

# Dimensions of International Higher Education

The University of California  
Symposium on Education Abroad

edited by  
William H. Allaway  
Hallam C. Shorrock

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Westview Special Studies  
in Education



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*Westview Special Studies in Education*

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# Foreword

*Clark W. Kerr*

Public concern for international affairs has never been a consistently high priority in the United States. Historically, attention has gone instead to populating and developing a new nation, isolated from the religious and political quarrels of the older nation-states. American higher education, on the other hand, has always had at least some international dimensions. The founding of colleges in the American colonies relied heavily on European sources for funds and academic leadership. Through the nineteenth century migration of graduate students to German universities and the adoption of aspects of the German research university by American institutions and into the construction of a twentieth-century international community of scholars, especially in scientific fields, higher education in the United States has been international. There has always been some very considerable exchange of knowledge, of ideas, of people.

Only since World War II, however, has that international aspect been a self-conscious one on the part of institutions of higher education and of public policy, and the forms that interest and policy have taken have closely followed the bends and turns of international relations. In the 1940s, plans for postwar reconstruction of Europe and Japan included proposals to rebuild and restaff educational institutions at all levels to provide a basis for a stable international order. The Fulbright Program of intellectual cooperation paralleled the Marshall Plan of economic cooperation and development.

Through the 1950s, Cold War and national defense needs stimulated the development of area studies and foreign language centers. During the early 1960s, interest turned to supplying technical assistance to developing nations of the world and to their institutions of newly acquired university status, as in Nigeria, Ghana, and East Africa.

In the later 1960s and 1970s, however, increasing international trade and investment by Americans abroad, the emergence of multinational companies as a "sixth continent" (as Sir Kenneth Alexander notes in his presentation in Chapter 10), and heavy traffic by travelers and vacationers across national boundaries were not accompanied by parallel increases in national support for the international aspects of higher education. The effects of the Vietnam War on the United States included a public disenchantment with international involvements and, on university campuses, one

side effect of the civil and academic turbulence was a loosening of curricular requirements, especially in foreign languages and humanities, areas that served to underpin international education. At the same time, the massive injection of Ford Foundation funds that had done so much to stimulate foreign area studies ceased, as that organization turned to other, more domestic, problems. As a result, by the late 1970s support for international education activities such as teacher exchanges, area study centers, and NDEA fellowships had dropped dramatically.

Since the late 1970s, the theme of a "global perspective" has emerged, and that theme is expressed throughout this volume. The notion of a "global village" has replaced the older international dream of a "world order," and emphasizes the interdependence of all the peoples of the world. Economically, we can no longer speak of a "First" or "Second" or "Third World" when, as Peter Drucker has pointed out, "production sharing" -- the participation of workers and capital in several countries in the making of a single object, such as a pair of shoes -- is rapidly replacing even multinational corporations as the preferred form of economic integration.[1] There is a new recognition, too, of the ways in which all are dependent on the same ecosphere, and of the fact that the threat of nuclear war is a threat of global destruction. The question is, in what ways will higher education respond to a world that David Saxon describes, in the closing chapter, as "technological, xenophobic, and nuclear"?

While, as indicated above, Americans have retreated from a national commitment to programs of international education, individual students have continued to cross national boundaries in search of broad educational and cultural experiences. The number of foreign students in the United States grew from 50,000 in 1960-1961 to over 300,000 in 1983-1984, and by the late 1970s foreign students for the first time constituted over 2 percent of all higher education enrollments in the United States. As enrollment rates have flattened, that percentage continues to increase, and in 1983-84 foreign students made up nearly 3 percent of total enrollments in American colleges and universities.

As the demographic decline in the traditional college-going age cohort steepens in the next few years, higher education institutions all over the United States will continue their efforts to fill classrooms and dormitories with qualified students. If college enrollment drops at the same 20 percent rate as the age cohort will decline in the next twenty years, there will be a surplus of about 2.4 million places as compared with the some 12 million enrolled in 1980. That is over seven times the number of foreign students now enrolled in United States higher education institutions, and at least some of those available places might be filled by students from abroad. They will be most likely to come from countries, such as China, that now have very low rates of participation and in which expansion of existing systems of higher education demands a very large portion of resources that are also needed for economic development.

Not only students, but many individual institutions have sustained a commitment to international education in all its facets, even as national trends have succumbed to vacillations in national moods and policies. The symposium, held in conjunction with the

20th anniversary of the founding of the University of California's Education Abroad Program (and with the University's 115th birthday), the occasion of these presentations, demonstrates the longstanding commitment of this institution to international education.

The range of themes touched upon in the symposium papers is impressive. First, in keeping with the marking of the anniversary of the Education Abroad Program, is the emphasis on student exchanges, especially at the undergraduate level. The papers explore the academic, the personal, and the broader cultural aspects of the experience of living and learning in a nation and culture other than one's own, pointing to the problems and dangers as well as to the benefits. Eleven of the American participants in the symposium have had experience as administrators in a University of California Education Abroad center, and they underscore the importance of support mechanisms for undergraduate students if only, as Neil Smelser describes it (Ed. note: Chapter 6), to provide information on how to make a hairdryer work on a different voltage! Ørjar Øyen's paper (Ed. note: Chapter 7) is particularly instructive on the often neglected question of how the ambiguous goals we have for international student exchanges are actually translated into cross-cultural influences by the participating students themselves. His discussion of the "marginals" and the "centrals" in any society, the former having weak ties to any one group and therefore being more open to new influences which they then diffuse to the more ethnocentric members of the society, brings social science theory to bear on the processes by which cultural change takes place.

A second major theme of the symposium relates to the academic or knowledge aspect of international education. The set of papers dealing with challenges and opportunities for international exploration in different disciplinary areas and in different parts of the world raises questions about the ways in which methodologies and technologies are embedded in cultures, and are also conditioned by social and economic contexts. For example, in those fields where curricular requirements are sequential, tightly controlled, and oriented to specific job markets, as in engineering and some scientific fields, the knowledge base, and even the community of scholars, may be highly internationalized, but exchanges of students minimal, as several authors pointed out. Students in these fields may not be able to transfer the methodologies practiced in one nation into a base for subsequent work in the home country, and may not be able to receive academic credit for work that is perceived to be outside the normal progression toward a degree. In the humanities, on the other hand, the subject matter may be quite different from what is taught in the home institution, but the cultural and linguistic milieu may well provide the greatest benefit of the international experience. Credit may also be granted for work in non-sequential courses.

A third overarching theme of the symposium papers deals with the institutional arrangements that support international education in all its forms. Arrangements that are explored here include collaborative research teams drawing membership from several countries (an especially useful device for smaller nations), faculty

exchanges, and formal academic linkages between universities which then share a variety of resources. Of special interest is Elwin V. Svenson's discussion (Ed. note: Chapter 9) of the ties between the University of California and the University of Chile. His paper explores the often delicate relationships and decisions that are necessary when one of the participating academic institutions is located in a country with a repressive political regime.

As Barbara Burn so positively affirms (Ed. note: Chapter 4), higher education is international, and its institutions must continue to develop a wide variety of means, many of which are described in this volume, which will allow not only international education, but the internationalization of education, to permeate our colleges and universities.

I should like to take this opportunity to note that neither this symposium nor the study abroad program which it celebrates would have been possible without the devoted efforts of William H. Allaway. He has contributed such excellent judgment, such formidable efforts, and such constant patience and goodwill for so many years to the Education Abroad Program of which the University of California is so justly proud and from which so many thousands of students have so greatly benefitted. I have seen him at work since the earliest days of this Program when I participated in its establishment, and have always thought that the Program was in the best of all possible hands.

#### NOTES

1. Peter F. Drucker, *Managing in Turbulent Times* (New York: Harper and Row, 1980), p. 96.

## Preface

The essays and commentaries which form the content of this book were originally presented on April 14 and 15, 1983, on the occasion of the 115th anniversary of the chartering of the University of California (UC) and the 20th anniversary of the establishment of the University's Education Abroad Program (EAP). Following the anniversary celebrations, a one-day Symposium on International Education, sponsored by the Education Abroad Program, took place on the UC Santa Barbara campus. The symposium brought together nearly 200 persons. Participants included leading faculty and administrators in international higher education in the United States and from nine countries where the University of California maintains reciprocal exchange agreements with other universities, past and present regents, EAP participants and staff members.

The symposium, which provided the occasion for the presentation and sharing of these papers and the interchange among participants, celebrated twenty years of unusual cooperation between the University of California and distinguished universities around the world. Through the sharing of common objectives and of resources, the education of many thousands of students has been enriched through a period of study in a university in another country. Faculty members have had a unique experience assisting students in maximizing that experience while furthering their own scholarly objectives.

The contents of this volume provide ample evidence of the complexity of educational exchange in its motivations, its conceptualization, and its implementation. The joys, the anguish, and the mind-bending nature of the experience for students are analyzed and celebrated. Indeed, the student is given a uniquely central role in thrusting into the forefront the major mission of the university, that of purveying scholarship to succeeding generations. The beauty of it all is that while individual scholars of all ages have had these transforming experiences, the universities concerned have gone calmly about their business, because what was occurring was what has come naturally to universities ever since the institutionalization of higher education began to take place.

True, scholarly communication occurs in many languages from Sanskrit to FORTRAN. True, faculty committees can debate endlessly the number of units a student from UC Berkeley should



receive for a seminar taken in the ancient University of Padua. True, a junior faculty member from the University of Nairobi who takes a Ph.D. at UC Davis can bring new insights in his chosen field to further his teaching and research in Kenya. True, students will say that regardless of their academic progress in degree terms at the University of California, the year abroad remains the major educational experience of their lifetime. These statements only hint at the complexities of the subject under discussion.

During the past twenty years, the interchange of students and faculty across national borders has steadily increased. In addition to the more than fifty universities in more than twenty-five countries with which the University of California is linked through exchanges, by means of this volume may I salute universities and countries everywhere which throw open their doors to share their uniqueness with friends and colleagues of another nation, another culture, and often another language. At the same time I wish to express a final word of deep appreciation to colleagues throughout the University of California system who have done so much to make the EAP what it is today and who shared their experiences with us in the symposium, and particularly to my colleagues in the EAP who have demonstrated so amply that a bureaucracy can be a caring community with a mission. Special thanks must go to co-editor Hallam C. Shorrock without whose efforts this volume would never have seen the light of day.

It is our sincere hope that the sharing of the material will contribute to the internationalization -- the globalization -- of higher education, not only for the sake of its enrichment, but, as then UC President David Saxon so eloquently stated, as "a necessity for survival in our nuclear world."

William H. Allaway, Director  
University of California  
Education Abroad Program

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# Contents

Foreword, <u>Clark W. Kerr</u> .....	xiii
Preface.....	xvii
Acknowledgments.....	xix
About the Contributors.....	xxi

## PART ONE THE INTERNATIONAL ENVIRONMENT

1. To Be an Educated Person in a Technological Society.... <u>David S. Saxon</u>	3
2. The Danger of Academic Protectionism..... <u>Ralf Dahrendorf</u>	5

## PART TWO AFFIRMING THE INTERNATIONAL CHARACTER OF HIGHER EDUCATION

3. The International Roots of Higher Education..... <u>D.G. Lavroff</u>	13
4. Higher Education Is International..... <u>Barbara B. Burn</u>	19
5. Aspects of the Internationalization of Higher Education	
A. The University in the Third World	
An African Perspective..... <u>Ampah Johnson</u>	25
A Western Perspective..... <u>John A. Marcum</u>	30
B. The Undergraduate Dimension	
Differences in Academic Traditions..... <u>Ralf Dahrendorf</u>	33

Understanding the Complexities of Another Culture...	35
<u>Dennis C. McElrath</u>	
C. Collaborative Research and Faculty Exchange	
A View from Italy.....	37
<u>Louise George Clubb</u>	
A View from Sweden.....	41
<u>Nils N. Stjernquist</u>	
D. International and Comparative Studies	
The Internationality of Science and the Nationality of Scientists.....	44
<u>James S. Coleman</u>	
The Chinese University of Hong Kong: Neither Chinese nor British.....	48
<u>Choh-Ming Li</u>	

### PART THREE ACADEMIC AND CULTURAL DIMENSIONS OF STUDY ABROAD

6. The Personal Global Experience.....	57
<u>Neil J. Smelser</u>	
7. "Marginals" Versus "Centrals".....	63
<u>Ørjar Øyen</u>	
8. Disciplinary Points of View	
A. Science and Technology	
A Paradoxical Challenge.....	75
<u>Jorge Fontana</u>	
Raising Some Questions.....	79
<u>Yoash Vaadia</u>	
B. Humanities	
Opening up New Perspectives.....	81
<u>Norbert Kamp</u>	
C. Social Sciences	
Difficulties and Possibilities.....	85
<u>S.B. Saul</u>	
The Dilemma of Western Students Studying in the Non-Western World.....	89
<u>Joyce K. Kallgren</u>	

#### D. Language and Culture

The Ultimate Value of Learning a Foreign Language... 93  
William M. Brinner

Objective and Cognitive Dimensions of Study Abroad.. 100  
Manfred Stassen

#### PART FOUR SHARING ACADEMIC RESOURCES: THE ULTIMATE POTENTIAL OF UNIVERSITY LINKAGE

9. The UCLA Experience with International Programs..... 107  
Elwin V. Svenson
10. Prospects for Sharing..... 115  
Sir Kenneth Alexander
11. Beyond Scholarship ..... 129  
R.J. Snow

#### PART FIVE EPILOGUE

12. Report of the Symposium Rapporteur..... 133  
Naftaly S. Glasman
13. The Kind of Education Demanded by Today's World..... 139  
David S. Saxon
- Appendix..... 143
- Index..... 147



## **Part One**

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# **The International Environment**