

EDUCATION IN A GLOBALIZING ERA: MY EXPERIENCES AT THE
UNIVERSITY OF WASHINGTON'S
HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES

I. How International Studies is Taught at Most U.S. Universities

- A. Faculty Separated in Disciplinary-Based Departments, not Schools of International Studies
- B. Reflects views that people all over the world are the "same"-rational individuals maximizing their political and economic self-interest. Approach reflects American views of the world and notion of US views, for example of democracy capitalism, etc. as some sort of universal theory
- C. Problems with this approach: concrete examples

II. How and Why the UW's Jackson School is Different

- A. History
- B. Way of Thinking
- C. Problem-driven rather than Theory-driven
- D. Result is interdisciplinary faculty with strong area-expertise
- E. Clashes with strong move away from area-studies in the U.S., based on views that everyone is the same.
- F. "Rational Choice" studies take over many U.S. political science and other social science departments

III. How do I Teach?

- A. Introduce some theory but focus more on what is happening in a country-that is on empirical data as opposed to having a theory and smashing it on other . countries. Thus much more inductive than deductive approach.
- B. Offer students many different explanations for a specific phenomenon. E.g. culture, market forces, state policy, international system as key variables influencing Japan's rapid development in the post World War II Period.
- C. I focus on all aspects of Japan to try to help students understand that Japan's political economic system is a complex system
- D. Try to give some comparisons with other Nations-that South Korea copied Japan's Economic Model, and that Japan's political, social, and legal environment of business is much more like Europe than the

U.S.

E. I point out repeatedly that the U.S. is the unusual country not Japan or Korea, etc.

IV. My Impression of Japanese Students

A. Ochanomizu Daigaku Students

B. Other Japanese Students, such as those in the Jackson School for one year study abroad. English issues, motivation issues. But also in Japan the norm is to not give your opinion, not ask questions, etc. .

C. Special Challenges For Japanese Students: Relative homogeneity of society, viewpoints, etc. Strong sense in Japan of professor as far superior so simply accept what the person says rather than questioning it. The nail that sticks out. . .

D. Emphasis in Japan in general on memorization may lead to underdeveloped skills in analysis, speaking English, etc. .

V. Impression of Young Students in U.S. and Japan in General: Key Challenges We Professors Face

A. Motivation

B. Diligence; Distractions due to internet, cell phone, television, video games. Impacts attention span

C. Professors now need to be skilled "entertainers"

D. At my public university many students are working too many hours

VI. Key Ingredients of an Excellent Education in the Current Era of Globalization

A. Foreign language-;an't understand a country really unless you understand the language

B. Must study abroad-should be required but some students can't afford it so cannot be required in public universities.

C. Internships at home or abroad to increase student's "cultural competence"

D. Work abroad-with a company, NGO-live overseas for several years

E. Every Country needs a large pool of such "globalized citizens" to succeed in international relations, business, and diplomacy