

# "Need of the Others": A Study on the Evolution of "Global Vision" in American Higher Education (1945-2019)

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## ABSTRACT

**After the end of the Second World War, the global international system initially took shape, making the United States the only builder and leader of the world order. From then, the "Global Vision" in American higher education began to emerge. Taking both the cultural root, namely, "Need of the Others", and the international situation into consideration, this study intends to unfold the evolution of the "Global Vision" in American higher education since 1945, to identify its main features in three stages, which is divided by the attitudinal changes towards the "others", and to analyze the factors that influence its development. Hopefully by looking into the development trajectory of "Global Vision" in American higher education, this study will shed light on American perception of the international community and changes in US global policy.**

*Keywords: Global Vision, Need of the Others, American higher education, Manifest Destiny*

## I. INTRODUCTION

According to the Yalta Agreement, the Second World War has led to the establishment of an international system based on the United Nations, with the United States, the Soviet Union, the United Kingdom, China, and France becoming the permanent members of the Security Council [1]. Thereupon, the imbalanced national strength fueled by the Second World War, together with the embryo of global international system, has made the United States the most influential country in the world. The "Global Vision" in American higher education, then, began to rise at an unprecedented speed. Conditioned by both the cultural root, namely the "Manifest Destiny", and the international situation, the development of "Global Vision" in American higher education has gone through three stages according to its attitudinal changes towards the "others", namely, "peeking at the others", "knowing about the others" and "competing with the others".

### A. Definition of "Global Vision"

As a binary structure composed of both knowledge and concept, "Global Vision" refers to the attitude of a country towards other countries and the global community [2]. The "Global Vision" partly reflects the domain of Global Competence assessed in the Program for International Student Assessment (PISA) 2018, a global educational assessment with around 79

participating countries conducted by Organization for Economic Cooperation and Development (OECD). The latter recommended that talents in the increasingly globalized world should be equipped with not only basic skills for entering the workforce, but also the capacity to discern and comprehend global and intercultural issues [3]. In this regard, the Education for International Understanding, an educational practice aimed at promoting students' "Global Vision", is flourishing worldwide, which is conducive to students' understanding of international affairs including politics, economy, culture, and environment protection. In addition, in order to cultivate a group of high-performers who could stand out in the competition-intensive world, the internationalization of higher education has become an inexorable trend.

In light of the great impacts which "Global Vision" have exerted on various educational practices, knowledge production processes, and even the behaviors of states and non-state actors, it is closely intertwined with the development of higher education. With relevant achievements proliferating, "Global Vision" in American higher education, as a delicate structure, has attracted the interests of the academic circle for a long time. Generally, when surveying this unique terrain, we need to probe into the binary subjects of cognition, as well as the diverse influencing factors that shape the cognition of the international community shown in the policy and approaches in American higher

education. Basically, a country's cognition of the international community is not only influenced by its unique historical trajectory and domestic culture, but also closely related to the international situation and the pro-activity of the government [4]. The analysis of the whole picture of "Global Vision" entails not only the understanding of the rapidly-changing factors in the external environment, which is information-loaded, but also the knowledge of the internal cultural root, which is emotion-loaded.

For centuries, the development of higher education, humanities and social sciences, the self-strengthening of western historical outlook thrived, shaping the basic cognitive methods of other civilizations and international society in modern American higher education. However, due to the rapid changes of international environment, the "Global Vision" in American higher education has exhibited different features during different historical period. To this regard, this research aims to take both types of factors into consideration which synergistically influence American people's general "Global Vision" shown in American higher education. Yet there are also pronounced differences between the "Internationalization of Higher Education" and "International Education" currently receiving widespread concerns and the "Global Vision" in higher education discussed in this research. The "International Education", as a mode of education, is an essential part of the "Internationalization of Higher Education". The former two represent the manifestation, while the latter one refers to the underlying conceptual structure. In other words, the process of "Internationalization" could be regarded as the embodiment of the evolution of "Global Vision", and the evolution of "Global Vision" serves as the backbone for the process of "Internationalization".

#### *B. Meaning of "Need of the Others"*

In this research, we selected a particular angle, that is, "Need of the Others", to uncover the characteristics of the development of "Global Vision" comprehensively. During the long river of time, the "Global Vision" exhibited in the American higher education has been closely intertwined with their attitudes towards the "others", an interchangeable cultural concept depending on the relationship between "me" and the "others" in the communication activities among the subjects of different regions, ethnic groups and countries with different language symbols, customs and values. From the perspective of anthropology and orientalism, the West often regards the alien culture, primitive tribes or the East, to name a few, as "the others", which, at least from their point of view, is relatively primitive compared with the advanced West [5]. However, the alien culture is also an indispensable

part in the building of America self-recognition and its understanding of the world.

For the U.S., the rapid changes of international situation are caused by the "others", and the long-lasting cultural roots is also based on the relationship between "me" and the "others". To this regard, the "others" are always needed in the construction of "Global Vision" in American higher education. The "Need of the Others" discussed in this thesis is comprised of two parts, namely, the self-cognition of American and their attitudes towards other cultures. The "others" focused in each phrase are different, changing from the Soviet Union, to the western European countries and the Arab and Islamic countries, and to some rising great powers including Japan, Korea and China, which indicates the change of focus of national strategy of America. The "International Education", as a mode of education, is an essential part of the "Internationalization of Higher Education". The former two represent the manifestation, while the latter one refers to the underlying conceptual structure. In other words, the process of "Internationalization" could be regarded as the embodiment of the evolution of "Global Vision", and the evolution of "Global Vision" serves as the backbone for the process of "Internationalization".

*1) Self-cognition: double identities:* Americans' cognition of other countries and the international society is not only based on geopolitics and actuality philosophy, but also inherits the cultural concepts shared by the Western world. As an epitome of the concept of common ownership in the western society, the concept of Western history is included in the cultural interpretation framework of this paper. In a sense, it reflects the influence of WASP culture, which is still the mainstream in the United States, on the shaping of American's recognition of the world.

Based on the Puritan missionary outlook and the republican ideology of the American Revolution, the theory of "Manifest Destiny" came into being in the upheavals of American history during the middle of the 19th century. Basically, it indicates that the United States should take on a mission given by the God, and expand the "Free Territory" to the whole North American continent, and even the world. The first edition of the theory of destiny is mainly composed of three major discourse resources, namely free democracy, natural rights and technology and civilization, while the second edition defines American national identity mainly from the perspective of race and gender, in which the moral color gradually fades, and the ideas about military conquest, genocide and gender discrimination rises [6].

*2) Attitudes towards the others: triple attitudes:* The "Manifest Destiny" has been deeply rooted in

American people's mind, thus exerting long-lasting and far-reaching effects on the development of "Global Vision" in American higher education. It emphasizes the close relationship between the United States and the other parts of the world, calls for strengthening the attention on and intervention in international affairs, and actively seeks the growth of global influence of the U.S.. The "Manifest Destiny" thus have a dual impact on the "Global Vision" of American higher education. On the one hand, it provides justification for the expansion movement of the United States, and even legitimizes the violent plunder of land. On the other hand, by taking the expansion of the republican system as the national goal of the United States, it has added some "moral" color into the "Global Vision" of the United States.

However, on the other hand, with the international situation constantly changing, the attitudinal changes in the "Global Vision" in American higher education has gone through three different stages, from "peeking at the others", to "knowing about the others", and finally to "competing with the others", during which the "Global Vision" has exhibited different features, and the two different colors brought by the "Manifest Destiny", namely moral and violent, has been shown in turns. The detailed analysis of the three-phase changes will be elaborately discussed in the following three chapters.

### C. Literature review

It is obvious that the clearest testament to the growing enthusiasm for the development of the "Global Vision" in American higher education can be shown in the number of books and papers released by scholarly presses from home and abroad in the last few years. Although the research on the "Global Vision" in American higher education could only be found in one thesis, where the author clearly defined the term and unfolded its development, he also provided a new dimension for future research, namely, the influence of cultural roots [7]. Researchers who know, and demonstrate the enthusiasm for this area are presenting their deep insights on the development of "Internationalization of American Higher Education".

Due to the increasing concerns on the development of "Global Vision" in higher education, there is an immense literature body concerning to the internationalization of American higher education in the foreign context. Researchers has figured out its development trends, reflecting on existing problems and comparing higher education in the United States with that in other countries. For example, Cohen outlines the development of American higher education from the 1930s to the beginning of the 21st century meticulously [8]; Lovett reflects on the impact of

globalization on internationalization of education on the basis of analyzing the current situation of American education development [9]; Oyler, however, compares the internationalization of higher education in the United States with that in Australia, and analyzes the similarities and differences between them, arguing that the internationalization of higher education is the development trend of universities in the world [10].

In the domestic context, for example, Wang provides the readers with a much-needed overview of the development of American higher education, dividing it into three different phases, namely the early colonial period, the period from the Independence War to the Civil War, and the historical period after the Civil War [11]; while Chen and Liu focus on the specific content of the implementation of the internationalization of American higher education [12]; Yang and Wang clarify the voluminous opportunities and requirements globalization brought to higher education [13]; Zeng, Wang & Lin presented a comparative study of the internationalization of higher education in the three countries [14].

### D. Contents and innovation of the thesis

To recapitulate, the academic research on the development of American higher education has received increasing concerns during the past few decades. The focus of studies transferred from the initial focus on the analysis of the current situation of the development of American higher education to the multi-angle and multi-level investigations of the characteristics, problems, and future development of the internationalization of America higher education. However, there are also two prominent characteristics and problems.

First, most of the studies focus on the overall development of "Internationalization of Higher Education" rather than the latent ideology and the cultural and social changes that affect its transformation. Second, some of the studies have examined the evolution of "Global Vision" and the influence factors. Though being meticulous, few studies involve the importance of the effect of the cultural root, namely, "Need of the Others" on the shaping of the "Global Vision". As a remedy for the dearth of overall study on the "Global Vision" in American higher education, this thesis allows for a growing attention to the synergistic effects of the cultural reasons and the international situation on the "Global Vision" and the latent ideological changes shown in the reforms and policies of American higher education in different stages.

## II. "PEEKING AT" THE OTHERS (1945-1991)

The first stage of "Global Vision" stretches from the end of the Second World War to the year of 1991,

which could be summarized as "peeking at the other". The word "peeking" is used here firstly because at the beginning of its development, the international strategy of American higher education was a preliminary attempt under the background of the Cold War, during which international education assistance and academic exchanges took shape, but were below the level of recent decades. In addition, the main theme of higher education in this period is the political combat, with the two camps lurking to watch carefully each other's behaviors and trend, like a cheetah peeking at a tiger furtively.

#### *A. Prominent cultural roots: "violent" color*

During the first period, the second version of the "Manifest Destiny" (the one advocating violence) tends to surpass the first one, namely, to realize the expansion of American "freedom" through peaceful means such as trade and preaching rather than war. Although on the surface the U.S. government was trying to beautify the motives and actions about American Higher education, the increasingly intense confrontation between the Soviet Union and the U.S. has led to the deterioration of this situation. At the beginning, the main melody of "Global Vision" in American higher education during this period is to picture a bright and free America and a right path for all human-being to freedom and democracy. However, later it was imbued with ambition to overturn the socialist camp and to subjugate the world, exhibiting the "violent" color of the "Manifest Destiny".

According to Horowitz, during this period, the U.S. tended to accept wholeheartedly their responsibility and chance of becoming the most influential country in the world, and thus exerting upon the world as they pleased [15]. It is well acknowledged that the discursive framework of the "Manifest Destiny", the important 19th Century political doctrine, was perfectly meshed with conflict, and many have even argued that war was ingrained in the nature of this doctrine. Though not coined as a term until 1845, the "Manifest Destiny" had long absorbed old themes of American civil religions, proffering America's superior and chosen nature and its duty to redeem the continent and perhaps the whole world, as justification to expand America's geographical and political boundaries [16]. Bellah also proposed that after the Second World War, America was embroiled in a struggle to act responsibly in a brand-new world that striving for many of the material and spiritual assets that America has obtained [17]. The mighty Communism of the Soviet Union, however, was regarded as fundamentally contradictory to American ideology and civil religion, so the attitudes towards the "others" mostly connoted arrogance and racism during this specific time.

#### *B. International background: the Cold War*

After the Second World War, the political and economic hegemony has led to the building and rapid expansion of American "Global Vision". Although the United States has already become the world's largest economy before the war, it has long isolated themselves from other parts of the world due to the influence of the ingrain Monroe Doctrine. Besides, before the Second World War, the vast third world was still under the miserable colonial rules of the traditional European powers, let alone the aspiration for building of the global international community. Therefore, no matter from the perspective of subject setting or knowledge generation, the American system of social sciences has not reserved a place for the third world.

However, after the Second World War, the U.S. military and economic strength has surpassed other countries to become the first in the world, with its international influence reaching an unprecedented level. Yet, petrified, it found itself too nonchalant towards the other parts of the world to know about them. The isolated, self-perpetuating and parochial concerns could not sustain the ambition of the U.S. anymore, which explained why the U.S. planned to turn the table by expanding its global influence through its higher education. After all, the two tragic world wars did not completely subvert the basic rules of the traditional international community. The world entered what Buzan called the "Version 1.1" of the global international community [18]. The development of "East-West" relationship and "South-North" relationship constitutes the theme of the new version of the global international community. In the vast region of Asia, Africa and Latin America, there has been a vigorous wave of decolonization movement, with a large number of new sovereign countries constantly joining the global international community.

On the one hand, people's fear of war brought by nuclear weapons hindered the outbreak of another large-scale war. On the other hand, international politics has transformed from multipolar balance of power to bipolar confrontation. Although the U.S. and the Soviet Union have been allied in battle, they remained antagonists ideologically [15]. The U.S. and the Soviet Union appeared to be restraint on the front battlefield, but they constantly supported agents and drove them to fight with each other in the international community liberated from colonization. Although different from the manic colonial expansion in the middle and late 19th century, the United States, like the traditional colonists, needed to learn more about the vast Asian, African and Latin American areas that were ignored before. With the upgrading of the fight between the U.S. and the Soviet Union, the polarization not only brought some regional wars and suffering of some parts of the world, but also resulted in the prominent

characteristic of the dark side of the "Manifest Destiny" in the "Global Vision".

*C. "Global Vision": a life-or-death battle*

As the carrier of international communication, higher education, during this time, is endowed with strong political meaning, and has become a battlefield for the two different representatives of different social systems. In other words, the most important "Other" here is the Soviet Union, a strong competitor of America. During this period, although the "Global Vision" of higher education was beginning to take shape, it was largely confined to the political struggle between socialism and capitalism.

Shortly after the end of the Second World War, U.S. Senator James William proclaimed that because the war has brought devastating disasters to mankind, countries should strengthen cultural exchanges with each other to enhance their mutual understanding and knowledge on international affairs to eliminate the roots of war. He also argued that the United States, as a representative of the democratic and free world, played a vital role in the establishment of the post-war world political and economic order, while the Soviet Union is a great threat to a free world, which needed to be eliminated. In 1946, the Fulbright Act was officially signed by Truman, followed by the establishment of Fulbright scholarship, which provided fund for exchange of visits and research between American and foreign scholars [19]. In 1949, Truman put forward the "Point Four Program" for the third world in his inaugural address in order to prevent the expansion of Soviet influence through educational exchanges. According to the program, the United States will assist the economically underdeveloped areas in mining resources and improving their labor and living conditions by exchanging technology, knowledge and skills, exporting capital to these countries and encouraging productive investment [20].

In 1961, aiming to change the Kennedy Administration approved the Peace Corps Act and the foreign aid act, which funded thousands of volunteers to teach in developing countries and a large number of students from developing countries to study in the United States. According to Kennedy's idea, an important mission of the Peace Corps is to change the evil image of the United States in developing countries and take the opportunity to export American values to these developing countries. In the 1950s, the image of the United States in developing countries deteriorated because of the foreign policy of the United States to developing countries and the quality and behavior of American diplomats in these countries.

However, in the middle and late 1980s, as the "Peaceful Evolution" of the socialist camp in the United States became increasingly fierce, the United States took various measures to promote the reform of the

Soviet Union and Eastern Europe, including the military containment, the economic control and political pressure. As for the field of higher education, under the leadership of Bush administration, the U.S. Congress also enacted a new bill, the Educational Exchanges Enhancement Act, which aims to promote student exchanges between the United States and other countries. This act pointed out that American higher education needed to expand its scope of global influence, especially in the recruitment and training of foreign students in socialist countries. They encouraged and attracted more students from Soviet Union, Eastern European countries and developing countries to come to the United States, and trained "Pro-American" young people through American education model [21].

At the end of the Second World War, the Global Vision of American higher education attached great importance to the opposite ideologies, with the government acting as the main driver. Accordingly, the internationalization of higher education has also become a strategic tool of the government. In the Cold War confrontation between the United States and the Soviet Union, it has played a role in consolidating and expanding the influence of the United States, bringing together the people of the socialist camp countries and the third world countries, and competing for people's support with the Soviet Union. At the same time, the "Global Vision" of higher education has also become a catalyzer for the United States to export ideology and promote the peaceful evolution of the eastern region of the Soviet Union, which meshed well with the Cold War strategy of the United States. During this period, the "Global Vision" in American higher education was more targeted, especially for the Soviet Union and Eastern European countries. Through the assistance and exchange of personnel, books, audio-visual products, the American ideology was spread in the Soviet Union and Eastern European countries, which affected the social public of the Soviet Union and Eastern European countries, especially the young people's world outlook, their understanding of the United States and their misunderstanding of the Soviet Union, which played an important role in the process of the upheaval of Eastern Europe and the disintegration of the Soviet Union at the end of the Cold War, contributed to the peaceful evolution strategy of the United States. We could safely conclude that during this period, the "Global Vision" of American higher education is deeply influenced by the national strategy and at the mercy of the government's leadership.

### **III. "KNOWING ABOUT" THE OTHERS (1991-2000)**

The second stage is from 1991 to 2000, during which the dissolution of Soviet Union in 1991 declared the end of bipolar confrontation in the Cold War,

heralding that the world entered the post-cold-war era. In the post-cold-war era, the interdependence between countries has deepened, which is reflected in the closer political, economic, cultural and social ties between them. American higher education was facing a new international and domestic situation, which put forward new requirements for the "Global Vision" of American higher education. To this regard, the "Global Vision" has evolved into a new phase, which urged the United States to know about the other parts of the world rather than focusing on one particular country. The "others" during this stage mainly refers to Eastern Europe after the collapse of the Soviet Union, the third world and European allies.

#### *A. Prominent cultural root: "moral color"*

Encouraged by the success of Peaceful Evolution of the Soviet Union, the first version of the "Manifest Destiny" has outperformed the second one, playing a much stronger role in the forming of the new type of "Global Vision". The first version of the "Manifest Destiny" holds the view that after the transformation of the United States, including protestant culture, republican system, and science and technology, these undeveloped nations could make progress and even be assimilated by the American society. Although the "Global Vision" of American higher education was still full with political meaning, which urged the U.S. to advocate its political value, U.S. was still trying to know more about the other parts of the world. To paraphrase from Coles, the "Manifest Destiny" was characterized with the "rose-colored lenses", showing a hint of "Moral Color" in its "Global Vision" in American higher education [16].

While the "Manifest Destiny" is an enduring cultural root of America, it could change to appeal to the globalizing world economy. Different from the expansionist mode in the last phase, the "Manifest Destiny" during this period turned out to be more of the example mode. This is because the collapse of the Soviet Union indicated that the biggest enemy of America was eliminated, which dispelled the main concern and severe uneasiness of America. In order to continue to expand its influence, the U.S. showed a stronger desire to know about the unknown world at this stage in a relatively moderate way.

#### *B. International background: the wave of globalization*

After the collapse of the Soviet Union, the end of the Cold War has resulted in the weakening of political confrontation, the acceleration of the process of world integration, the gradual arrival of the era of globalization, and the increasing importance of economy. The competition among countries has gone beyond the traditional level of political and military confrontation, turning into a comprehensive national strength competition with the combination of economy,

science and technology and talents. With the rapid rise of Western Europe and Japan, the hegemonic position of the United States has declined. In view of the change of international pattern after the Cold War, American scholars pointed out that the United States should promote the implementation of its national strategy with new thinking.

Economically speaking, the United States needed to consolidate and strengthen its leading position in international trade, and to maintain and expand the international market of American goods. Technologically speaking, advanced technology was the great advantage of the United States, which was the cornerstone for the United States to consolidate its leading position in the world. Culturally speaking, it was necessary for Americans to truly understand the world, and vice versa. In the post-cold-war era, the interdependence between countries has deepened, which is reflected in the closer political, economic, cultural and social ties between them, and highlights the importance of mutual-understanding [22]. Therefore, a more open "Global Vision" of higher education became extremely important.

#### *C. "Global Vision": need of identification*

During the Cold War, the "Global Vision" of American higher education was deeply influenced by politics. However, after the Cold War, the development of global market economy imposed higher requirements for the "Global Vision" of higher education. The National Governors Association emphasized that the higher education was no less important to the country than the economic development and military strength. It played an important role in the national security of the United States, making the world better identify with the United States as well as its culture and philosophy. To that regard, during this phase, the "Global Vision" in America higher education has exhibited a growing concern about the world, aiming to promote the mutual-understanding between the U.S. and other countries [23].

In 1991, the U.S. Congress passed the National Security Education Act to continue to provide policy support for the internationalization of higher education in the United States. The national security education law pointed out that the American higher education needs to shoulder the responsibility of serving the United States. On the one hand, it needed to cultivate comprehensive talents with extensive knowledge, rich international background, and familiarity with the history and culture of other countries and regions in the world, so as to serve the American government and security institutions. On the other hand, higher education in the United States needed to continue to strengthen the knowledge and understanding of international affairs, guide and strengthen the research

and teaching of foreign languages, foreign history and culture, and international issues among scholars, teachers and students in American universities. The other method was to encourage and strongly support American scholars, teachers and students to have an international vision, and strengthen the communication between American higher education and other countries and regions in the world [24].

In 1992, the amendment of the Higher Education Act showed the upgrading of "Global Vision" in American higher education, which stipulated that students could use federal government funds for overseas learning and other activities. Moreover, the Congress also allocated money to local governments in the United States to run the foreign language assistance program. The American government's emphasis on the communication between America and the world is also reflected in the renewal of the awareness of internationalization. After the end of the Cold War, American educational institutions issued a report, pointing out that American universities should be reoriented: first, they needed to reflect the real America and the world; second, they needed to cultivate American students' global vision and trans-cultural communication ability, so as to promote American students to adapt to the requirements of a globalized world; third, American universities also needed to improve their own research capacity, especially on global issues [23].

The year of 1999 has witnessed the issue of A National Security Strategy for a New Century, which emphasized that American institutional culture is advanced, and should be regarded as the future of human historical development. They saw America as a guardian of global peace and stability which bore an unshakable responsibility for human development. For the United States, it was a "natural historical mission" to spread the concept of freedom to the world, while the internationalization of American higher education is an effective way for the United States to spread its ideas to other countries. It not only promotes the development of local education and culture, improves the overall quality of the people, but also roots out the misunderstanding of these countries on the United States, inveigling them into accepting the national ideas of the United States [25].

The new version of "Global Vision" in American higher education also regarded Western European countries as its allies, thus the United States connected the European Community Action Scheme for the Mobility of University Students, an internal education exchange plan of EU countries. Thanks to the internationalization of American higher education, the United States could send overseas students to EU countries through the "Erasmus Plan", and at the same time, international students from EU countries could

also come to the United States. Through the exchange of higher education between the United States and Europe, the United States quietly expanded its influence in the EU countries [26].

At the beginning of the new millennium, the openness of American higher education was still valued by the American government, but compared with the large-scale funding and support at the end of the Cold War, the government support for the development of American higher education in this period was weakened. In 2000, the Clinton Administration issued the Executive Memorandum on International Education to plan the future development of American higher education in the new century. The document pointed out that the United States needs to maintain its own vitality to keep its position as a world leader, and to strengthen its close ties with the elites of other countries in the world [23]. The United States had rich educational resources and needed to continue to rely on high-quality educational resources to attract outstanding talents from all over the world, while the U.S. government, universities and educational institutions needed to fully support the efforts of American citizens to enhance their capabilities. Specifically speaking, on the one hand, it was necessary to enhance American citizens' awareness and ability of international communication, such as language ability, understanding of other countries' culture and history, and attention to international affairs and issues, so as to promote American scholars and international students to carry out field investigation and research abroad. On the other hand, the U.S. government vigorously funded outstanding scholars, teachers and international students from other countries to come to the United States for study, research and life, strengthen exchanges and cooperation between American universities and foreign universities, provide large-scale and comprehensive education assistance to other countries, and use the American education model to cultivate the young generation of other countries [23].

In general, by the end of the 20th century, the United States had won the victory of the Cold War and issued the optimistic prediction of "The End of History" [27]. Inspired by the first version of the cultural gene, the "Manifest Destiny", American higher education is regarded as a vehicle to spread the ideas of freedom, democracy and equality, and an effective tool for the United States to consolidate and expand its influence. In view of the Eastern Europe, the third world and even the European allies after the collapse of the Soviet Union, the scope and intensity of the implementation of the internationalization of American higher education have been increasing, making outstanding contributions to the consolidation of the hegemonic position of the United States after the Cold War.

#### **IV. COMPETING WITH "THE OTHERS" (2001-2019)**

The third stage is from 2001 to the present, during which the "Global Vision" in American higher education has exhibited two different features, namely, the conservative attitudes towards opening and the competitive mentality, respectively. The "others" in this stage mainly concerns the Arab and Islamic countries and other rising powers, including Japan, Australia, China and some European countries. The government continues to give strong support to higher education, especially combining higher education with public diplomacy to export culture to the Arab and Islamic countries in the Middle East, so as to polish up the national image of the United States in the Islamic world and alleviate the hatred of Muslims towards the United States. At the same time, the American higher education also competes with some new players of world historic importance, which includes Europe, Japan, China and Australia in the world education market, so as to maintain the influence and promote the interests of the country. The "Global Vision" in American higher education must keep pace with the time if it is to thrive, to paraphrase from Harari, like a shark that must swim or suffocate [28].

##### *A. Prominent cultural roots: a relative balance*

During this phase, the influence of both versions of "Manifest Destiny" on the "Global Version" of American Higher Education has been well-matched in strength. Specifically speaking, first aggravated by the September 11 attacks, the "Global Vision" of American higher education tended to be relatively conservative. However, after the relieve of national security situation and fueled by the increasingly intense competition between several influential countries, the U.S. turned out to realize the importance of education and soft power to a country, thus trying to give access to excellent talents all over the world to win the war. Although the political aim of the development of American higher education in this phase still enjoys a dominant position, the "Global Vision" indeed exhibited a more comprehensive sight towards global issues and regional problems.

The "Manifest Destiny" continues to evolve according to the fast-changing environment. At this stage, a more balanced model of "Manifest Destiny" has been reached, which is more objective, but also relatively conservative. In the field of education, the U.S. started to think about the question, what kind of relationship should be developed between a rising power and a defending power? The concerns about the probability of falling into the struggle of "Thucydides Trap" or "Goldberg trap" has put forward new questions for the U.S.. The former represents a theoretical concept that predicts that a rising power will have a war

with a defending power, while the latter refers to a theoretical concept that predicts that a rising power is unwilling to assume the irresponsible supply of international public goods of a defending country, which puts the world into dangerous situations [29].

##### *B. International background: the strike of multi-polarization*

The September 11 Attack in 2001 not only caused shocking casualties to the United States, but also impacted the world profoundly [30]. After the September 11 Attack, conservatism in the United States gradually became the mainstream, under which the "Global Vision" of American Higher Education fell into a dilemma whether America should continue to absorb global talents. As the most serious terrorist attack in the U.S., the "9.11" event caused a serious number of victims and huge economic losses. The psychological impact of the incident on the American people was even more far-reaching, with their sense of economic and political security being seriously weakened.

With the gradual improvement of the security situation, the inhibition of "Global Vision" in higher education of the United States was increasingly relaxed, while the rapid development of higher education in Europe, Japan, Australia, China and other countries has become more mature and perfect, which has led to a great competition for higher education in the United States and occupied the American Higher Education market. With the development of the multi-polarization in the world, international competition is becoming increasingly fierce. Facing the rapidly changing world, many countries are adjusting their goals of higher educational and trying to establish an edge for themselves. The U.S. is now striving to maintain its position as the only superpower in the world; Japan is trying hard to join the ranks of political powers; China is following the path of socialism with Chinese characteristics firmly.

##### *C. International background: the strike of multi-polarization*

During this period, the American higher education has implemented a comprehensive strategy, which helped the internationalization of American higher education recover and develop. The government continues to give strong support to higher education, especially the combination of higher education and public diplomacy to the Arab and Islamic countries in the Middle East, so as to modify the national image of the United States in the Islamic world and alleviate the hatred of Muslims towards the United States. At the same time, the internationalization of American higher education also competes with Europe, China, Japan and Australia in the world education market, so as to



maintain the influence of the country and promote the interests of the country.

In the view of George W. Bush administration, non-traditional threats have caused serious damage to the national security of the United States. In order to fundamentally maintain the national security of the United States, the United States needs to shape a new global system according to its own intention, and use the strong national power of the United States to protect its own security. The existence of terrorism and hostility to the United States stem from the fact that the democratic system of the United States has not been implemented in the Islamic world, so the United States needs to promote the democratization of the Islamic world and eliminate the threat to the national security of the United States from the root. The most effective way to spread American democracy and freedom is the exchange of education. Given a new historical mission, the internationalization of American higher education is once again mostly constrained by politics and plays a role in policy implementation.

After the September 11 Attack, the U.S. found itself in the firing line, which prompted the government to attach great importance to public diplomacy, and the "Global Vision" of higher education was again focusing on the mission of winning support from people around the world. The United States provides assistance and opportunities to Arab countries in education to show a friendly and peaceful side of the United States to the young generation in Arab and Islamic countries. By offering language training classes and financing young students from Arab and Islamic countries to study in the United States, the United States provides help to Arab and Islamic countries, alleviates the hostility of young people in the Islamic world towards the United States, in order to alleviate the threat of terrorism to the national security of the United States.

In addition to the joint establishment of universities with Arab and Islamic countries, an avalanche of American universities has also set up branches in Arab and Islamic countries, directly transplanting the American education model to Arab and Islamic countries. In 2005, for example, five well-established American universities, including Cornell University, Georgetown University and other famous universities, built their campuses in Qatar. As an important cultural means to affect the young generation in Arab and Islamic countries, these campuses provided American curriculum to local students, including the history, culture, politics and other relevant contents on the United States, so as to cultivate local young students' understanding of the United States. American universities and many other kinds of educational institutions also polished the image and influence of the United States on Arab and Islamic countries through English language training programs conducted by the

American Association for Cultural Exchange in Arab and Islamic countries. During the process, the language center introduced the history, culture and values of the United States to them, so as to influence their attitude towards the United States and cultivate their good feelings towards the United States. They have introduced the development of American higher education and scholarships to young students in Arab and Islamic countries, aiming to provide advice and guidance for those who shows passion for studying in the United States [31].

In order to better export the democracy of the United States to the world, promote the process of democratization in the world, and eliminate the hatred of the United States from the underdeveloped areas, the United States government announced in 2002 that it would return to UNESCO, trying to achieve the goals through this platform with international influence. They believed that the terrorists who carried out terrorist attacks, though highly educated, hated the United States so much because of lack of moral education, and the education those people received is to trumpet the differences between various ethnic cultures and religions, and demonstrate that the economic hegemony of the United States has caused the poverty of the country and the hardship of people's lives. As a result, the "Global Vision" of the U.S. advocated that amid this long-term confrontation with terrorists, the key is to make people all over the world feel the value of freedom, democracy and peace, and that American education will play an outstanding role in disseminating these ideas. In this war, the U.S. government needs to cooperate with its allies, universities, and the whole society to enhance their understanding and trust in the United States through cooperation and communication with other countries.

However, after 2005, with the relief of national security situation, the influence of Western Europe, Japan, Australia and other countries has swept the world rapidly, putting great pressure on the United States. Because the world's higher education market is booming, countries with rich higher education resources are all trying to take a part in it. If the United States continues to hold a narrow "Global Vision" and limit the development of higher education internationalization due to national security, it will undoubtedly be self-contained in this fierce competition, which will eventually damage the national interests of the United States. At the same time, after the comprehensive attack on Al Qaeda, the national security situation of the United States has improved, which provides the possibility for the United States to put forward a new "Global Vision". The appeal and efforts of American educational circles and social organizations are also important factors for the "Global Vision" of American higher education to go out of the trough.

In 2005, the submission of the proposal named Recommendations for Enhancing the US Visa System to Advance America's Scientific and Economic Competitiveness and National Security Interests was a milestone of the development of "Global Vision" in American higher education [23]. The U.S. government has improved the visa system in order to ensure that the United States could continue to introduce talents on a large scale, pointing out that the severe visa in the United States after the September 11 Attack will cause the brain drain, shutting out the doors for many talents with real expertise and good purpose. To some extent, this could result in a huge loss to the development of science and technology, economic development, and the maintenance of national interests of the United States, so the visa policy of the United States must be amended.

Universities are not only an important part of national strength, but also an area of fierce competition among countries. Having benefited a lot from the internationalization of higher education in history, the U.S. attributed its prosperity to a large number of foreign immigrants. These overseas students who came to the United States are mostly the elites of their home country, with favorable merits and outstanding characteristics. By shaping and cultivating these elites, they could identify with the United States, so that they could influence the development direction their home country after they return home, which is of great significance to the expansion of the international influence of the United States [24].

In addition to higher education, the development of secondary education in the U.S, also came under pressure. In PISA, for example, Shanghai, China, which took the first test in 2009, has attracted the attention of the world. The outstanding performance of Shanghai, together with the eye-catching performance of Singapore, Japan, South Korea, Hong Kong and other Asian countries or regions, has triggered a trend of "Looking East" in the United States and other countries. In 2011, the United States released an important report called *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*, claiming that the excellent Pisa test results of Shanghai students shocked the United States, which prompted the United States to seek a good way of education reform from China and other countries that performed well in PISA test. [24]

## **V. COMPETING WITH "THE OTHERS" (2001-2019)**

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United States to seek a good way of education reform from China and other countries that performed well in PISA test [24].

## VI. CONCLUSION

Through tracing the development of "Global Vision" in American higher education, the research discussed the distinguished features of the three different phases of its evolution, figuring out its cultural roots and the international situation. The "Need of the Others" is always the theme of the development of "Global Vision" in American higher education, because it has gone through three stages according to its attitudes towards others, namely, "peeking at others", "knowing about others" and "competing with others". The cultural root, "Manifest Destiny", which is the introvert impetus, has laid a solid foundation for the "Global Vision", while the fast-changing international environment, which is the extrovert reason, has forced the U.S. to adjust their "Global Vision" towards the world.

After decades of development, the "Global Vision" of American higher education has evolved into a comprehensive culture-loaded vision according to the capricious international situation. It not only promoted the development of American higher education from weak to strong, but also laid a solid foundation for the rise of the United States as an incomparable power of the world. The reason why American higher education has made such great achievements and why it has exhibited its own distinguished feature lies in its keeping pace with the times, as well as holding on to its inherent culture. The increasingly globalized world is now calling for an open and comprehensive "Global Vision" of higher education. From the long-term interests of the country, the overall progress of the society and the development and improvement of individuals, it should be the orientation of higher education at least for a long time.

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