

The Role of Higher Education in Asia's New Order and Cooperative Leadership

아시아의 새 질서와 협력적 리더십에서 고등교육이 수행할 역할

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Abstract

The collapse of the USSR and the end of the Cold War, resulting in the collapse of bipolarity and the emergence of multipolar centres of influence, sparked off a myriad of changes which exerted profound impacts on Asia. In fact, the new world order, “multipolar” or “one superpower plus many major powers” bringing about political and security uncertainties with a lot of conflicts leading to struggles and alliances intertwined with and into each other, creates opportunities as well as posing challenges in all aspects including higher education, especially on the way educational classrooms are managed and lecturers are delivered, and on the role teachers and students play. Therefore, higher education systems face the challenge of equipping students with multicultural knowledge, skills and values needed to successfully compete themselves in a globalized market. HEIs train generations into excellent manpower, young intellectuals, train talents into global citizen well-prepared for a multi-polar world, for a multicultural community without clashes of any kind nor endangerment of nature which *whole person, liberal and multicultural education* aims to reach.

To actively accelerate international integration of higher education and improve institutional quality, the state should create supporting mechanism platform and publish appropriate policies to form a network of Asia's higher education institutions (HEIs), of HEI cooperative leadership, where every university can seize the opportunity and proactively develop the totality (wholeness) of a human being who should grow properly and become not only academically sound, but also balanced and healthy psychologically, emotionally and physically.

- Key words: Higher Education Institutions, Asia's New Order, Cooperative Leadership, Social Sciences and Humanities

초록

양극체제 붕괴와 다중심체제 등장으로 귀결되는 소련의 붕괴와 냉전의 종식은 아시아에 심오한 영향을 미치는 많은 변화를 촉진했다. 사실 새로운 세계질서는 다극체제이거나 혹은 하나의 패권국과 여러 개의 주변적 힘으로 이루어진 체제라고 볼 수 있는데, 이는 상호투쟁이나 동맹으로 이끄는 많은 갈등과 함께 정치적이며 안보상의 불확실성을 초래한다. 이 새로운 질서는 모든 부분에 있어서, 특히 교실운영과 강의전달 방식 및 교사와 학생의 역할에 관한 것을 포함한 고등교육 부분에 있어서 도전을 제기할 뿐만 아니라 새로운 기회를 창출한다. 따라서 고등교육체제는 학생들에게 지구적 시장에서 자신을 성공적으로 완성하는데 필요한 다문화적인 지식, 기술, 가치 등을 제공해줘야 하는 도전에 직면해 있다. 고등교육기관들은 새로운 세대에게 탁월한 인간 능력, 즉 젊은 지식인으로 다극적 세계에 잘 준비된 지구시민이 될 수 있는 능력을 훈련시키고 있다. 이는 교양교육이든 다문화교육이든 전인교육 종류가 지향하는 본성과 충돌하지 않고 위험에 빠지지 않으면서도 다문화 공동체를 살아가기 위해서이다.

실제로 고등교육의 국제적 통합을 증진시키고 제도적 질을 개선하기 위해, 국가는 지원 매커니즘 플랫폼을 창출하고 아시아에서 고등교육기관 네트워크와 고등교육기관의 협력적 리더십 네트워크를 형성하는 적절한 정책을 발표해야 한다. 이 네트워크는 모든 대학이 기회를 얻을 수 있고 상황을 주도하여 인간의 전체성(전인성) 즉 적절하게 성장하고, 학문적으로 건전할 뿐만 아니라 심리적, 감정적, 육체적으로 건강하고 균형잡힌 인간을 발전시킬 수 있다.

- 주제어: 고등교육기관, 아시아의 새 질서, 협력적 리더십, 사회과학과 인문학

I. Asia's New Order

The end of World War II saw the Soviet Union emerge as one of the world's two great military powers. During the Cold War period, the world community was polarized between the two superpowers: the U.S. and the former Soviet Union (the USSR), but the end of the Cold War created a necessity to make a new definition in the international relations and forced the states to re-structure themselves. In addition, the international organizations were also forced to enter a period of restructuring. With the demise of the Soviet Union and the collapse of communist regimes in Eastern Europe, the world's geopolitical balance changed,

the bipolar international system dominating the Cold War period disintegrated, and in replacement, the unipolar system emerged under the hegemony of the U.S., shaping new balances within the international community through unipolarity. In other words, the end of the Cold War strengthened the U.S.'s position as the sole superpower.

On the second thought, was the world system then really unipolar at all? Were there counterpoises to this leading power? In reality, however strong the U.S. might be, it couldn't operate by itself without cooperation with other major powers. The world system then could be regarded as under the leadership of a superpower (the U.S.) together with other major powers, at least five – the United States, Europe, Russia, Japan, and China. Moreover, the post-Cold War global order witnessed the emergence of a distinctive pattern of triangular interaction among India, China and United States during the 1990s. Thus, in the post-Cold War world, the power system changed: the players within the system began trying to re-define their roles and their places within the system to secure a place for themselves within an environment in which even the U.S. was not prepared to become the only force.

However, the world system is not simply political. From an economic and political point of view, with the argument that the U.S. is not the only power though being a great economic power, the international system can be viewed as multipolar, rather than unipolar. Actually, there are other power centers. For instance, the European Union (EU), the Organization of Asia-Pacific Economic Cooperation (OAPEC), the North Atlantic Treaty Organization (NATO), the World Trade Organization (WTO), the Asia Pacific Economic Cooperation (APEC), the G-7, among many others. Besides, the economic success of the East Asian and South-East Asian states based on liberalized market oriented couldn't have been to the full without cooperating with the U.S., Western Europe and Japan for investments, trade, and multilateral financial support. Further, as a matter of fact, when the United States exercised military operations in Kuwait, Afghanistan, Iraq and elsewhere, it insisted on sharing the costs of the operations with other major powers. Hence, the international system of the post-Cold War era actually reflects a multipolar system in which at least five major powers – the United States, Europe, China, Japan, and Russia – dominate the world affairs.

In short, what is exactly the world order in the 21st century? Unipolar in favour

of the U.S.? Or the U.S. as the superpower in collaboration with major powers? Or multipolar as the world circumstances encompass a wide variety of nations and regions and organizations? Can it be said that the world is still in the process of formulating and shaping a New World Order, which involves the hard struggles as in a drawn battle among these three above-mentioned trends?

1. The Rise of Asia in the New Order

The collapse of the USSR and the end of the Cold War sparked off a myriad of changes which exerted profound impacts on Asia and ASEAN. With the U.S.'s augmented sense of power, the U.S. encouraged and pushed Asians to adopt democratic values and become more liberal in politics as well as in opening their markets. Although the U.S. dominated global economics and finance in the post-war era, it must adapt to Asia's new order now¹⁾ as the rise of new regional institutions and agreements in Asia will pose a growing and lasting competitive challenge to the U.S. leadership in Asia. The U.S. needs to encourage a liberal, open, market-based economic order in the region. Apart from the TPP, the U.S. should have bilateral investment treaties with China and India, creative public-private partnerships to inject the U.S. into infrastructure developments in Southeast Asia, and sectoral agreements.

In the 1990s, the Japanese pushed for an Asian Monetary Union. Today, New Delhi's involvement with the Beijing-backed Asian Infrastructure Investment Bank (AIIB) has taken place.

"The rise of Asia, and China specifically, is the single most important force reshaping the world economy at the beginning of the 21st century. From a low of 20 per cent in 1950, Asia's share of global GDP has now risen to 33 per cent and will exceed 40 per cent within a generation if current forecasts are realized. Asia's growing weight in the world economy is elevating it to a central position in global economic and financial affairs."²⁾

1) Evan A. Feigenbaum, *The U.S. must adapt to Asia's new order*, retrieved from the World Wide Web (2015). Evan A. Feigenbaum was Vice Chairman of the Paulson Institute, the University of Chicago.

Prof. Dale W. JORGENSEN Samuel W. Morris University Professor, Harvard University in his paper (2012) *The Rise of Developing Asia and the New World Order* has stated that “Growth in the Asian Tigers – Hong Kong, Singapore, South Korea, and Taiwan – will continue to slow, but all except Hong Kong will grow more rapidly than the world economy. India will overtake Japan, Russia will overtake Germany, and Brazil will overtake the U.K., leading to a New World Economic Order in 2020: China, the U.S., India, Japan, Russia, Germany, and Brazil”. So, *China, Indian and Japan* will, according to him, stay in the top seven. The emergence of Asia from the underdevelopment has created a new model for economic growth in the context of globalization. The performance of the leading countries in developing this paradigm – Japan, then the Asian Tigers, and now China and India – has changed the course of economic development in Asia and around the world.

Lee Kuan Yew, to debate about Asia's future, in the famous book *The Grand Master's Insights on China, the United States, and the World*³⁾, offers his assessment on China and China's future, that “the *Chinese will want to share this century as co-equals with the U.S.*”. Ali Wyne⁴⁾ in his article published in the Diplomatic Courier's July/August 2013 print edition, quoted Lee Kuan Yew's words that the Chinese “*have transformed a poor society by an economic miracle to become now the second-largest economy in the world — on track,, to become the world's largest economy*”. In this book, Lee Kuan Yew affirms that the U.S. has to share their preeminent position with China which is bigger with the time.

To balance the power, Lee Kuan Yew thinks that the U.S. must rely on Japan to maintain a triangular with Japan and the U.S. on one side and China on the

2) Barry Eichengreen, Charles Wyplosz, and Yung Chul Park eds, *China, Asia, and the New World Economy* (New York: Oxford University Express, 2008).

3) Graham Allison, Robert D. Blackwill, Ali Wyne, Henry A. Kissinger, *Lee Kuan Yew: The Grand Master's Insights on China, the United States, and the World* (Cambridge MA: MIT Press, 2013), 2-3.

4) Ali Wyne is an associate of the Harvard Kennedy School's Belfer Center for Science and International Affairs and a contributing analyst at Wikistrat. In 2012, the Diplomatic Courier and Young Professionals in Foreign Policy selected him as one of the 99 most influential foreign-policy professionals under 33.

other.

For India, Lee Kuan Yew saw India's future as positive, firmly embedded in the story of a rising Asia. Lee said that "if there are no mishaps by 2050 the U.S., China, India, and Japan will be economic heavyweights." India, seen as a great civilization with an important destiny by both Lee and Nehru, will be an "intrinsic part of this unfolding new world order."⁵⁾ According to him, India has strong economic strengths. Its private sector is superior to China's. India also provides a better environment for creation and protection for intellectual property. To further develop, India should invest in infrastructure; accelerate urbanization; provide greater incentives for the private sector; liberalize FDI, among many others. He believed that India cannot grow into a major economy by service sector alone but with industrialization (with industrial sector).

For India, a new regional power, India is increasing its naval, air force and missile capabilities with a key challenge being domestic stability. In addition, Indian expansion is supported by the U.S. for the purpose of balancing Chinese influence in Asia to keep the global strategic balance in favour of the U.S.

Zbigniew Brzezinski in his major works *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives* (1998), expressed his geostrategic vision for the 21st century. According to him, the U.S. emerged as the world's only superpower: no other nation possesses comparable military and economic power, but how the U.S. maintains this preeminent position in the future? Further, he focuses on the power of *the grand chessboard* – Eurasian landmass where stay, after the U.S., the next six largest economies and the next six biggest spenders on military weaponry, to analyze the U.S.'s supremacy in the near future. After Brzezinski's analysis of the triangular relationship among China, Japan, and America, he concluded that America's ultimate destiny is to give up its primacy in exchange for "an enduring framework of global geopolitical cooperation".⁶⁾

With regard to the Europe, Asia, and the Middle East, the U.S. must manage the conflicts and relationships there so that no rival superpower arises to threaten the U.S.'s interests. In Zbigniew Brzezinski's opinions,⁷⁾ the stability in Asia will

5) Akhilesh Pillalamarri, "Lee Kwuan Yee believed in India," *The Diplomat* (March 26, 2015).

6) Zbigniew Brzezinski, *The Grand Chessboard: American Primacy and Its Geostrategic Imperatives* (New York: Basic Books Publisher, 1997), 151-193.

be greatly increased if the U.S. and China can accommodate each other on a broad range of issues, and if the U.S. can foster reconciliation between China and Japan while mitigating the growing rivalry between China and India.

⁸If current trends persist, by 2025, China will have the world's second largest economy and will be a leading military power. It could also be the largest importer of natural resources. However, the pace of China's economic growth almost certainly will slow in face of mounting social pressures arising from social problems, which requires China to adopt additional reforms, undergo further transformations, etc. For India, over the next 15-20 years, Indian leaders will strive for a multipolar international system with New Delhi as one of the poles and serving as a political and cultural bridge between a rising China and the United States. India probably will continue to attain relatively rapid economic growth, but the growing gap between the rich and the poor will become a more important political issue.

With regard to Russia, though having the potential to be more powerful, and more self-assured in 2025, but multiple constraints (such as shortfall in energy investment, decaying education and public health sectors, underdeveloped banking sector, crime and corruption) could limit Russia's ability to achieve its full economic potential.

In the years to come, the global climate will experience complications but peace, independence, multi-ethnic democracy, cooperation for development are the big trends. The process of globalization and integration is accelerated. Cooperation, competition, struggles, interdependence especially among great powers are on the increase. The revolution of science and technology, especially information technology takes big leaps, creating opportunities as well as challenges for all nations.

World politics and security will undergo hazards with events such as terrorism, clash of culture and race, coups d'état, fights for interests and power and territories, fierce struggles for markets and resources and highly-qualified manpower, etc. The world face is experiencing more profound and rapid transformations into more profound multipolarity (if the world currently is multipolar). Big powers regulate their

7) Zbigniew Brzezinski, "As China rises, A new U.S. Strategy," *Foreign Affairs* (January/February 2011).

8) The National Intelligence Council, *Global Trends 2025: A Transformed World* (US Government Printing Office, 2008).

strategies to carry out, simultaneously, compromise, cooperation, competition, domination – all exerting strong impacts on the world's and regions' climates! Moreover, international and regional financial institutions are established; new forms of economic cooperation, bilateral and multilateral economic agreements emerge. More importantly, Asia-Pacific area including Southeast Asia continues to dynamically and eventfully develop with its strategic location in terms of geo-economics and geo-politics being more vital globally. At the same time, as Asia-Pacific area is “the goal for competition” of big powers, uncertainties are to happen! The sovereign owner of the East Sea (South China Sea) and islands, territorial disputes, ownership of the ocean's resources, and the like. ASEAN as one Community continues to prove its essential role in keeping peace and stability, fostering collaborations in and outside ASEAN in the face of domestic and international challenges.

Nowhere is the historic global transformation creating a new international context more striking than in East and South Asia. “*Asia matters because of its geographically size, population (with half of the world's population), economic dynamism (with growth rates approaching and occasionally exceed double digits), demand for energy (its enormous consumption of energy heated up the world's oil and gas markets), the presence of a rising power (i.e. China which altered the regional and global order), residual military threats, the struggle for democracy, and a variety of nontraditional threats ranging from separatist movements, religious agitation, and criminal activity to environmental pollution and disease.*”⁹⁾

Asia is a natural converging point of several great civilizations, great religions with rich values and traditions. For thousands of years, Asia has witnessed a great number of culture contacts by the coming together of societies with different cultural traditions, leading to interesting acculturation phenomena such as Sinicization-DeSinicization, Hinduization-De-Hinduization, Westernization-De-Westernization, etc.

For ASEAN, during the Cold War, ASEAN was vital in protecting its members against superpower rivalry and regional uncertainty. It was essential in creating a stable political climate needed for sustained economic growth. With the ending of the Cold War, ASEAN was crucial in pursuing the key role in regional security and economic cooperation.

9) Ellen L. Frost, *Asia's New Regionalism* (Boulder, CO: Lynne Rienner Publishers, 2008).

The collapse of the Cold War in 1991 resulted in the collapse of bipolarity and the emergence of multipolar centres of influence, which brought about political and security uncertainties in the Southeast Asian region. ASEAN, therefore, experienced a significant shift in its *method of operation*. Singapore Foreign Minister Jayakumar, S. in his Opening Statement at the 30th ASEAN Ministerial Meeting in 1997 that “ASEAN has added real value to the Asia-Pacific region by providing both a role model for international behaviour and acting as a catalyst for constructive change”.¹⁰⁾

ASEAN enlarges its membership to all ten Southeast Asia countries implied that the Association was now to have an increased political weight in the region.

Although the post-Cold War era has posed many challenges to ASEAN, it emerged from the Cold War to play a more assertive role in the region, attaining peace and strong economic performance among its member states. ASEAN has contributed to confidence building and consensual decision making among ASEAN nations, which leads to comprehensive security, paving the way for intra-ASEAN military-security cooperation.

Asia's new order has certainly been influenced by the 2016–2020 ASEAN-U.S. Strategic Partnership. Further, on April 29th, 2016¹¹⁾, ASEAN and the U.S. committed to deepen their cooperation at the 7th ASEAN-U.S. Joint Cooperation Committee (JCC) Meeting held at the ASEAN Secretariat, supporting for ASEAN centrality and ASEAN-led mechanisms, upholding the principles of international law. Substantive discussion focused on transnational challenges, maritime cooperation, economic integration; fostering emerging leaders and women opportunities; the establishment of the ASEAN Connect Centres in Jakarta, Singapore and Bangkok; on strengthening small and medium enterprises for economic development; leadership skills; etc.

In short, in the 21st century, a great number of Asian nations will develop in terms of economy and transition from closed to open societies. In addition, regionalism in Asia is believed to be a positive development. Still, there was the concern that regionalism¹²⁾ might form an economic block that would cause problems for

10) <http://www.aseansec.org/amm/amm30oss.htm>

11) *ASEAN-US to further Strengthen Relations*, retrieved from the World Wide Web <http://www.asean.org/asean-us-strengthen-relations/>

12) Muthiah Alagappa, *Regionalism in the 21st Century Asia* (2010).

the East Asian economy once heavily dependent upon international trade, which, luckily, has changed since the Asian Financial Crisis in 1997 as it sparked off a movement towards regionalism in East Asia.

As widely known, Asia has altered dramatically to possibly become a central driver of the global economy and international politics, to become the center of geopolitical activities. Why? Major global powers such as China, Japan, India, and South Korea are in Asia. And the U.S.-China security rivalry with deep economic interdependence will shape the region's future. All the more, many Asian countries are now members of the G20. Further, a variety of issues of concern to Asian countries, such as climate change, security, etc. can (and should) be effectively coped with at global level.

Regionalism in Asia has entailed the establishment of various regional institutions, currently amounting to about forty in East Asia, which includes both South East Asia and North East Asia. These regional institutions are so vital in the way that they modify the behavior of member countries and manage the major powers in the region. ASEAN (Association of Southeast Asian Nations) and ASEAN Economic Community are good examples. The Community plays the essential role in educating ethics and providing ASEAN knowledge to its peoples, preventing conflicts and wars, sharing common economic policies or markets, among many others. To be more effective, ASEAN should also strengthen multi-lateral security cooperation, especially the ASEAN Regional Forum, through greater efforts at confidence-building and preventative diplomacy.

Japan, due to its growing internal problems despite the ending of decade-long economic, still suffers from uncertainties including in consumer demand, “While the government has placed top priority in economic recovery, full-scale efforts in structural reforms, including fiscal reform, financial system reform and deregulation, are indispensable”.¹³⁾

Long ago, ¹⁴⁾India was generally viewed as a poor developing country and had

13) Malcolm Fraser(chair, Interaction Council, Seoul, 2001), *East Asia and the Pacific in the 21st Century: Geopolitical and Economic Dimensions*, retrieved from the World Wide Web <http://interactioncouncil.org/node/69>

14) Ummu Salma Bava, *New Powers for Global Change? India's Role in the Emerging World Order* (Friedrich-Ebert-Stiftung, 2007).

a low visibility on the global political and especially global economic front. However, since the last decade India has proved itself to have a dynamic future. Asia has many players to be its leader both regionally and globally. From within the region, China, India and Japan are the key actors, while the U.S. is the most dominant outside stakeholder in the region, and remains engaged as a cornerstone of regional stability, followed by Russia. In addition, there is increasing evidence that China and India will be players in changing the world politics. India's security strategy is still evolving, but for a cohesive security strategy, India's ability to transform itself into a major global actor would be hindered.

All Asian regional governments should consolidate close coordination for a greater sense of cooperation so as to live up to the high hopes and aspirations of billions of Asian people. Better cooperation will strengthen economic foundations, extend prosperity to the furthest reaches of Asia, allowing it to play a vital role in the world in correspondence with its size and economic importance.

Since each nation's interests, with the hope to develop beyond border to reach to the farthest possible, encompass far more than just the region itself, the course of time will be shaped into Asia-centred century, and Asia into a more co-operative region. As such, the evolving international order is going to be Asia-centred and polycentric, where each nation has to project itself as a confident and dynamic country, ready to play a larger role to ensure stability, security and peace in the world.

II. The Role of Higher Education, Especially in the Field of Social Sciences And Humanities in Asia's New Order and Cooperative Leadership

1. The Role of Higher Education in Asia's New Order

"Three things are required at a university: professional training, education of the whole man, research. For the university is simultaneously a professional school, a cultural center and a research institute. People have tried to force the university

to choose between these three possibilities. They have asked what it is that we really expect the university to do. Since, so they say, it cannot do everything it ought to decide upon one of these three alternatives. It was even suggested that the university as such be dissolved, to be replaced by three special types of school: institutes for professional training, institutes for general education possibly involving a special staff, and research institutes. In the idea of the university, however, these three are indissolubly united. One cannot be cut off from the others without destroying the intellectual substance of the university, and without at the same time crippling itself. All three are factors of a living whole. By isolating them, the spirit of the university perishes.” — Karl Jaspers, *The Idea of the University*.

The 21st century – the Information Age is being defined by an on-going process of economic, social and political globalization. All countries face a tremendous tidal wave of changes, opportunities and challenges. The global economy also experiences massive changes, which requires all countries including the highly industrialized countries to adapt to this economic shift through various strategies not excluding economic restructuring. “*In addressing the challenges posed by globalization, tremendous levels of cooperation are needed, between the public and private sectors, and between global, regional and national organizations*”,¹⁵⁾ which requires highly-qualified human resources, scholars, experts, talents trained up to regional and international standards. HEIs meet the right needs!

The Asia's New Order in the 21st century witnesses strong waves of regionalization and globalization, entailing a wide variety of changes for the better. It has also experienced a notable resurgence in the issues of higher education, further reinforcing the never-ending enrichment of cultures and of endless integration in virtually all aspects of life, one of the most important part of which is higher education, generating a lot of reforming, policy making, strategic planning etc. Globalization can be said to be an objective global trend leading to the totality of considerable changes in every aspect of the world, *especially in the inner life of education in general, of higher education in particular.* In fact, regionalization is related to the growing interrelationships between different countries of the region; globalization is related to the growing interrelationships between differ-

15) Derrick L. Cogburn, *Globalization, Knowledge, Education and Training in the Information Age*. South Africa: Center for Information Society Development in Africa.

ent parts of the world whereby national borders are blurred.

In addition, higher education is undergoing constant changes under the process of regionalization and globalization whose effects bring rapid developments in education of all fields. Clearly foreseen are changes within university training systems across the world as ideas, values and knowledge change the roles of students and teachers, and produce a shift in society from industrialization towards a knowledge-based society. It goes without saying that higher education is the major driver of the information-knowledge management system, linking it with economic development. This management system firmly establishes a sense of the uniquely important role that higher education can potentially contribute, in a profound and catalytic sense, to the development of any nation which recognized the critical role that education would play in laying the foundations of a knowledge-based society.

Higher education, with two functions being mainly teaching and research, has contributed to the creation of new knowledge through research and transfer of knowledge. Therefore, university environment can be considered a means of connecting citizens in a society at large. In addition, globalization and integration are creating a global market for students as they flow abroad to benefit from advanced higher education qualifications and research opportunities. Whatever the purpose is, those going abroad are not only trained in their field of expertise, but also absorb the norms and values of the academic system of the country of their dream. Thus, international students serve to transmit an international academic culture, contributing to the multiculturalism in each country. In this light, regionalization and globalization have exerted dramatic effects on the way educational classrooms are managed and lectures are delivered, and on the role teachers and students play. These changes are facilitating the transition from an enclosed society to a multicultural one as students are exposed to the very openness of the new information systems. Higher education systems face the challenge of equipping students with multicultural knowledge, skills and values needed to successfully compete themselves in a regionalized and globalized market. Universities, hence, should act as research and innovation hubs for local, national and international collaborations.

In addition, HEIs equip students with *the infinite desire to search for the truth, the spirit of perseverance to overcome all difficulties* on the way, self-effacement, struggles against the sense of self-satisfaction and warlike personality.

“Man's primary will to know struggles against the self-satisfied formalism of empty learning which drugs man into the illusory calm of fulfillment. It fights against empty intellectualism, against nihilism which has ceased wanting anything and thus has ceased wanting to know. It battles against mediocrity which never takes stock of itself and which confuses knowledge with the mere learning of facts.”
— Karl Jaspers, *The Idea of the University*.

Apart from the flow of international students, this global “academic playing ground” creates the in-and-out flow of international academia in every field such as science, engineering, information technology, management industry sector, etc. Hence, a large part of scientists, professors go abroad to teach and to do research. The flow of talents to developed countries may be in the form of migration due to the attractiveness of living and working conditions for research and training in many developed countries.

As a result of such trends, global marketplace will be increasingly expanded and the flows will continue to increase in number, leading to the reforms in educational policy making with strong focus on the development of information technology, the unity of the training system on an international scale, immigration policy preferably for highly qualified manpower and preferential policies of the world-acclaimed universities.

2. The Role of Higher Education in Social Sciences and Humanities

Lord Runciman noted that “*Too often government statements and official pronouncements refer approvingly to the undoubted contributions made by the natural sciences, engineering and technology to wealth generation, economic prosperity, knowledge transfer, innovation, and the development of new businesses, products and services, while failing to acknowledge the equally important contributions made by the arts, humanities and social sciences*”.¹⁶⁾

This quotation reflects the fact that the field of social sciences and humanities

16) Adam Roberts, *The importance of Social Sciences in the U.K.* <http://www.i-studentglobal.com/study-programmes/liberal-arts-social-sciences-humanities/social-sciences/the-importance-of-social-sciences-in-the-uk>
Adam Roberts was President, British Academy.

is sometimes overlooked in the modern world. In reality, this education intends to expand the students' horizon of knowledge by exposing them to areas of study which make them sensitive to a wide range of human problems and social phenomena. In this light, social sciences and humanities (SSH) should inform and shape futures research and foresight practices; and SSH researchers, policy-makers and business communities should recognize the role of SSH in the future. Research and training curriculum, therefore, should include a wide range of areas in order to increase the interdisciplinary nature of research, networking and cooperation, to interconnect knowledge from various research and training areas. Adam Roberts also states that "The inter-dependencies of science and the humanities and social sciences have never been clearer in the fast-paced, technologically advanced world we now inhabit. It is vital we make sure these disciplines are sustained for the future".¹⁷⁾

Just imagine what will happen to mankind and to our people if social sciences and humanities can't strongly develop on a par with history to guide and warn mankind in all walks of mysterious history full of traps! Without the guidance of humanism, of the achievements of the social sciences and humanities, biotechnology modern could crumble love and break familial bonds and all the institutions creating human society, just simply because brilliant accomplishments of modern biotechnology can lead to human bodies being mass-produced in lab. Without the guidance of true humanism, nuclear technologies could entail a "deluge of nuclear" destroying all lives present on this earth!

In HEIs, *social sciences and humanities curriculum* create opportunities for students to be directly exposed to social theories, specialized concepts, and research findings, as well as a range of tools related to investigation and analysis, to help them understand themselves, their families, their communities and society. Higher education teachers also guide students to conduct research works of high academic values, both basic and applied research towards practical contributions to the construction of the societies. Study and research should focus on social sciences and humanities because through sustained practice, students develop their planning, processing, problem-solving, critical thinking, and decision-making capabilities, often while exploring issues of deep personal relevance. The essential questions with which stu-

17) Ibid.

dents engage in these courses are often thought provoking and open ended. As such, the questions will stimulate inquiry, debate, and further questions, and can be re-examined over time. Systematic inquiry, especially in social sciences and humanities can help students analyze problems and determine appropriate actions that they can take as individuals, or that can be taken by families, diverse groups, and even societies in response to complex local or regional challenges. For this, people living in culturally diverse societies will understand one another better – all for promoting tolerance and social cohesion. Social cohesion, as the interdependence between members of the society, shared loyalties and solidarity¹⁸⁾ [Berger-Schmitt, Regina, 2000], is the strengths of social relations, shared values, feelings of a common identity, the sense of belonging to the same community, trust among societal members. It will uproot any violence, contradiction, confrontation, segregation, and the like.

In HEIs, student movements always represent the manifestation of the Youth's most profound aspirations, also of the inward voice in each people's soul; most important, at their turning points! The Gwangju Uprising refers to a mass protest against the South Korean military government that took place in the southern City of Gwangju (Kwangju) between May 18 and 27, 1980. The situation soon escalated with a series of nationwide protests against military rule that were led by labour activists, students, and opposition leaders, who began calling for democratic elections. Kwangju – the provincial capital of South Ch'olla (South Jeolla), in southwestern South Korea – which had a long history of political opposition and a simmering grievance toward the Park regime, was a centre of the pro-democracy movement. On May 18 some 600 students gathered at Chonnam National University to protest against the suppression of academic freedom and were beaten by government forces. Civilian demonstrators joined the students¹⁹⁾. This took place as South Korea strongly developed, leading to the population's need for a democracy. To this point, student movements in a country can precisely tell the

18) Berger-Schmitt, Regina, “*Social Cohesion as an Aspect of the Quality of the Quality of societies: Concept and Measurement*,” EuReporting Working Paper No.14 (2000) (excerpted from: Jenson, J.: 1998, Mapping social cohesion: The state of Canadian Research. Canadian Policy Canadian Networks, CPRN Study No.F|03, Ottawa (ftp:// ftp.cprn.org/family/msc2_e.pdf).

19) Chong-suk Han. *Kwangju Uprising. South Korean History*, retrieved from the World Wide Web <http://www.britannica.com/event/Kwangju-Uprising>

national standing of that country and its needs for further development.

Students and youth are the spring of any society as they are well-qualified for their knowledge and experience. Their enthusiasm, brightness and pure aspirations are the driver of innovations and reforms; of revolutions in science, in philosophy, in religions, in ideologies of humankind since time immemorial and for ever after!

3. The Role of Higher Education in Social Sciences and Humanities in Asia's New Order

According to Adam Roberts, *“Each day thousands of extraordinarily gifted economists, lawyers, historians, linguists, philosophers, critics, archaeologists, geographers, sociologists, anthropologists and psychologists make important contributions to our shared public life. How can we tackle terrorism without a deep cultural understanding of the phenomenon? How can we slow climate change if we don't support work on how people change their behavior? How can we make medical and scientific advances without analyzing their human and ethical implications? Their endeavors extend beyond the immediate needs of the economy, underpinning the culture of open and informed debate essential to any civilized, democratic society.”*²⁰⁾

As the paper²¹⁾ *“On Starving the Humanities and Social Sciences of Students and Funding in Japan: 4Humanities' View”* clearly stated, *“Even if the sole goal of universities was economic competitiveness, Japan needs the humanities and social sciences more than ever. HSS are the disciplines that teach creative and critical thinking along with the languages, literatures, and histories of other countries with which Japan engages”*, the significance of social sciences and humanities (SSH) in teacher education is more underlined in the context of regionalization and globalization, of forming one Asia and an ASEAN Community, which requires mutual understanding and tolerance

20) Adam Roberts, *The importance of Social Sciences in the U.K.* (2010). Adam Roberts was President, British Academy.

21) *On Starving the Humanities and Social Sciences of Students and Funding in Japan: 4Humanities' View* (2015), retrieved from the World Wide Web <http://4humanities.org/2015/10/on-starving-the-humanities-and-social-sciences-of-students-and-funding-in-japan-4humanities-view-2/>

among all citizens to survive, to live, to work together and to thrive.

In Asia and Southeast Asia as well as in other parts of the world, higher education institutions (HEIs) are a destination and a convergence point gathering many scholars and outstanding teachers to do the teaching and training for highly qualified experts and young intellectuals equipped with life skills to Asia's and Southeast Asia's standards to meet the need of economic growth and to effectively function in a multicultural regionalized world. HEIs train generations into excellent manpower, young intellectuals for One Asia, train talents into global citizen well-prepared for a multi-polar world, for a multicultural community for mankind's sake. Such HEIs as Seoul National University, the University of Tokyo, National University of Singapore, etc. can be on a par with U.S. and European universities. If Asia didn't have these top universities, international competition and world peace would be utopian!

In the new order, to nurture new generations of experts and scholars majoring in social sciences and humanities, "*whole person, liberal and multicultural education*" must be the key philosophy for every strategy and action plan. This will help social sciences and humanities higher education institutions (SSH HEIs) to develop the totality of a human being who should grow properly and become not only academically sound, but also balanced and healthy — psychologically, emotionally, and physically. This way, SSH HEIs offer multi-faceted, multicultural and interdisciplinary curriculum, complementary studies, integrated programs which inspires the students to readily apply the learning acquired in school to real-life situations; enhances the students' critical and creative thinking, diverse modes of reasoning on the way to grow to become a whole to reach their potential in terms of development and employability to fully and effectively serve the society.

Whole person education for social sciences and humanities is defined as a well-rounded educational program in the liberal arts where students learn the fundamentals of art, sciences and literature; in other words, liberal education. Liberal Education for SSH is a philosophy of education that includes broad exposure to multiple disciplines of SSH and ways of knowing in conjunction with in-depth study of SSH for professional development. It seeks to foster personal and intellectual growth and social responsibility.

Moreover, in the context of regionalization and globalization, whole person and

liberal education must involve the need to “internationalize” the curriculum and provide support services for non-native English speakers, to supporting increasingly ethnically diverse classrooms, to teach about issues that cross national boundaries, interconnected systems on ecological, cultural, economical, political and technological grounds such as the globalization program which draws upon expertise in many areas such as humanities and social sciences. In fact, curriculum must emphasize an interdisciplinary approach to intellectual endeavor, which challenge, provoke, and elicit a high standard of intellectual exchange; encourage innovative thinking and the ability to combine specialized knowledge with broad-based analytical skills, responding towards the society's needs and demands.

In this light, for the sake of the entire society, social sciences and humanities (SSH) must be integrated into the curriculum to offer multi-faceted, multicultural and interdisciplinary courses, complementary studies to formulate social networks, the norms of reciprocity and trustworthiness that arise from connections among individuals. When students do SSH studies, take part in cultural exchange and cooperative activities, learn about issues that cross national boundaries, they certainly go through a process of socialization for mutual understanding and sharing, for consensus, for friendship and brotherhood towards the feelings of a common identity. In this light, the students acquire the core values that underpin social cohesion not only within their own countries but beyond border.

In Asia's new order, with the undeniable role of HEIs, especially in the field of social sciences and humanities, where HEIs function as a community of scholars and students engaged in the task of seeking truth, a meeting place of different disciplines and world outlooks; where professional training, education of the whole man and research are offered; where the students attain professional and intellectual standing, mastery of their tools and integrity; where the great traditional values of big religions (such as Buddhism, Roman Catholicism, Caodaism, etc.) are highly respected; where ethics is ranked in the top; where the Good – the Truth – the Beauty are discovered, nurtured and developed, the society will benefit to the full and succeed in the search for peace, open-mindedness, unity in diversity, tolerance, etc. against all thoughts of wars, conflicts, racial segregation, religious discrimination, terrorism, hegemonism, expansionism, etc.

4. The Role of Cooperative Leadership in Higher Education in Asia's New Order

The 21st century world order is characterized by the rise of multipolarity (global conflict and instability). Heather Clydesdale in her works “Global Vision: Education Aligns to a New World Order” has clearly stated, “*The world is shifting to a knowledge economy as sophisticated technologies and continual migrations tighten connections between peoples and cultures. By understanding global trends, national strategy, and current realities, teachers can more mindfully play a role as their institutions adapt to an internationalized world. Internationalization in education is not only an amalgamation of local responses to global forces, but is being steered at the national level.*”²²⁾

In the context of regionalization and globalization, higher education must align to Asia's new order and to new world order. Social sciences and humanities including multicultural elements must be seriously paid attention to create solidarity and social cohesion. Cooperative leadership here is not confined to one institution, but extends beyond national borders. Multicultural curriculum with extracurricular activities such as cultural exchanges, field trips, cultural dialogues, etc. lead to mutual understanding, knowledge sharing on acculturation and identities, consensus and harmonization, equal status and qualifications, cooperation – all resulting in the elimination of conflicts, civilization clashes, racial segregation, even wars towards ONE ASEAN, ONE ASIA where every people has the right to express and share their cultural heritage, including language and religion, cultural identity; to equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth; and effectively contribute their skills and talents to development. As such, HEIs serves as the centre of culture, leveling all difficulties in the multipolar world's new order towards peace, reconciliation and thriving: *multilateral multipolarity but with the minimum of uncertainty and instability.*

As the sector that prepares tomorrow's labor force, higher education exerts significant influence on the transition of the society towards a sustainable future. To

22) Heather Clydesdale. *Global Vision: Education Aligns to a New World Order*, retrieved from the World Wide Web <http://asiasociety.org/china-learning-initiatives/global-vision-education-aligns-new-world-order>. She was the former assistant director of curriculum development at Asia Society.

know how to lead more effectively through collaborative practices, to accelerate positive change in higher education institutions (HEIs), to foster a climate of working together for HEI leaders, cooperative leadership must replace the traditional forms of hierarchy, adopting a culture of open innovation. More specifically, to advance sustainability, the approach of cooperative leadership in HEIs based on the philosophy of “*whole person, liberal and multicultural education*” must involve such cornerstones as

- Open information and experience sharing to facilitate brainstorming, discussions for unique insights;
- Encouragement working together on joint projects to share information, resources, knowledge;
- Collaborative problem-solving and decision-making;
- Building the capacity of leaders to make sustainability a goal of practices;
- Enhancing professional development, including training in sustainability for leaders and staff;
- Engaging in collaborative projects that advance sustainability;
- Keeping a collective, ongoing focus on advancing higher education for a sustainable future

A cooperative leader sees himself as a facilitator of a common goal, and seeks to share both the responsibilities and the rewards. Effective delegation of tasks and vision can spread the work load effectively and lead to efficient accomplishment of goals.

In this light, *an Asia HEI Cooperative Leadership Network* should be established to strengthen leadership by supporting best practices in excellent co-op governance, encouraging informed dialogue, providing educational information pertaining to multiculturalism, supplying networking opportunities with other leaders to attain more knowledgeable and effective leadership capacities to better serve teachers and students and communities.

In addition, this Network can offer leadership training courses for cooperative leaders; support HEI leaders and teach them the skills needed to be more effective; establish a sub-network of local/domestic cooperative leaders for peer-to-peer learning and skill sharing on a periodical basis; and build an Asian cooperative leader identity.

III. Conclusion

Asia is a multiplicity of pluralistic societies: multi-cultural, multi-lingual, multi-ethnic and multi-religious. Globalization with its positive impacts, encourages democratization and modernization, causing a model of ethnic pluralism in the social and political structure of a country to be gradually formed²³⁾.

The new world order, regionalization, globalization have exerted dramatic effects on the 21st century in all aspects including higher education, especially on the way educational classrooms are managed and lecturers are delivered, and on the role teachers and students play. These changes are facilitating the transition from an enclosed society to a multicultural one as students are exposed to the very openness of the new information systems. In the new era, higher education systems face the challenge of equipping students with multicultural knowledge, skills and values needed to successfully compete themselves in a globalized market, thanks to which, the students know how to show respect for multi-culturality as it a manifestation of ethical and spiritual values based on which cultures and civilizations are preserved and protected from ruin and loss. HEIs, hence, should act as research and innovation hubs for local, national and international collaborations, for a world of peace without clashes of any kind, without endangerment of nature.

Over the past decade, regionalization, globalization in higher education have been broadly discussed by circles of educators, employers, policy planners, etc. with a stronger than ever commitment to the further enhancement of higher education collaboration. HEIs are expected to devise better strategies in all areas, including the international dimension, to make their competitiveness and distinctiveness appealing to both domestic and global societies. Why? Because globalization entails the across-border flow of technology, economy, knowledge, people, values, ideas, etc., then affecting each country in a different way. International cooperation is the undeniable trend in international integration of the current higher education in the world. Internationalization of higher education requires a country's response to the impact of globalization while preserving her identities. Therefore, the organ-

23) Thich Nhat Tu, *World Peace and Sustainable Development in Multi-religious and Multi-cultural Contexts of Asia*, from the book *Engaged Buddhism, Social Change and World Peace*. Vietnam Buddhist University Series (Religion Press, 2015), 53-66.

izational structure and operation of higher education system should be gradually developed. To actively accelerate international integration of higher education and improve institutional quality, the state should create supporting mechanism and publish appropriate policies to form a network of Asia's HEIs, of HEI cooperative leadership, where every university can seize the opportunity and proactively build up a world-class university model in accordance with the assurance in educational quality, international integration and social responsibility commitment.

The new world order, "multipolar" or "one superpower plus many major powers", with a lot of conflicts leading to struggles and alliances intertwined with and into each other, creates opportunities as well as posing challenges to every people, especially Southeast Asian peoples. HEIs, with all their significant functions, play the major and decisive role in the enhancement of possibilities and in the surmounting of challenges for sustainable development of our peaceful world.

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