

Community Relations and Cooperation in Korea's International Studies Schools outside Seoul

Richard W. Shannon*

International crises occur every day, affecting millions of people. To research them, there is a global network of international studies schools. This paper focuses on the domestic community and regional relations of South Korea's outlier schools of international affairs, partly based on insights generated from studying similar schools in North America, including significant insights that are possible using anthropological research approaches. Most of Korea's prestigious international relations (IR) schools are near Seoul, but outlying regions also experience global issues. Connecting regional IR schools with their communities is important, for various reasons. The paper's primary research question is, what is the general state of the community relations of Korea's outlying international studies schools? The Introduction presents the rationale and importance of paper's research subject and ideas about how to connect the study of the global and local phenomena here. The subsequent sections provide the research approach, the current state of the community relations of Korea's outlier IR schools, and the study's conclusions. Among the findings: the community relations of Korea's outlying IR schools have positive and negative aspects, and yet there are also rich potential outcomes possible from further ethnographic study of these issues, including for social science theory, and the potentially important role of regional non-governmental organizations (NGOs) here.

I Key Words I

international studies education, local community relations,
South Korea, North America, applied anthropology

* Associate Professor, Graduate School of International Studies, Pusan National University

I . Introduction

1. Understanding International Phenomena: One Reason for International Studies Schools

International events constantly occur, but most average citizens, in their busy lives, seldom notice. Usually major international events only get the attention of journalists, diplomats, foreign policymakers in national governments, international business people and scholars of international relations. Yet sudden international crises can shatter our daily complaisance. Some crises are manmade while others are acts of nature. Recent examples include terrorist events like the suicide plane attacks on 9-11, the 2002 Moscow Theater Hostage Crisis, the warfare and acts of terrorism associated with ISIS in countries like Syria, Iraq and others, and the worldwide plague of coronavirus Covid-19 in the early 2020s. Global events like these throw our everyday lives, economies and societies into short- or long-term crisis. They also draw the attention of average citizens to international phenomena, and increase the desire of young adults to engage in careers which can help prevent, manage or alleviate such international disasters.

For these purposes, on nearly every continent, there is an informal, global network of education programs that examine global issues and such events: schools of international studies (also called international affairs or international relations, IR), at the graduate and sometimes undergraduate levels.¹⁾ Their focus is naturally on global and

1) International studies in professional graduate schools focuses on the study of

international events and phenomena. Their researchers and students are thoroughly engaged in these fascinating issues. Many schools do not belong to any formal network; some do.²⁾ The research subject of this paper focuses on the current state of the domestic community relations of South Korea's outlier schools of international studies.³⁾ The international studies schools of Korea's national capital region, in greater Seoul, Incheon and Gyeonggi-do province, are better known internationally. Seoul area schools are more numerous, about two-thirds of the national total of approximately 30, and tend to receive more attention from the Korean government and from domestic and international applicants.⁴⁾ Less is known about the unique issues of the regional schools in Korea's outlying districts.

international political, economic and social phenomena affecting global public policy, through the social sciences. In South Korea, international trade is often an additional focus. The field of global studies examines a broader range of issues beyond policy in a more humanistic, cosmopolitan fashion. International relations or international politics is a branch of political science, and is typically studied in traditional departments of political science in many countries. See Steger (2013); Shannon (2016); and Shannon (2020).

- 2) The international society to which many international relations schools, though not all, belong is the Washington, DC-based Association of Professional Schools of International Affairs (APSIA) (www.apsia.org).
- 3) For this project, outlier or outlying means located outside of the traditional centers of diplomatic and trade policymaking in each nation concerned. See the discussions of these issues below. The policy implications of these schools' domestic community relations and the international external relations of Korea's outlier schools of international studies will be saved for future research.
- 4) This is the approximate number of international studies schools in South Korea at the graduate level, calculated through the author's own research.

2. Community Relations of Korea's IR Schools and their Related Tasks

The issue of the community relations of Korea's schools of international studies is important, although some researchers have argued that Korea's international studies schools do not have much importance and were created simply to train young Koreans for international jobs. This writer respectfully disagrees. South Korea faces many pressing global issues in numerous domains.⁵⁾ Elsewhere the present writer has argued that such issues can be most effectively addressed on a multidisciplinary basis by Korea's international studies schools. Along with global research in traditional academic departments, both efforts together can greatly help.⁶⁾ Investigating and improving this situation can help local regions and communities deal with the complex global issues they face, which vary somewhat across Korea's regions.

Another important task of international studies schools is to help better educate their local regions' citizens and youth about important global issues, a vital task in democracies like South Korea. It is easy to recognize the significance of global phenomena such as war, climate change, and international terrorism, though

5) Some of the major global issues that South Korea's outlying regions face include national defense and security threats from North Korea (for example, nuclear and other weapons systems), over-centralization of government and other institutions, population decline, multiculturalism and immigration, international exhibitions and sports events, and trade issues, including the effects of free trade agreements and special economic zones (Shannon, 2020: 138-139).

6) See the extensive arguments in Shannon (2020).

most of us fail to recognize the significance of these things in our daily lives. Local phenomena are also vital. They include each society's language, culture, behavior, worldviews, ways of life, and interactions with other societies. Much of this is what anthropologists study, but these local phenomena also have huge impacts on the success of global policies and decisions. In turn, global policies in areas such as security, finance, trade and development have great effects on local and regional societies and economies.⁷⁾ Schools of international affairs also need the support of their local communities for their own programs and students. It is important is to investigate the quality of local connections and relations⁸⁾ that these schools maintain. However, with the naturally global gaze of these schools, it is possible that to some extent, they may be ignoring the importance or needs of their local regions, communities and their members. This may be true of international studies schools, wherever they are located, in Korea or abroad.

7) The connection and mutual impacts of local actors and forces on international relations and the reverse are often ignored by international studies specialists, even though these are profound. Anthropologists have long documented these impacts on the local level, and they continue to study them today. See the next subsection (3) for more.

8) This refers to the local and regional relations with local communities, towns, provinces, and districts that Korea's outlying IR schools currently maintain, with volunteers, the general public, local NGOs, governments, businesses, students, and others.

3. Connecting Global and Local Phenomena through the Use of Anthropology in the Field of International Studies

The connection of global and local forces is an issue rarely explored in international studies, but very relevant here. An ideal tool for assisting us here is relevant perspectives from applied cultural anthropology (Wasson and Butler, 2012). As the study of human beings, past and present, anthropology is a holistic, wide-ranging, and fascinating discipline.⁹⁾ Sociocultural anthropology has pioneered the study of human societies and groups, often local, through the development of highly immersive, often intensive techniques, called ethnography and participant observation (Bernard, 2018).¹⁰⁾ In the past, anthropology's insights have rarely been applied to international studies, generally a very top-down, globally-oriented field (Thomas, 2001). Today, anthropology increasingly applies its localized, ethnographic approaches to the study of globalization and global forces, especially concerning their local impacts, among many other issues (Lutz and Mazzarino, 2019; Van Arsdale, 2017; Wedell, 2001). Applied anthropology means anthropology's knowledge and skills put to use to solve human problems, in many areas (Kedia and van Willigen, 2005). As students of international studies hunger to improve the lives of peoples everywhere that are affected by

9) In North America, where the discipline is larger than in any other world region, the four major fields of anthropology are archaeology, biological (physical) anthropology, linguistic anthropology, and sociocultural anthropology.

10) These techniques often involve various kinds of interviews, differing levels of local participation, and detailed notes and observations, among many possible research methods.

numerous global issues, anthropology and applied anthropology are two of the best possible aids. They are also ideal for helping us assess international studies schools and their community relations.

4. Research Question and Topical Order of Presentation

The major research question in this paper is, within Korea, what is the general state of relations between outlier schools of international studies¹¹⁾ and their surrounding communities?¹²⁾ This question also explores several important geographic influences and factors in these relations. On this question, this paper seeks to uncover what can be learned from relevant international studies schools in the United States and Canada,¹³⁾ since many of the world's finest programs are located in North America.¹⁴⁾ Some are

11) Here, the meaning of outlier schools is undergraduate or graduate schools of international studies in universities which are located outside each nation's traditional corridors or centers of diplomatic and international economic policymaking (the nations of South Korea, the US and Canada). For more, see pages 17 to 20.

12) Communities are not just local, though local, geographic communities are the main research subject of this paper. Some communities transcend geographic boundaries, such as online communities and interest groups, or the global diasporas of different ethnic groups, including the Chinese, the Koreans, the Armenians, the Irish and the Jews. For more, see Wasson and Butler (2012).

13) The present researcher, a U.S. citizen, was assigned the task of researching North American schools in the original assignment for this research several years ago.

14) Regarding APSIA, as of mid-2021, of 39 full member programs, 26 are located in North America. Of 26 affiliate members, 15 are in North America [(<https://apsia.org/graduate-schools-programs/member-directory/>; <https://apsia.org/graduate-schools-programs/affiliate-directory/> (both searched on July 11, 2021)].

also found in Europe and Asia. Examples from North America are considered throughout the paper for the purposes of illustrative comparison with Korean schools.

The second section of the paper presents the research approach. The third section deals with the state of the community relations of South Korea's outlying schools of international studies outside Seoul, including both undergraduate and graduate schools, and related geographic factors. The final section summarizes the major findings on the paper's major research question and additional conclusions, including important implications for social science theory, future studies, and NGOs (non-governmental organizations). Regarding NGOs, they have potentially a very crucial role to play in the community relations of Korea's regional international studies schools, their communities, and the challenging global issues they face. This was uncovered in the final stage of the research, and will be further highlighted in the conclusion.

II. Research Approach

1. Background to the Research and Relevant Theoretical Approaches

This paper is part of a research project on international studies schools in South Korea, initially prepared for Pusan National University. Earlier papers examined lessons from North American schools for Korean international studies schools in the areas of

basic and advanced curricular issues.¹⁵⁾ The current researcher studied this topic as a non-South Korean. Korean educators must finally determine what lessons can best be applied in South Korea. To help prevent problems with bias in qualitative research, it is important that qualitative researchers reflect on their personal biases and how these may have colored their research, a concept called reflexivity. The main researcher is a US citizen and expatriate living in South Korea and teaching at one of Korea's outlier graduate schools. As a native North American, he has more experience with and knowledge of IR schools and programs in North America. These issues have likely colored this research in certain ways. This research was also conducted by both foreign and Korean researchers which hopefully helped to create a better balance of emic (cultural insider) and etic (outsider) perspectives, considered important in effective cultural anthropology research.

Concerning theory, as noted earlier, anthropology and applied anthropology provide highly valuable tools, including theory, to help us assess Korea's international studies schools and their community relations. The present writer identified the following primary streams of relevant work: 1) anthropological studies related to geography, landscape, community and locality; 2) anthropological work on education; and 3) anthropological and social science studies of institutions, organizations and organizational change.

Regarding the first stream, in some ways anthropology and

15) Shannon (2016) examines basic curricular issues, while Shannon (2020) explores advanced curricular issues.

geography are closely related disciplines. While anthropologists have focused on human societies and cultures, geographers have studied issues of space and place and how they affect people. Anthropologists have looked at related issues, such as how different cultures define place and landscapes, and how local geographies and physical environments shape the evolution and adaptation of human groups and their cultures, called cultural ecology (Filippucci, 2016; Clemmer and Myers et al., 1999). Also related to geography is anthropological work on globalization, global-local connections and multiple scales of analysis. Anthropological work on globalization commonly focuses on the greatly intensified global connections of travel, communication and technology, and the global and local impacts of cultural products as they are exchanged (Appadurai, 1990; Bestor, 2004). Global decisions and policies also have huge impacts on local peoples, and the reverse is true (Wasson and Butler, 2012). To study such complex phenomena, anthropologists are also developing creative ways to integrate multiple scales of analysis (international, national, regional and local) (Haugerud, 1995). Anthropologists and other social scientists have also studied local communities at length and how to engage them, including connecting universities and their communities (Defilippis and Fisher, et al., 2006; Simmons, 2010; Whiteford and Strom, 2013).

In the second stream of work, on anthropology and education, we can derive relevant research from educational anthropology, which investigates educational processes across cultures, including the transmission of all cultural knowledge within cultures, far beyond

but including formal schooling (Greenman, 2005; Lingenfelter and Lingenfelter, 2003). Another line of relevant work is Paulo Freire's research, which focuses on how to educate and empower the poor (Freire, 2018). His work is related to action research and participatory action research, with which many anthropologists have been involved, and which stress involving members of a community in collaborative research processes, including action, participation and reflection, to promote social or organizational change (Greenwood and Levin, 2007; Hemment, 2007).

The third stream of work, on institutional and organizational change, includes study on how institutions change gradually (Mahoney and Thelen, 2010) and work on institutional innovations (Rogers, 2010). From business anthropology, there is helpful research on organizations and organizational change (Baba, 2005: 242-245; Jordan, 2013). This latter research finds that like broader human groups, organizations have their own cultures, called organizational cultures, which incorporate many features and processes similar to broader human cultures. Organizations as cultures can include their own organizational worldviews. Worldview refers to the cultural and psychological beliefs held by members of a cultural group, which includes a set of images about the world (Barfield, 1997: 499; Kearney, 1984: 242). As organizations, universities also have organizational cultures, and to some extent, their members also have shared worldviews. If the extensively global "worldviews" of IR schools blind their members to local realities, that is also a potential factor for exploration (Hiebert, 1982).

To really get to the bottom of these issues, it seems important to ethnographically explore what challenges some of the most important issues present for South Korea's outlying schools of international studies and their regions. See <Table 1> for an analysis of the connections of the theoretical approaches, research design and analysis.

<Table 1> Connections between Theoretical Approaches, Research Design and Analysis

Theoretical Approach/ Stream	Potential Application to Research Design: Examples	Potential Application to Data Analysis: Examples	Potential Relation to Major Topics in the Main Research Question
Anthropological studies on geography, landscape, community and locality.	Many research questions on community relations focused on the tangible relations of globally-minded IR schools and their relations and connections with their local regions.	This study considers these features conceptually, based on data and findings from the ethnographic interviews. Future studies can examine these issues in terms of participant observation.	Local-mindedness of IR schools; Quality, levels of community involvement; Researching Community and Regional Needs; Global issues in Korea's localities; Relations with national capital; Global influence of Korean schools and universities.
Anthropological work on education.	The current study did not focus on this line of inquiry, but it is potentially very rich for future work. It focuses holistically on learning processes, both traditional and formal.	Future research can look holistically at local learning processes in the local communities of Korea's IR schools to identify how the schools can better serve these communities and their populations.	Local-mindedness of IR schools; Researching Community and Regional Needs; Quality, levels of community involvement.
Anthropological	The current study also	While this was not	Local-mindedness of

<p>and social science work on institutions, organizations and organizational change.</p>	<p>does not focus on this stream of research, but it is highly relevant for future research on Korea's IR schools. Their institutional features and organizational cultures have a large influence on how they relate to and interact with their local communities. Such ethnographic studies should be planned for future research.</p>	<p>applied in the current study, in future studies, organizational ethnographies can uncover what is really happening and how those processes can be improved.</p>	<p>IR schools; Quality, levels of community involvement; Researching Community and Regional Needs; Global influence of Korean schools and universities Relations with National Capitals.</p>
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We will consider more on how exploration of these issues might be done, and why, in the conclusion.

2. Data Collection, Ethnographic Approach, Data Analysis and Research Sample

Several research assistants assisted this research.¹⁶⁾ Data collection proceeded in four primary stages. In the first stage, the primary researcher and research assistants formulated the main research questions and completed initial key informant interviews.¹⁷⁾

16) Assistants included Shane Ingram Evans, Iseul Im, Song I Han, Andrew Millard, Jong Hak Oh, Young Ae Choi and one more anonymous helper.

17) Here is a brief summary of the main categories of common questions in the interviews. Primary categories included what schools have done to improve in various areas (including their faculty, research and teaching, funding, helping students); about schools' structures; suggestions to help Korean IR schools within the next 20 years or so; key lessons for Korean schools; overall strategies or suggestions for Korea; and what each school does to meet its international research and education goals the most efficiently and effectively.

Interviews were flexible, semi-structured, lasted one to two hours, and conducted in person, over the phone or the internet. Most interviews included site visits to schools in the US and Canada. Several interviews were done in Korea. Interview notes were taken by hand or typed by the principal researcher and also several of the research assistants. No recordings were made. Stage 2 included data analysis and write-up, the initial literature review, and follow-up interviews with new informants. Stage 3 included a large, mostly online survey of major international and area studies programs in South Korea, the United States and Canada. Stage 4 consisted of more work on the literature review, interviews, follow-up questions and additional, online research about schools in Korea. Following the conventions of qualitative research in anthropology, the identity of informants is kept anonymous.¹⁸⁾

The ethnographic approach used here focused on qualitative, key informant interviews.¹⁹⁾ In most cases the researchers did not select informants. Schools were contacted by email, and each school recommended one or more informants. Questions covered a range of themes.²⁰⁾ Not all questions were asked at all locations. Following the usual custom of semi-structured interviews, questions were flexibly adjusted for the unique conditions of each school and according to each informant's responses. Questions and interview results for the themes of this paper, related to community relations

18) For a list of the informants, their locations and the time frame of interviews, see the Reference section.

19) For more details on the types and lengths of interviews, see the previous paragraph.

20) See Note 22 for the main themes besides community relations.

and engagement, are the chief focus of analysis here.²¹⁾ Although this research included site visits to most North American schools, there was no opportunity to do participant observation.²²⁾ Initially, the ethnographic research focused mostly on North America schools, the goal of the initial project. Limited ethnographic research was done in South Korea.²³⁾ For secondary data collection, the main researcher consulted a broad variety of websites and relevant articles, books and additional studies. For data analysis, first the principal researcher and research assistants took field notes which were then analyzed and are included here. Theory relevant to the study was applied following the rounds of data collection. A

21) Questions related to community relations issues included the following: 1) what each school was doing to improve their community's/ies' support for the school's programs and also to help the school to better respond to the international needs of its surrounding region and nation; 2) how well a school's structure met the goals and needs of its students and its region; 3) how the school's international studies programs could better serve the global education needs of native and foreign residents in the local region and wider nation; 4) what each school did to offer the best possible international studies research and education for its region; 5) how well each school's international studies programs led its region and its university/ies in their globalization efforts, and helped them maximize their efforts; 6) what the school did for its international education programs to best serve the surrounding region the most effectively; 7) and how well a school's program related to the surrounding region and how well the region supported the school's program.

22) Participant observation could greatly enrich future follow-up study on this work. See the Conclusion for details.

23) Fewer ethnographic interviews were done in Korea, due to several factors, including linguistic limitations (the main researcher does not speak much Korean) and funding limits. Few site visits were possible in Korea because of the Coronavirus pandemic (early 2020 to the present). The present researcher hopes to follow up with more ethnography in Korea.

Korean researcher insightfully recommended that the present researcher apply the analytical categories of three key concepts, centralization,²⁴⁾ regionalization²⁵⁾ and collaboration²⁶⁾ to make better sense of the data. Therefore, key aspects of the data are briefly analyzed at appropriate points in Sections III using these concepts.²⁷⁾

Concerning the research sample, North American schools were chosen since many of the world's best schools in international affairs are there, especially in the US. This reflects America's

24) Centralization means “...the action or process of bringing activities together in one place” or “the concentration of control of an activity or organization under a single authority.” Here, it applies to the effects of centralization on the quality of community relations of international studies schools (<https://languages.oup.com/google-dictionary-en>, searched on August 20, 2021).

25) In international relations, regionalization has been defined as, “...the growth of societal integration within a given region [or beyond it], including the undirected processes of social and economic interaction among the units [in the region, such as communities, provinces, or nation-states]” (Kacowicz, 1998). In this paper, it relates to both local and global forces, including globalization, within each country and beyond.

26) Collaboration is “the action of working with someone to produce or create something.” It includes organizations or other entities working together for a common purpose. In this project, it means IR schools and other organizations working together and with their local communities (<https://languages.oup.com/google-dictionary-en>, searched on August 20, 2021).

27) The Korean researcher (an anonymous reviewer) also recommended that the current research connect the concepts of centralization, regionalization and collaboration with the seminal issues of the outlying Korean IR schools' histories, educational structures and their dynamics of change. The issue of the history of Korea's IR graduate schools is briefly treated in Shannon (2020). The histories of outlying schools would be an excellent topic for exploration, along with their relevant structures and dynamics, if space here allowed, but it does not. Hopefully these can be considered in a future study.

leadership and dominance of the world system of international relations since 1945. North American schools examined are listed in <Table 2>.28) Most of these programs are located within the traditional centers of diplomacy and global trade in each nation, in the Washington-New York City or the Toronto-Ottawa-Montreal corridors. Just three schools are “outlier” schools, located in Boston, Atlanta and Seattle. While many other schools could have been chosen, these schools were selected especially for their relevance for outlier South Korean schools in terms of their curricula, interdisciplinary cooperation, innovative programs, academic excellence, bilingual programs, and additional factors.

<Table 2> Main North American Programs Researched

Name of School	Primary Degrees	Location(s)
Balsillie School of International Affairs, University of Waterloo and Wilfrid Laurier University	MA, PhD	Waterloo, Canada
Division of Global Affairs, Rutgers University	MA, PhD	New York City area, USA
Fletcher School of Law and Diplomacy, Tufts University	MA, MIB (Masters of International Business), PhD	Boston, USA
Glendon College, Department of International Studies, York University	BA	Toronto, Canada
Glendon College, Glendon School of Public and	MA	Toronto, Canada

28) Tables similar to Tables 2 and 3 appeared in Shannon (2016) and Shannon (2020), since they are the key programs investigated for this longer-term research project. See Shannon 2016: 2-3 and Shannon 2020: 129 for more details on the high quality of many North American schools of international affairs.

International Affairs, York University		
Graduate School of Public and International Affairs, University of Ottawa	MA	Ottawa, Canada
Huntsman Program, University of Pennsylvania	BA	Philadelphia, USA
(Henry M.) Jackson School of International Studies, University of Washington at Seattle	BA, MA, PhD	Seattle, USA
Munk School of Global Affairs and Public Policy, University of Toronto	BA, MA, PhD	Toronto, Canada
Paul H. Nitze School of Advanced International Studies (SAIS), Johns Hopkins University	MA, PhD	Washington, DC, USA
Sam Nunn School of International Affairs, Georgia Institute of Technology	BS, MS, PhD	Atlanta, USA
School of Public Policy, University of Maryland at College Park	MA, PhD	Washington, DC-Maryland, USA

Outlying South Korean schools are found in <Table 3>. Here, outlying means located beyond the greater Seoul capital region, including Incheon and Gyeonggi-do. The only stand-alone Korean undergraduate school in this study is the School of International Studies²⁹⁾ at Jeonbuk National University in Jeonju, which aims to educate young Koreans and internationals with practical skills in international development, international relations and economics,

29) Until recently this school was called the Jimmy Carter School of International Studies.

in English or Korean.³⁰⁾ Four of these programs are located in Korea's second largest city, Busan, two are in Daegu, one in Daejeon, and three more are in other outlying cities.³¹⁾

〈Table 3〉 Outlying South Korean Programs Researched

University, Program	Primary Degrees	Location(s)
Chungnam National University, Graduate School of Peace & Security Studies	MA, PhD	Daejeon
Dong-a University, Graduate School of International Studies	MA, PhD	Busan
Handong Global University, Graduate School of Global Development and Entrepreneurship	MA	Pohang
Jeonbuk National University, Global Frontier College, School of International Studies	BA	Jeonju
KDI [Korea Development Institute] School of Public Policy and Management	MPP (Master of Public Policy), MDP (Master of Development Policy), MIPD (Master in Intellectual Property and Development Policy), PhD	Sejong City
Kyungpook National University, Graduate School of International Studies	MA	Daegu
Pukyong National University, Graduate School of Global Policy Studies	MA	Busan
Pukyong National University, Division of International and Area Studies	MA, PhD	Busan

30) <https://gfc.jbnu.ac.kr/gfc/7753/subview.do>; <https://wz3.jbnu.ac.kr/geng/7775/subview.do> (searched on June 22, 2021).

31) A new outlying undergraduate program, Chungnam National University's School of International Studies, will open in 2022, and so is not included in this research. It will offer BA degrees in two majors (global studies and Korean cultural studies) for both internationals and Koreans, in English and Korean (<https://cnusis.cnu.ac.kr/cnusis/index.do>; <https://cnusis.cnu.ac.kr/cnusis/about.about.do>; <https://cnusis.cnu.ac.kr/cnusis/about.greeting.do>; <https://cnusis.cnu.ac.kr/cnusis/majors/majors.do> (all searched on July 29, 2021).

Pusan National University, Graduate School of International Studies	MA, PhD	Busan
Yeungnam University, Park Chung Hee School of Policy and Saemaul	MA	Daegu area

3. Literature Review

Internationally there are limited scholarly treatments of graduate schools of international studies (Goodman, 1995; Titi, 1998).³²⁾ Two studies by the present researcher examine issues relevant to schools in Korea and North America (Shannon, 2016; Shannon, 2020). In English, most sources treat issues related to higher education in the US. The present researcher found limited work on Canada, and even more limited treatment of Korea (Tremblay and Hall, 2014; Walsh and Patterson, et al., 2014). Most relevant sources consider themes such as service-learning (Butin, 2010; Enos, 2015) and community relations and community engagement by higher education (Yamamura and Koth, 2018; Jacob and Sutin et al., 2015; Hoy and Johnson, 2013). All of the relevant sources that the present writer found focus on the undergraduate level, not graduate schools. One interesting study reviews the history of community engagement efforts at a large urban university in the United States (Bird and Stamps, 2001). A seminal, relevant essay by Defilippis and Fisher, et al. considers community engagement in the global political economy. They argue that a balanced view of community integrating global and other contexts, plus the social dynamics of local communities, is essential (Defilippis and Fisher, et al., 2006). Only a few studies examine community

32) See Shannon (2020) for more.

engagement in professional education (Harsh and Bernstein, et al., 2017), and several focus on global issues relevant to international studies (Whitmer and Ogden, 2010; Rowthorn, 2015). Some recent seminal studies examine international community engagement and study abroad issues (Crawford and Berquist, 2020; Hartment and Kiely, et al., 2018), but none look at the domestic local engagement of international studies schools. Another interesting study examines the challenges of integrating international students into service-learning projects in Hong Kong (Chan and Snell, 2021). There are a few case studies of the local impacts of higher education on particular locales (Steinacker, 2005; Shea, 2011). The next major section (III) examines the relations of Korea's IR schools with their various communities and regions.

III. The General State of Outlying Korean IR Schools' Community Relations

Here we will consider six major issues concerning the current state of the community and regional relations of South Korea's outlier international studies schools. Many of the issues relate to geography, to some degree. The order of topics gradually moves from issues that are mainly at a more local level toward the national and finally global levels. As noted above, not all communities are local; some are virtual and/or global in nature.³³⁾

33) See Note 13.

1. The “Local-mindedness” of Korea’s Outlying IR Schools

This paper’s second research question concerns the general state of the relations between outlier schools of international studies in Korea and their surrounding communities and additional regions. This means the basic issues of Korea’s hinterland schools related to community and regional relations, within Korea. Many of these issues are related to geography. First, we will consider the issue of how locally minded international studies schools in North America or Korea need to be. Since most universities in the US, Canada and South Korea ultimately serve in the public interest and receive much of their funding from citizens’ taxes and/or tuition payments, citizens logically expect local benefits and public service from IR schools and their universities. They demand services and benefits from other professional graduate schools. Along with individual IR schools, like universities everywhere, outlying Korean universities can likely improve their community service efforts.³⁴⁾ Universities such as Pusan National University have programs to develop the relations of area businesses and industries and their universities. PNU’s Samsung University-Industry Cooperation Building houses many offices and programs dedicated to this purpose.³⁵⁾

34) This also includes providing service and internship opportunities for international students. The current researcher learned in late 2019 that his university provides no active guidance for its international students looking for local internships. This is a glaring lapse. Before Covid-19, Korea had 160,165 international students in late 2019 (So, 2020).

35) A significant institute at PNU dedicated to university-industry cooperation is the

IR schools may lack local-mindedness due to the excessive study and focus on global issues. This is related to worldview issues and to what anthropologist Paul Hiebert calls the Flaw of the Excluded Middle. This essentially means that certain aspects of our worldviews program us to see certain things, and to miss others (Hiebert, 1982). Finally, local-mindedness relates to the theme of regionalism in that regionalization includes local level issues. It also relates to collaboration, since the level of local-mindedness of an IR school will certainly affect its capacity to collaborate with other local community actors.

2. Universities and IR Schools: Quality and Levels of Community Involvement

Sometimes a university does a better job of connecting and engaging with the surrounding community than its IR school does. In the United States, Georgia Tech has an amazing variety of community outreach and service programs connected with Atlanta's downtown and poorer neighborhoods (Informant 1, Sam Nunn).³⁶ Tufts University overall is very locally and community-oriented, as is the University of Pennsylvania, while the Fletcher School (Tufts) and the Huntsman undergraduate program (Penn) are not (Informant 1, Fletcher; Informant 1, Penn Huntsman). The local area does not seem to be much of a driver in the Fletcher School's curriculum.

Institute for Research and Industry Cooperation (<https://sanhak.pusan.ac.kr>). See also <https://www.pusan.ac.kr/eng/CMS/Contents/Contents.do?mCode=MN082>.

36) Georgia Tech's main campus is located near downtown Atlanta.

Fletcher is much more globally-minded program, and there does not seem to be much local support for the school. Fletcher only has small, limited programming for the local community. So in North America, some IR schools are not very “locally” minded (Informant 1, Fletcher).

What is the case for Korean IR schools? Some schools seem to be more globally minded, if their curricula are more heavily oriented toward international issues external to Korea or if they have a high percentage of international students in their student bodies. Examples of such schools include the KDI School and Handong’s GSGDE program. However, schools which have a higher percentage of Korean students in their student bodies than internationals, such as Kyungpook’s GSIS, may be slightly more oriented toward local issues and the concerns of Korean students. Though Yeungnam’s Park Chung Hee School has a very large foreign student body, much of its program content is focused on Saemaul community development studies. This helps bring somewhat more of a focus upon Korea and the surrounding Gyeongsangbuk-do province, the former president’s home region, where the Saemaul movement has been strong.³⁷⁾ The quality and levels of community involvement of Korean universities and IR schools relate to both regionalization and collaboration, namely local level issues and local cooperation on the same level.

37) Gyeongsangbuk-do province hosts the active Saemaul Globalization Foundation (<http://saemaulgf.or.kr>).

3. Researching Community and Regional Needs

A key way that outlying IR schools can better serve their communities and regions is to survey their interests and international needs, and then create programs in response. Research about community and regional needs is the first step. After receiving appropriate community input, suitable responses can be devised. In creating the Graduate School of International Studies (GSIS) in the late 1990s, Pusan National University followed a process like this. At present, PNU-GSIS includes five majors at the master's level: international trade, international logistics and port management, international and area studies, European Union studies and Korean studies, since the late 2000s. The first four majors are also available at the PhD level. The school's majors have evolved slightly over time.

When international studies schools first opened in Korea, mostly in the late 1990s, many at the national government's urging, mostly in or near Seoul, at first the schools opened majors to serve Korean students, to prepare them for international jobs in sectors where they would most likely work. Common majors included international trade, for private sector jobs, and international studies and area studies, for global public policy-related jobs in political or economic relations. After the first decade, more GSIS's started offering some programs and majors to appeal to international students, not just Koreans. Of the outlying schools, examples include Handong's Graduate School and Yeungnam University's Park Chung Hee School, which teach in English and have nearly 100% foreign students. To better meet the needs of their local

regions, and to build better relations, Korea's outlying IR schools need to explicitly consider regional and local needs, not just international issues and trends. Researching community and regional needs clearly relates to the issues of regionalization and collaboration, since without such knowledge, IR schools and universities cannot effectively collaborate with and serve their regions on the local level.

4. Significant Global Issues Affecting South Korea's Local Regions

There are important global issues and needs which affect local regions in South Korea. All of Korea's outlying IR schools should pay attention to what they can do to address them.³⁸⁾ Some of the primary global issues of outlying regions were mentioned earlier.³⁹⁾ For outlier schools to effectively respond, first, they need to consider and research what their local region's global needs are. They must be researched and identified for each region, given regional variations. One global issue affecting the regions is multiculturalism and immigration.⁴⁰⁾ For example, Busan, home to four outlier IR schools, is increasingly diverse, with more and more foreigners (Shannon, 2010).⁴¹⁾ Korea's IR schools consider the needs

38) See Shannon 2020: 136-142 for a more extensive discussion of these issues.

39) See Note 6.

40) Please see Shannon 2020: 134-135 for a brief discussion of major demographic factors of outlier schools and their communities.

41) The population of foreigners in Busan was about 46,000 in 2019, up from about 35,000 in 2012 (<https://www.statista.com/statistics/1069614/south-korea-busan->

of their international student populations, but they should also consider the needs of local foreign populations and how they can help build bridges between local foreigners and Korean citizens within their communities. Similar issues affect North American IR schools. One informant from Atlanta's Sam Nunn school stated, "We live in a living lab. We have people [from] all over world" (Informant 4, Sam Nunn). These important, regional global issues relate to regionalization since they include both the global and local levels. They also connect with collaboration, but mainly at the level of doing collaborative research to identify what the global issues and their effects are.

5. Relations of Outlier Schools with their National Capitals

1) South Korea Compared with North America

This geographic issue concerns the relations of outlier schools with the national capital, Seoul. This includes the impact of the distance from Seoul on the quality of education and programs that these schools offer. Where there are problems, we will also briefly explore what be done to improve the situation. Two informants reported that having a location in a national capital is a decided advantage for IR schools (Informants 1 and 2, Maryland SPP). Not being located in a national capital can potentially be a large problem for an international studies program. Being distant from the capital is especially a handicap for programs focused on IR,

registered-foreigners-number/, searched on July 26, 2021).

diplomacy and security, perhaps less so for programs centered on trade. This issue can be challenging for professors, but is especially difficult for students, who often need to obtain internships, jobs, network and connect with national actors, institutions and policymakers. Here we will explore how outlier schools in South Korea might respond to this situation. The problem is especially aggravated in a highly centralized country like Korea. So many government, public and private services are centered in Seoul, along with much of Korea's economic and social life. Many prestigious universities are there too, plus most things related to international affairs. Though South Korea is relatively compact, many of Korea's outlier IR programs are several hours from Seoul.

Let us briefly examine how one outlying program in North America has responded to this issue. An informant from the Sam Nunn School in Atlanta responded that his school was not located in Washington, and that it was a big problem. He argued that as just a "niche player", the Sam Nunn School could not effectively compete with Harvard or Georgetown, and that the school needed to build better relations on the national and international policy sides. This same informant reported that there have recently been four important issues relevant to the global expertise of the Sam Nunn School: energy, water, food issues, and failed states, all of which have major implications for the international system (Informant 1, Sam Nunn). Even with Zoom and new teleconferencing capabilities, it may be the case that outlier schools cannot adequately provide input on pressing national or global issues as effectively as schools

in or near the national capitals. The value of face-to-face communication and networking cannot be underestimated. This is especially true in many East Asian societies such as South Korea. Simply because of distance, national governments, nations and their regions may be losing important benefits from their outlier IR schools.

Outlier schools in Korea can also build expertise on issues of national or international importance that are centered in their regions, not Seoul. For Busan, these issues include international trade and logistics (Busan is the world's fifth busiest port), economic relations, regional transborder and transportation links with Japan and China, and nuclear energy safety and environmental issues, especially focusing on Korea's neighbors (Busan is home to one nuclear power plant; Seoul has none). Similarly, the important or unique global issues affecting other outlier schools and their regions must be identified.

Boston's Fletcher School is in a somewhat similar situation to programs in Busan. Like Busan and Seoul, Boston is located about three hours by high speed train from Washington, DC. While possessing numerous cultural and historical assets, Boston is not Washington or New York City. It does not have all the IR-oriented resources those cities have, though it is the headquarters of many international NGOs. Students in outlying programs can have trouble breaking into IR careers because their programs are far from the national capital, and neither they nor their schools have the connections that schools located in the capital have. Because of the

distance issue, Fletcher students are unable to get internships very often during the school year, especially in New York or Washington. Like students from other outlying programs, they usually do so during the summer (Informant 1, Fletcher). To deal with this problem, several outlying IR schools such as DU-JKSIS, Fletcher, Syracuse University's Maxwell School of Citizenship and Public Affairs, and the University of Pittsburgh's Graduate School of Public and International Affairs have built a cooperative study program in Washington, DC.⁴²⁾

The situation seems similar for students at Korea's outlying IR schools. International studies schools in Busan, Daegu and other outlying cities likely need to more effectively connect with Seoul. Several North American experts recommended that outlier schools such as PNU's GSIS should set up such programs in Seoul for their students (Informants 1 and 2, Maryland SPP). Like North American schools, to create benefits for their students, in cooperation with other local or regional universities, Korea's outliers can establish Seoul study or internship centers, if doing so will be possible and positive.

2) Possible Local Advantages

On the other hand, outlier locations have some advantages over

42) The program is hosted by Syracuse's Maxwell-in-Washington program, housed in the Center for Strategic and International Studies, a major international think tank (<https://www.maxwell.syr.edu/dc/>; <https://www.csis.org>, both searched on July 27, 2021).

Seoul. Outlier programs have several natural advantages that they can sell to potential students. For example, Busan has great weather and a fantastic natural environment famous throughout Korea and well-known in Northeast Asia. Second, Busan is a large city, but not the gargantuan megacity that Seoul is. It is much more comfortable, navigable, and closer to one of Korea's most important neighbors: Japan. Outlying North American programs sell themselves on similar points. The University of Denver's DU-JKSIS sells itself on the fantastic Colorado weather, gorgeous mountains, skiing and recreational opportunities available for students. Fletcher markets its beautiful New England location and the rich cultural and educational resources of Boston. Many graduates of these North American programs finally settle in these cities because of their fantastic lifestyles. In sum, the issue of the relations of outlier schools with their national capitals connects with the concept of centralization at the national level, with their national capitals, and the effects of the central-local divide. This issue also relates to collaboration, with the national government or other schools or organizations located there.

6. Global Influence of Outlying South Korean IR Schools and their Universities

Another issue related to geography is the global influence of outlying South Korean IR schools and their universities. Interestingly, only three Korean IR schools are members of APSIA (Seoul National, Korea, and Yonsei GSIS's). No outlying programs are members.⁴³⁾

Why do no outlying schools belong? Perhaps the SKY IR schools are highly desirous of enhancing their global images and connections, while at present, many regional schools are not as ambitious.⁴⁴⁾ Some North American IR schools are very globally influential. One such school is SAIS in Washington, DC (Informant 1, SAIS). An important issue for Korean IR schools is to consider how they can be more influential in Korea, in Northeast Asia and globally. South Korea's government has been making efforts to upgrade the global competitiveness of its universities for over a decade. Certainly this is something that Korea's IR schools can consider, given South Korea's current population decline and the increasing immigration and multicultural trends of Korean society. South Korea's national government is fully aware of the importance of globalizing their schools and hiring more foreign professors, in order to improve the global ranking of Korean universities and their capacity to contribute more effectively to solving pressing global issues. The global influence of these outlying Korean schools and universities relates to the concepts of regionalization and collaboration. Related to the former, it concerns themes related to both globalization and the local. And on this theme, there is potential of collaboration of

43) <https://apsia.org/graduate-schools-programs/member-directory/>(searched on July 26, 2021).

44) It seems to the present writer that the KDI School is ambitious to have a high profile global image (it already does), though it does not belong to APSIA. Two North American informants questioned whether it would be worthwhile for Korean schools to belong to APSIA, since they argued that many of its activities seem peripheral, even for outlying North American schools (Informants 1 and 2, UW Jackson).

Korea's outlying schools with other organizations at the global level. Yet most of them are not doing very much of it at present. KDI School is the major exception. This study's major conclusions are presented next in Section IV.

IV. Conclusion

1. Overview

This paper has focused on the community relations of outlier international studies schools in Korea, including lessons from North America. Community relations of international studies schools are an issue that has never been studied before. The paper identifies many angles and examples of the importance of these issues. A key function of these schools should be to prepare their regions and citizens about how to handle and think wisely about complex global issues. Though there are positive examples in all three regions, almost everywhere the local community relations of IR schools seem weak. First the conclusion presents findings on the major research question, followed by the study's implications for social science theory, future studies, and non-governmental organizations (NGOs).

2. Conclusions on the Main Research Question

Concerning this paper's major research question, about the general state of relations between outlier schools of international

studies in Korea and their surrounding communities, including important geographic factors, first we considered planning issues, which are affected by how locally minded a school and its university are. We found that while some schools in both North America and Korea are locally minded, many seem not to be, and sometimes a university connects better with the surrounding region than its IR school does. Some universities have programs specifically promoting ties with local industry, but relations between universities and communities should not be limited to business issues. There are many other community issues, including health, social welfare, human rights, youth, women and children's issues, where Korean universities can be involved.

We also considered several additional issues. Second are the quality and levels of community involvement of universities and their IR schools. We found that in both North America and Korea, there are cases where universities are more locally involved than their IR schools are. Another important issue is the need of IR schools to survey their local regions even before opening, so that they can more effectively plan their curricula to meet local needs. We noted that while several of Korea's schools have studied local needs prior to opening, it seems that many have not considered them that much. Fourth, we noted that there is regional variation across South Korea, and that each region's particular global issues and concerns vary from the others, so local experts must study each region's issues and needs so that the most effective responses can be devised. Fifth, we examined the effects of distance from the national capital on

outlying IR schools, and how problems might be overcome, based on positive North American examples such as those devised by Denver's Josef Korbel School and the Fletcher School in Boston. A final question is the global image and influence of Korea's outlying IR schools. It seems that most of the regional schools are not that concerned with their global prestige, with the possible exception of the KDI School. However, Korea's national government and several programs, including KDI, Handong and the Yeungnam Park Chung Hee schools, care greatly about effectively passing on useful lessons about Korea's development experience to developing countries. In sum, the overall state of relations between Korea's outlying IR schools and their communities seems to be a mixed picture, with both positive and negative aspects, and much room for improvement.

3. Implications for Social Science Theory, Future Studies and NGOs

Theoretically, to get to the deeper meaning of these issues, it is vital to more thoroughly ethnographically investigate what some of these issues present for South Korea's outlying schools of international studies. They include issues of crucial importance for all of Korea's regional economies, not just for the schools. Based on our earlier theoretical analysis, some of the questions that could be investigated include the following: 1) how do Korea's IR schools define the spaces and places around them, and how do those meanings affect their community relations (Filipucchi, 2016)? 2) How have Korea's IR schools adapted to and been affected by their local (physical,

geographical and other) environments, and how have these adaptations affected their local community relations and interactions?⁴⁵⁾ 3) How are the global and local contexts and social dynamics⁴⁶⁾ of Korea's outlying IR schools affecting their community engagement and relations (Defilippis and Fisher, et al., 2006)? 4) What features in the sociopolitical context, and properties in the institutions themselves, are affecting their community and regional relations, and the schools' capacity to change in order to strengthen those relations? (Mahoney and Thelen, 2010: 31-32). 5) How do the schools' organizational cultures, educational approaches or their surrounding environments affect their community relations, and what can be done, if needed, to best handle those influences?⁴⁷⁾ 6) How can the GSIS's help raise the consciousness of their local communities to address each region's global and multicultural issues, perhaps through the formation of local/regional NGOs? Can action research/participatory action research help? 7) What are the primary "worldviews" of Korea's outlying IR schools, and how do these worldviews possibly affect their community relations and interactions?

One professor at a Korean outlying IR school, an expert in

45) This is based on the principles of cultural ecology.

46) Social dynamics refers to the study of group behavior, including individual members and their interactions with the overall group (Durlauf and Young, 2001).

47) This is based on the culture, ecology and education approach in U.S. educational anthropology (Greenman 2005, p. 270) and on Baba 2005: 242-245. I add an emphasis on political ecology in my question. In anthropology and related social sciences, political ecology examines how power relations and economic structures affect environmental change in global society (Roberts, 2020).

regional and local government relations, recommends that for Korea's outlying IR schools such as PNU's GSIS to increase government support, opportunities for students, and community engagement, cooperation with a local NGO such as Busan's Busan Foundation for International Cooperation (BFIC) is key. BFIC is the only such regional NGO, supported by a local municipality or province, which is concerned with global and multicultural issues (Lee, 2021).⁴⁸⁾ According to this professor, multicultural and globally-minded NGOs may have a very key and tangible role in helping universities and communities to connect with each other, to help local regions successfully address the regional challenges of globalization across provincial Korea. Such NGOs should be established across Korea's outlying regions in order to increase cooperation for regional Korea's global challenges. Further research in NGO studies needs to examine how such regionally-minded NGOs can be successfully established, developed and funded. They have a potentially crucial role in helping to bridge these local and global gaps in Korea's hinterlands.

There are additional interesting questions that we cannot investigate here and additional problems that Korea's IR outlier schools face. For example, the present researcher also collected rich data and recommendations from North American schools about how the community relations of South Korea's outlying programs might be improved, but these findings must be saved for a future study. Nevertheless, it is clear here that cross-cultural comparisons

48) <http://www.bfic.kr/new/english/contents/a9.asp> (searched on August 20, 2021).

across these regions provide many creative insights, and further cross-regional studies on international studies education, even involving other regions, surely will as well.

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국문요약

서울 이외 지역에 위치한 한국 국제학전문학교와 지역공동체와의 관계
형성 및 협력 필요성에 관한 연구

리차드 W. 새넨

(부산대학교)

수백만 명의 사람들에게 영향을 미치는 국제적 위기가 매일 발생하고 있다. 이러한 국제위기 연구를 위해, 전 세계적으로 네트워크 관계망을 구축한 국제전문학교들이 있다. 본 논문은 한국의 외곽 국제전문학교의 국내 지역사회와 지역 관계에 초점을 맞추고 있으며, 부분적으로 인류학적 연구 접근방식을 사용하여 가능한 중요한 통찰을 포함하여 북미의 유사한 학교들의 교훈을 바탕으로 얻은 통찰력에 기초하고 있다. 한국의 명문 국제전문학교는 대부분 서울 근교에 있지만, 지방 혹은 외곽 지역도 세계적인 문제의 영향력 아래에 있고 국제전문학교를 통한 교육을 필요로 한다. 외곽 지역 IR 학교를 지역 사회와 연결하는 것은 여러 가지 이유로 중요하다. 이 논문의 주요 연구 질문은 한국 외곽 국제전문학교들의 공동체 관계의 전반적인 상태는 어떠한가 하는 것이다. 서론에서는 논문의 연구 주제에 대한 근거와 중요성에 대해 설명하고, 글로벌 및 로컬 현상의 연구를 연결하는 방법에 대한 아이디어를 제시한다. 이어지는 부분에서는 연구 접근법, 현재의 한국 외곽 IR학교의 지역사회 관계 현황, 연구 결론 등을 제공한다. 연구 결과 중 한국외곽 IR학교의 지역사회 관계는 긍정적이고 부정적인 측면이 있지만, 사회과학 이론을 포함한 이러한 이슈에 대한 추가적인 민족학 연구와 국내지역 비 정부단체(NGO)의 잠재적으로 중요한 역할에서 발생할 수 있는 잠재적 결과도 풍부하다.

주제어: 국제학 교육, 지역 사회 관계, 한국, 북미, 응용 인류학

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