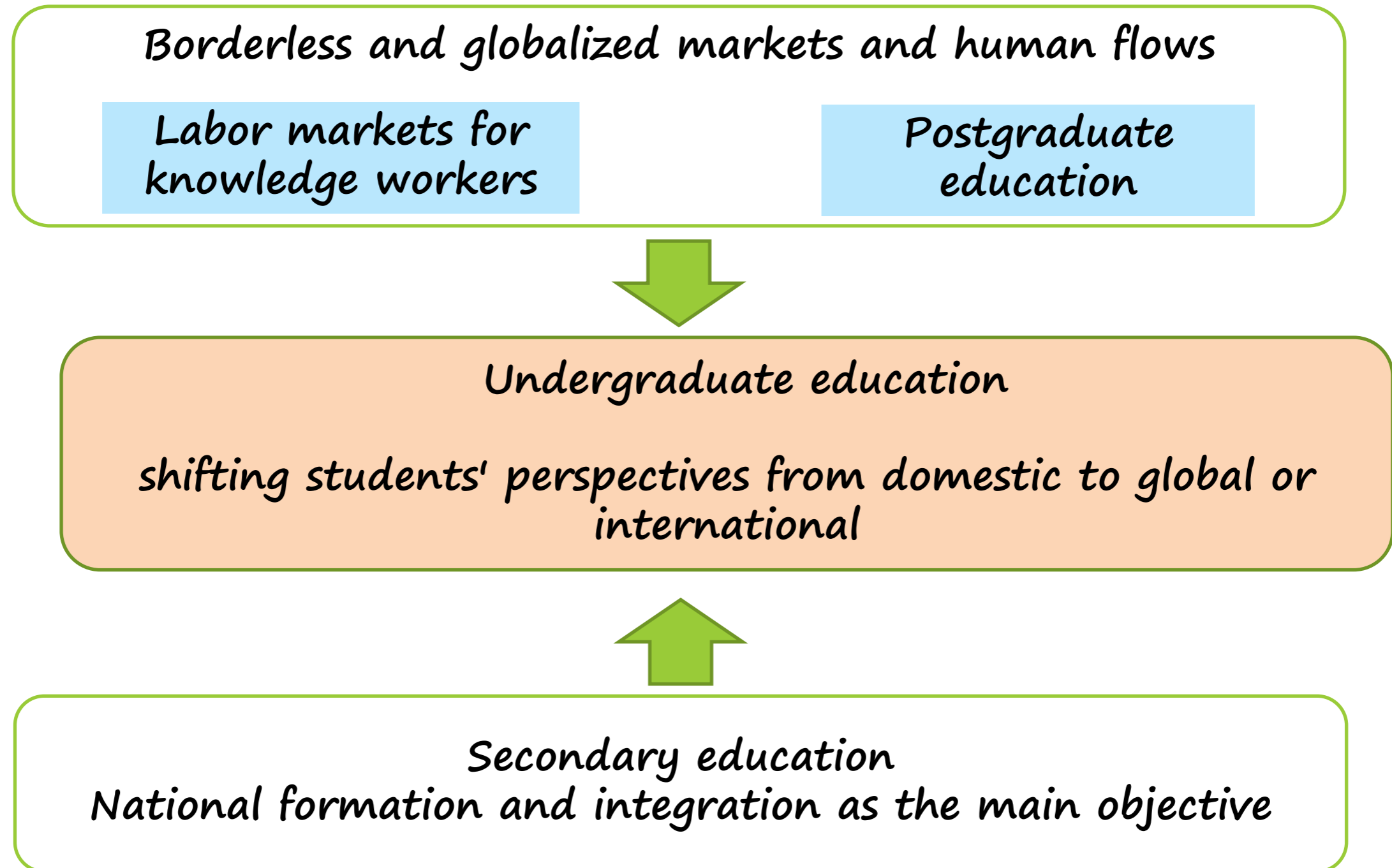
Rise of Nationalism

Widening influence of US HE model as “international liberal arts education via EMI”

Share of International Students in Major OECD Countries (2020, %) (OECD Education at a Glance 2022)

	Bachelor's	Master's	Doctorate
UK	16.1	40.0	41.2
Australia	15.5	50.0	33.4
Canada	14.4	20.1	35.8
Netherlands	11.3	19.3	47.9
France	7.1	13.0	37.9
Germany	7.0	17.1	23.1
OECD total	4.9	14.3	24.3
US	4.5	12.4	25.7
Korea	3.2	10.6	16.7
Japan	3.2	10.5	20.9
Israel	3.1	5.0	9.0

Dynamism of undergraduate education reforms



Yonezawa, Shimauchi & Liu (2023).

Undergraduate education from the end of WWII until today (from Japan's perspective)

Reference point in
introduction of
general / liberal arts
/ broad UG

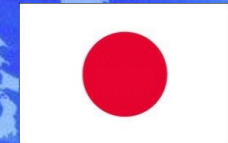


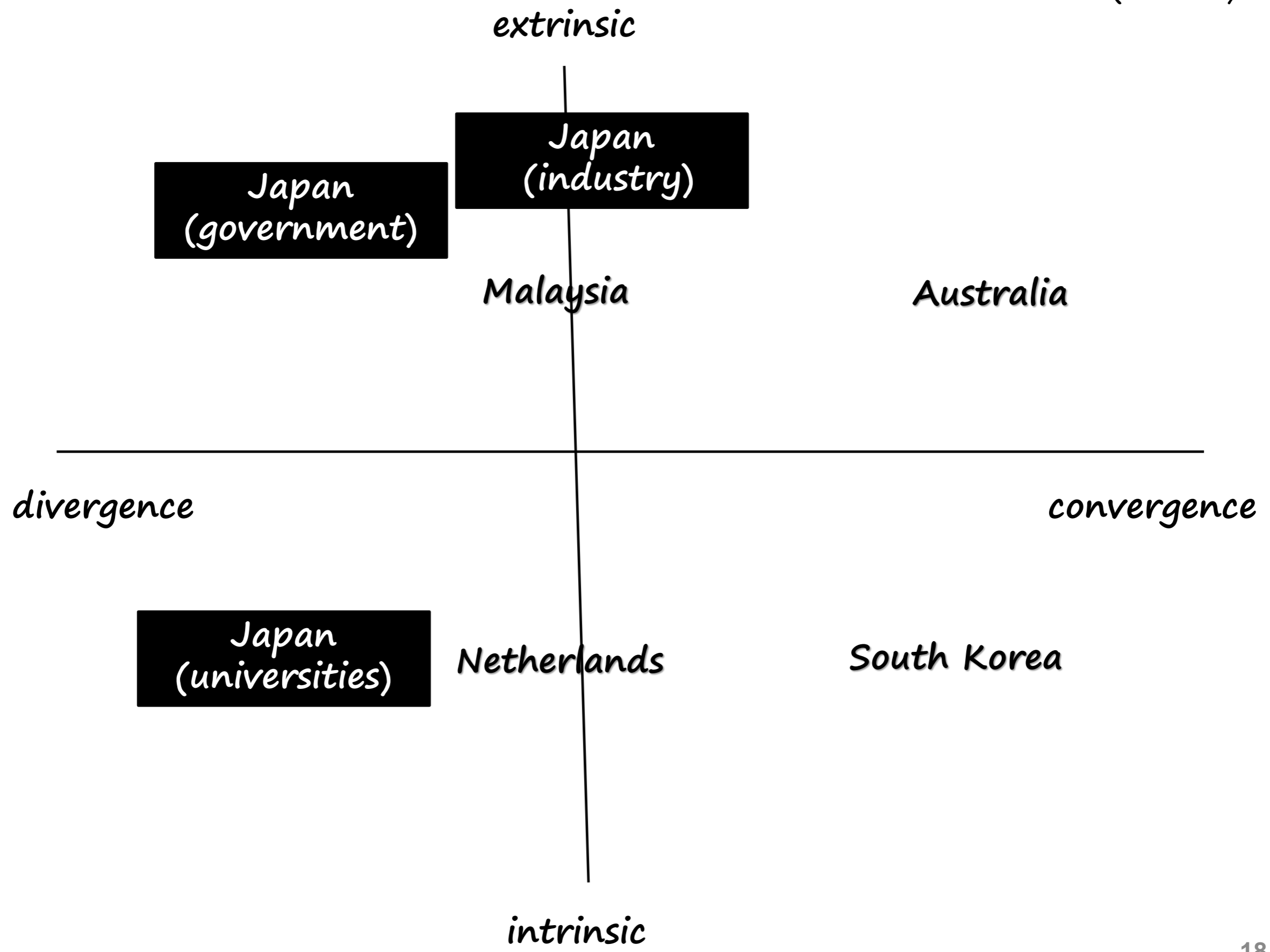
University college, English
Media Education inserted
in continental European
tradition

Ambivalence btw
colonial/international
legacy & policies to
establish national
identities

Transformation towards
multiculturalism through the
marketing towards Asian-Pacific

Articulation of East Asian
Humboldtian tradition with
US idea of university
education





*4. Language and internationalization of HE:
international liberal arts for developing
common grounds for mutual exchange and
understandings*

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