## Index

Adorno, T., 72	Asian countries identical in nation
AI, 17	building & modernization
Alatas, S. F., 47	goal, 108, 150–152
Altbach, P., 130-131, 135	as centre of new impulsion in
Anthropology, 15, 20, 29, 55, 115,	social sciences' renovations,
124, 161, 166-167,	97–121
forefront of multidisciplinary	educational attainment in past, 38,
& culturally grounded	41, 151, 160
learning, 20, 166	issue of quality in higher
as important source of studies on	education, 3, 44, 107-113,
culture, 21, 32, 116, 124,	151–153
138, 162, 165	Japan's modernization processes &
social sciences sharing innate traits	role of social sciences, 96,
with, 57, 120, 154, 160	98, 114-115, 117-118
Arab, 23, 48, 142	market logic & passing of higher
Arab countries, 48, 142	education financial burden
Arab regions, 48	to society at large, 6, 35, 67,
Arab social scientists, 48	80, 100-106, 109, 167
Arab societies, 48	marriage between Western
as world's major language, 24, 26,	technology and cultural
50, 149	roots, 91, 165–167
Archaeology, 15, 44	modernization zeal in, 51, 96, 98
Aristotle, 9, 23, 155, 165	no important signs of social sciences
authenticity of writings on	renovation in, 21, 152
economics questioned, 166	resemblance among countries
considers ethics as complete form	in approach to higher
of knowledge, 9, 156, 159	education, 123, 146
greatly influenced Western	rise of, 4, 52, 56, 150
scientific thought, 9, 160,	role of families in education
165-166,	support in, 100-106, 152
identified plentiful political regimes	role of social sciences
in Greece &neighbouring	& humanities in
regions, 165	modernization in, 9, 97–99,
sees family & private property as	114, 151, 167
essential in society, 85, 152, 155	social importance given to
Asia, 25, 39–40, 45, 89, 92–93, 97,	education, 15, 42, 45, 49,
99–111, 117, 138, 150, 156	94, 103, 160–163
(see also China, India,	social sciences & humanities
Japan, South Korea,	neglected in government
Vietnam)	education policies

despite high demands expanding role of private from economy, students institutions in higher & society, 17-18, 24, 28, education, 85, 91, 101-105, 48, 83, 96, 100–103, 115, 112, 115, 119, 128 129,151,160 growing presence of Anglo-Australia, 1, 28, 81, 89, 109, 119, 142 American universities, 95, 128, 130, 142, 145 Axial Age, 24 held leading world economic position before 18<sup>th</sup> century, Bacon, F., 24, 33 4, 9, 13, 26, 30, 33, 43, 52, Badat, S., 138 123 150 Bajpai, K., 143 inclination to replicate North Barshay, A., 116–118 Becker, H., 116 American research & Bierstedt, R., 68, 70 teaching methods, 21, 68, Biology, 6, 7, 15, 26, 30, 32, 65 82, 109 Blumenstyk, G., 80 largest number of higher education Boas, H., 24 students worldwide, 50–51, Bohet, A. K., 107 67, 87, 126, 149, 165 Bohet, M., 107 modernization creating opportunities for students Bourdieu, P., 5, 55, 69, 160 from social sciences & Brafman, N., 74 humanities, 51, 96–97 Braudel, F., 20, 40, 51–60, 164 modernization viewed synonymous Breen, M., 105 to social engineering, 93, Busch, L., 80, 85, 128 115, 129, 135 no religious opposition to scientific Canada, 1, 119 knowledge, 56-58, 90, 163 Capra, F., 32, 33 Cerbelle, S., 105 non-governmental spheres of social Chakrabarty, D., 46 programming increased, 69 public funding bias to natural Chandrasekhar, S. P., 105 sciences & technological Charle, C., 4, 30 studies, 82-83, 129, 131, Chemistry, 6, 14, 65, 136, 138 150, 153, 161 China, 20, 24, 32, 84, 90-91, 93–97, social sciences & humanities not 103-114, 125, 130-132, priority area in public 139–144, 146, 150–151, 154, funding, 4, 83, 129, 161 164 (see also Asia) tensions with US upsetting active pursuit of university university world, 87, 142 ranking, 95, 100, 139–141, Civilization, 11, 25, 40 (see also 143, 146, 148, 164 Culture, Religion) arms import as compared to Babylonian civilization, 163 allocation of budget for Chinese civilization, 24, 163–164 education, 85, 100 costs for children's education rising, Egyptian civilization, 163 103-107 European civilization, 22, 25, 164 earliest higher education centres history of civilizations, 25, 40

established in, 90

Indian civilization, 163, 164

Islamic civilization, 139, 164	Department of Sociology, Peking
modern civilization, 22, 25, 155	University, 116
Soviet civilization, 20	Descartes, R., 4, 33
world civilizations 39-40, 164	Dewey, J., 79, 153
Clifford, J., 167	Diderot, D., 21
Climate change, 35 (see also	Drucker, P., 125
Environment)	Durkheim, É., 28, 65, 116, 154, 160
Comte, A., 6, 154	Durrive, L., 125
Confucius, 90–91, 114–115, 123	Dullive, L., 123
Confucius academics & teaching in	Egglogy 24 25 (see also Environment)
	Ecology, 34–35 (see also Environment)
China, Japan, South Korea,	Economic rationality, 3, 79, 84,
Vietnam, 90, 114	148, 152 (see also Higher
Confucius classics, 115	education; University)
Confucius definition of knowledge,	affecting social sciences, 64, 148
122, 163	economic rationality & universities,
Crisis, 3–5, 37, 63, 79, 147–148,	79-88, 148
150, 154 (see also Social	growing importance given to
sciences)	economic rationality in
confronted by social sciences	organizing pedagogical
phenomenal, 148	activities in Europe &
disciplinary crisis internal to	North America, 152
humanities & social	universities actively integrating,
sciences, 4	86-87
effort to reflect on social sciences	vogue in Great Britain, 84
crisis, 50	Economics, 6, 15, 16, 17–20, 26, 32,
key elements of crisis in social	35, 39, 65–66, 71, 76, 177,
sciences, 1-36, 37	127, 138, 144, 158, 166
in knowledge production, 63, 148	claiming to produce truthful
in social sciences began in Europe	knowledge expressed in
& North America, 3, 5, 148	form of 'laws', 3, 112
Culture, 15, 21, 24, 28, 40, 59, 72, 78,	concepts & ideas coming from
89, 116, 124, 147, 156, 162,	world's twenty principal
164 (see also Civilization,	languages (other than
Religion, Ethics)	European languages)
cultural studies, 15, 21, 31, 35, 167	absent, 166
culture & religion, 59, 116	decline of economics as field of
diversity of cultures, 29, 60	learning, 18, 57
popular culture, 21, 89	has not drawn much real benefit
as source of knowledge, 4, 9, 40,	from knowledge economy
51, 79, 110, 124–125, 162	discourse, 127
universalism across cultures, 60	internal divisions, 15, 117, 152
,	as one of key social sciences
Darwin, C., 30	disciplines, 115
Debarle, A., 56	pretension of being scientific field
Delattre, D., 23	*
	Of learning 3
Demography, 7, 15, 39, 64, 110, 119, 159	of learning, 5 sub-field of, 19, 70, 117

Editions Thê Gioi, 96	"natural contract" theory, 34–35
Egypt, 22, 48, 60	physical environment, 8, 28
Einstein, A., 25	"rights" of nature, 34
Elias, N., 22	Ethics, 9, 75, 111, 156, 159
Eloire, F., 133	bioethics, 59
Empiricism, 64, 66–72, 87, 111,	ethics dealing with practical
148 (see also Expertise;	questions, 156
· · · · · · · · · · · · · · · · · · ·	
Research)	as knowledge, 8-10
burden of empiricism, 64-70,	medical ethics, 75
100–104, 119	needs to be considered as integral
empiricism expensive, 86–87, 111,	part of social sciences
148	learning, 167
empiricism limited to micro-	Western scientific learning cared
statistical elements, 69	little about, 9, 116
excessive/uncritical use of, 86	Ethnologue Organization, 38, 43
guiding principal in the US after	Ethnology, 15, 39, 64
1945, 43, 64	Europe, 1–2, 4, 9, 18, 22–26, 27, 31,
international influence of US	39, 48, 68, 71, 77–78, 84–85,
empiricism methods, 64	149–152, 166
limits of empiricism in social	European character, 2
science inquiries, 71, 167	European civilization, 25, 40
link between empiricism &	European countries, 26, 41, 73–74,
expertise, 86-87, 111, 148	76, 83–84, 87, 119, 140
political science & economics, 39,	European economic &
65-66, 166	technological achievements,
*	
reduces scope for theory building &	1, 22, 89, 91, 134, 148
deeper analysis, 69	European enlightenment, 31, 154
stands as selective method, 69	European experience as prime
utilization of empiricism in	frame of reference in social
sociology, 71	sciences learning, 2
Energy sector, 14	European history, 17, 24, 46, 147
Enlightenment, 2, 4, 21, 31, 34, 154	European languages, 115, 166
Environment, 28, 35, 85, 129, 156	European medieval universities,
(see also Ecology, Climate	13, 90
change)	European modernization, 22, 24,
biosphere, 34	46, 161
deep ecology, 34–35	European powers, 24, 164
development of discipline of	European social sciences dominant
ecology, 34	notions & models, 87
environmental concerns, 95	European societies, 28
environmental deterioration, 35	European Union, 73, 76, 81, 87
environmental hazards, 75, 127	European universities, 139, 142
environmental observations within	social sciences as European social
social sciences, 35	sciences, 25-27, 87
environmental problems, 35, 43, 156	social sciences emerged out of
future environmental issues, 59	European womb, 2

social sciences focus on European industrial & technological achievement, 82, 160	influence of university ranking & internationalization, 100, 116
social sciences role in self-	internationalization & increase
embellishment of, 22	in utilization of English,
structural & more contemporary	144–145
problems facing social	long tradition of cross-fertilization
sciences in Europe (and	between social sciences &
North America), 63-88,	humanities, 73
114, 152	looking for external funding not
Expertise, 71-78, 161, 167 (see	that habitual, 74
also Higher education;	management prominence over
University)	economics, 76
compromising effects of expertise	neoliberal education beliefs, 81
on teaching & research,	public investment in education seen
76–77, 111	as normal, 83
expertise in France, 74-75	technological poles remain
expertise in Germany, 75-76	hesitant, 126
expertise particularly significant in	university autonomy, 83, 141
West, 33	university fees almost free but have
fervour of expertise in Great	gradually increased, 81
Britain, 73-74, 77, 125	US empirical methods & tools
obscure character of, 71, 133	prevail, 65, 67, 70
problematic role of, 71	Frank, D., 13, 81, 113
rationale behind, 71, 161	Frank, J., 79
thriving opportunity of expertise	Fukuyama, F., 19
for academics in the US, 72	Future, 11–12, 30, 35, 53–54, 63, 69,
universities lured by, 71	96, 93, 104, 108, 132, 142,
university research heavily influenced	147, 150, 167
by prospects of, 71, 74	Asian parents doing as much as
E 1 CC : 1 II : '	they can for future of their
Faculty of Sociology, University	children, 103–104
of Social Sciences and	future generations, 30, 35 history considered from perspective
Humanities (Vietnam), 110 Ferrara, M., 150-151	of future, 155
Fields Medal Prize, 135-136,	as new element of knowledge, 9
Flyvbjerg, B., 7	skilled human resources seen vital
Foucault, M., 55, 69, 124	for future optimism in Asia,
Fourcade-Gourinchas, M., 66	100
France, 40, 47, 55–57, 70, 74, 76, 81,	as speculative notion, 11, 147, 159
83, 85, 103, 126, 129, 131,	techno-science view on inventing
138–139, 141, 144 ( <i>see also</i>	future, 11, 158
Europe, West)	, ,
globalization as French malaise, 56	Gabler, J., 13
growing economic rationalization	Gamble, A., 20
among universities, 142, 148	Geddes, W., 45

Geography, 7, 15, 41, 1, 90 Germany, 41, 64, 75, 81, 83, 85, 116,	long tradition of universities
126, 129, 132, 138, 141, 144	solicitating research grants, 73 tuition fees life-saving vest for
(see also Europe, West)	universities, 153
growing influence of university	universities operating as
ranking, 100, 116	independent business
influence of expertise in university	enterprises, 84, 142
system, 75-76, 109–111,	universities direct relationship with
132, 161	business & industries, 71,
internationalization of universities	73, 77, 140, 150
& increase in utilization of	university autonomy & reduction
English, 56	in public funding since
neoliberal education beliefs	1980s, 83, 141
gradually advance, 81, 83	US-China tensions affecting British
recent attempt to introduce tuition	universities, 87, 95, 132, 142
fees, 81, 149	Greece, 22, 139
strong tradition of public	Greek philosophers, 23, 154
investment in higher	Guerrien, B., 6
education, 102, 105, 109	Guha, R., 46
university autonomy, 83, 141	Guillo, D., 31
Ghimire, K., 12–13, 37	** .
Globalization, 56, 58, 130	Habermas, J., 13
as complex issue, 4, 63, 99	Hamermesh, D., 70
debate in France, 75	Harari, Y. N., 29, 30, 167
implies need for more educated	Hegel, G. W. F., 23–24
young people, 92	Hierarchy, 13–16, 18, 23, 92, 134, 137,
new context of, 21	154
Goody, J., 24	among social sciences, 15, 158
Gowar, N., 79, 81	of disciplines, 13
Grand theories; decline of, 18–21, 147,	within humanities, 29
167 (see also Liberalism;	of ideas, 134
Marxism; Post-modernism; Structuralism)	knowledge & power, 33, 49, 125, 164
Great Britain, 74–76, 79, 81, 83–87,	of languages, 13, 137
119, 126, 129, 142–143,	problem for creating unified social
152 (see also Empiricism;	knowledge, 16, 79, 161
Europe; Expertise;	between social sciences &
Higher education;	humanities, 16
Internationalization;	between social sciences & natural
University ranking; West)	sciences, 13
Brexit & Covid-19 upsetting	Higher education, 4, 44, 52, 61, 72–73,
university system, 87	75, 79, 80, 83–84, 86–89,
education treated as export item, 87	93, 96, 99–100, 103–107,
fervour for expertise, 73-74	112–115, 131, 135, 142,
joint ventures & partnerships with	150, 152, 156, 162 (see also
private sector, 73, 85	Universities)

access to 02 102 107 110 150	Harlibairman M. 72
access to, 93, 103, 107, 119, 150 American/North American model	Human societies 1, 2, 8, 9, 11, 16, 20
	Human societies, 1–2, 8–9, 11, 16, 20,
of, 45, 82, 109, 115, 118, 149	26, 29, 147, 155, 163, 167
Anglo-American model of, 17–18,	(see also History)
95, 128, 130, 142, 145	cultural/intellectual attainment in,
children's higher education, 103–106, 119	1, 90, 111
commodification of/market based/	diverse path & realizations in, 2 human societies required to deal
neoliberal policies in, 61,	with common problems,
83-87	27, 164
declining quality of, 4, 143	multiples experiences & thoughts
Euro-American model of, 89, 92,	of, 29
148, 162	science geared to produce distinct
expansion in Asia, 116	benefits for, 29
expansion in Europe, 22, 46	as social sciences object of
expansion in North America, 21, 28,	observation, 153, 161
39, 63, 68, 80, 109, 111, 123	structure & evolution of, 1, 8, 57,
family financing of, 103-105	80, 93
institutions of, 48, 101, 106, 112,	technological advances &
115, 135, 146	betterment of, 9
public funding of/government	trajectories & experiences of, 27,
policies in, 142, 148, 150,	54, 167
153, 161	utopia capable of transforming, 11
role of private sector, 102, 112	varying circumstances of, 8
Historical materialism, 94	Human uniqueness and primacy,
History, 19, 24, 30, 40, 45-46, 50, 53,	29-36 (see also
57–58, 66–67, 111, 116, 155,	Environment)
159, 167 (see also Europe;	humans considered superior to
Human societies)	other animals, 124
considered from future	Man as master and possessor of
perspectives, 167	nature, 29, 32–33, 167
economic history, 17, 24, 127	recent interest of social sciences &
no society outside of, 27	humanities in animal rights
postcolonialism studies emanating	issues, 31
from, 149	in social sciences, 29, 35
as social branch of learning, 158	traditional societies in pre-
of social sciences, 19, 24, 38, 40, 45,	Christian Europe, China,
47, 50, 57–58, 67, 114–115,	India, Japan, Greece
148–149, 151, 155, 158-159,	recognizing humans as
161	integral constituent of
as subjective field, 116	nature, 32
teaching of history central to social	Humanism, 39
sciences learning, 19, 155	Humanities, 3–5, 12, 14, 19, 26, 36
universal history, 30, 58	40–43, 45, 55, 57, 60, 64, 93,
US turning point in history, 42,	96–100, 113–114, 119, 129, 150, 162
80, 86	159, 162

leading world economic position addressed issues pertinent to Europe/ before 18<sup>th</sup> century, 4, 13, industrial societies, 27 26, 30, 43, 51, 64, 71, 123 European singularity common feature in, 24 North American education found considerable scope when influence become brisk, 109, European influence 139, 143, 151 & control of overseas private institutions in higher education weak in research, territories at height, 26 in general, 48, 68, 126, 143 101-102, 112, 128 human uniqueness deep-rooted in, second largest number of higher 29, 35 education students importance of social sciences worldwide, 104 greater convergence to social sciences & humanities not humanities, 159 priority area in public in Japan, 18 funding, 3, 130 neglect of humanities in public Indigenization of social sciences, 43-50, funding in Asia, 129 149 (see also Renovation) new context of marginalization of in Asia and Pacific region, 45 humanities, 99, 123-146 outside Asia, 45, 47-49 US academic tradition separated subaltern studies as indigenization social sciences from movement, 45-47 humanities, 18, 51, 64, 67 varied interpretations of indigenization, 46-47 Institute of Economic Growth, New Ideology, 6, 11, 118, 147, 165 India, 22-24, 32, 44-47, 60, 90-93, Delhi, 45 99–114, 126, 132, 140–143, International Sociological Association, 154, 164–165 (see also Asia) 28, 40, 42, 48 Internationalization, 56, 58, 61, arms import as compared to budget allocated for 139-146, 162 (see also education, 97, 105, 131 University; Neoliberalism; associative sector employing University ranking) sizeable graduates based on Anglo-American from social sciences & academic monoculture, 17 humanities, 99 current form of internationalization linked to universities beginning to actively promote university rankings, 131, desire to improve ranking 138, 146, 158 positions, 102 historical engagement of bias to natural sciences & technological studies, universities in, 74, 83, 140 134-135 issue of language in, 13, 21, 23 outbound and inbound activities, earliest higher education centres 140-141 established in, 99 families assuming costs of poor quality of, 106 pretence of, 139-146 children's education, 104 growing role of private sector in scope for sturdier scheme of, 146 Ishida, T., 116, 121 higher education, 152

Japan, 18, 41, 51, 90–92, 104, 114,	approaches, 39, 83–85, 110,
116–117, 119–120, 125–129,	130–132
131, 137, 141, 144–145, 151	university-like Confucius
(see also Asia)	academies in 17 <sup>th</sup> & 18 <sup>th</sup>
campus no longer hub of critical	centuries, 114
writings, 9, 149	Jayaram, R., 99
declining student demography, 119,	Jiang, Y. G., 102
143, 151	Johnson, C., 89
development of social sciences &	Jonas, H., 30, 34
adjacent disciplines in	Jones, K., 84
different phases, 114,	Jourde, P., 75
165	Jullien, F., 59, 138
lack of intellectual discussions	Jurisprudence, 15, 90, 160, 166
& political agitation on	political science claiming legitimacy
campus, 121	over, 15
lack of interest among students	
to follow post-graduate	Kagame, A., 28
studies, 64, 120	Kaibara, E., 1, 32, 164, 165
languishing nature of social	Kaku, M., 11
sciences in recent years,	Kant, E., 30, 31, 33
118-121	Kato, T., 118
modernization as blending between	Kautilya, 165
Western technology	Knowledge, 1–19, 27–28, 30, 33, 35,
& Confucius virtues/	37, 44–46, 47–50–56, 59,
previous expansion in basic	61, 63, 71, 89, 92, 97, 107,
education, 91	111, 123, 127, 128, 137, 142,
modernization processes &	146, 148, 151, 155, 158, 165,
expansion in higher	166 (see also Knowledge
education, 66, 82, 86	economy)
persuasive influence of Marxism	creation of knowledge on values,
and modernization	8-10, 47, 90
theories on social	fragmentation of knowledge within
sciences in earlier	social sciences, 16-18, 148
periods, 116-118	ideology, utopia, future, 10-12
public funding bias to natural	
· -	shifting discourse on knowledge,
sciences, 124, 148, 161	123–130
recent policies to reduce weight	on speculative themes, 11-12
of social sciences &	Knowledge economy, 128–130,
humanities, 37, 130	139–142, 146, 148, 151, 158
similar to other Asian countries,	effect on Anglo-American
108, 122, 151	academic world, 17
technology & business	information technology &
management, 79, 99, 113,	knowledge economy, 96, 99,
127, 135	126-130
university policies strongly	effect of knowledge economy
influenced by neoliberal	discourse on university

institutions, 127, 130, 140, 142, 146 revealing example of Japan, 129 teaching & research, 17, 31, 45, 67, 77, 80, 82, 95, 105, 119, 122, 126, 133, 141, 143, 149, 153, 157, 163 techno-commercial approach of knowledge creation,	effervescence of art, literature, history, etc. occurred when Latin lost influence in favour of vernacular languages in Europe, 166 Latin America, 29, 39-40, 43, 48-49, 58 Lévi-Strauss, C., 8, 25, 27–29, 40
124-126	Lévi-Strauss, L., 56
university responses to knowledge	Li, H., 94
economy discourse in	Liberalism, 19-20, 25, 37, 134 (see also
European countries, 127,	Neoliberalism; Marxism)
130, 140, 142, 146	decline of liberalism as grand
Kuhn, T., 9	theory, 18-19, 57, 70, 80,
Kumar, C. R., 90, 99	89,131, 153
	liberalism & Marxism need
Lander, E., 49	opposite pair in foundation
Language, 13, 21, 29–30, 72–73, 82,	of central thought, 19–20, 37
85, 96, 122, 137–138, 141,	liberalism & science/technology, 2,
143–145, 162, 165, 166	9, 22, 25–27, 99, 114, 135,
development of vernacular	131
languages led effervescence	liberalism accompanied emergence
in writings & intellectual	of social sciences, 19, 37,
activities in Europe, 166	86, 98
domination of English in	liberalism multidisciplinary in
international scene & its	theoretical posture, 19–20, 54
consequences, 137-138	Lieppe, G., 56
effect of exclusive use of English by	Linguistic studies, 20, 71
university ranking agencies,	Lipset, S. M., 66
130–131	Literature, 2, 13, 16, 20–22, 45, 55, 64,
language as cultural expression,	68, 75, 93, 115, 135–136,
165-166	160, 165–166
social sciences & humanities	Liu, J., 106
derive knowledge greatly	Lyotard, JF., 21, 92
from linguistic & cultural	Lyotara, J1., 21, 72
insights, 137-138, 163, 166	Mo W 146
	Ma, W., 146
social sciences learning draws	Maching, A., 132
barely anything from	Mackie, V., 89
world's twenty principal	Maddison, A., 90
languages (other than	Malthus, R., 6
European languages), 150	Mandeville, B., 6
Latin, 8, 13, 18, 23, 29, 39-40, 43,	Mannheim, K., 11
48-49, 56, 58, 62, 66, 166	Marginalization of social sciences
as a common literary language in	& humanities in recent
Europe during Medieval	periods, 37, 42, 123-146,
period, 13	158 (see also crisis)

Marx, K., 22, 24, 51, 117, 155	India; Japan; South Korea;
Marxism, 19–20, 25, 37, 116–118, 167	Vietnam)
(see also Liberalism)	Modernization Processes
assumed to strongly combine	and Social Sciences in Asia,
theory & practice, 20–21,	92–99
44, 66, 69, 90, 99	Montesquieu, 22
decline of Marxism as grand	Morin, E., 59
theory, 19-20, 147, 167	Morishima, M., 91–92
deep influence of Marxism in	Morris-Suzuki, T., 89
Japanese social sciences in	Multidisciplinarity, 157
past, 116-117	Transcale Principles, 10 /
European history, science &	Naef, M., 79, 81
technology as prime system	Nahm, A., 91, 106
of reference, 26, 46	Nano technology, 14
extraordinary expansion as line of	National Bureau of Statistics, China,
political/economic thought,	104, 129
19, 71	*
faculties/journals specializing	Natural sciences, 2, 6–9, 13–15, 20, 38, 41, 54, 64, 79, 107, 124, 135,
in Marxism rapidly	137, 148, 157–159, 167 (see
marginalized after fall of	also Sciences & technology;
Soviet Union, 6, 20, 64	Technology)
Marxism & liberalism need	graduates from social sciences/
opposite pair in foundation	humanities more adept
of central thought, 37	at job circumstances than
Marxism & science/technology, 25	those from, 114
37, 116, 167	natural sciences bias in
Marxism deeply multidisciplinary	university rankings,
in theoretical posture, 20,	135–139, 148, 158
149, 152	natural sciences distinguish in
Mathematics, 13, 18, 20, 54, 69, 90–91,	hierarchical order, 13, 15
135	natural sciences favoured in
McGettigan, A., 73	government funding, 51–55
Media and journalism, 16	natural sciences goal to overpower
Menand, L., 6	nature causing dire
Mesopotamia, 22	consequences to nature, 2,
Ministry of Education (China), 98,	13, 33
108, 129	natural sciences method as obstacle
Ministry of Education (India), 98,	to social sciences analysis,
108, 129	39, 68, 157
Ministry of Education and Training	need social sciences perspectives in
(Vietnam), 108	gaining validity of content of
Modernization, 1,9,21–25, 34, 46,	scientific knowledge, 55, 94
48, 58, 60, 89, 92–101,	neglect of ethical questions in, 3,
111, 114–115, 117–118,	108, 148
122, 147, 151, 161–162	past natural sciences theories
(see Asia; China; Europe;	constantly overturned, 7

problem of confined laboratory 45, 67, 77, 80–82, 95, 109, research method, 7–9, 121-122, 132-133, 143, 149, 12,75,79, 114, 124, 135, 137 154, 157, 164 social sciences emulating/adopting/ growth of social sciences in, 64-65, replicating natural sciences, 138 6-8, 124, 148 influence of empiricism in 64-67 social sciences leaving natural social sciences facing unsettled sciences for humanities, situation in, 64, 68, 87 157-162 post-modernization theory popular social sciences/humanities produce in, 51, 96, 98 more publications than structural & contemporary natural sciences in Asia, 40, problems facing social 57, 68, 112–113, 135, 149 sciences in, 63-65, 152, 167 Needham, J., 24 UNESCO's previous work Neoliberalism, 82, 83 (see also promoting educational experience of, 39, 40-45, 67, Liberalism) effects of neoliberalism in US, 81, 101, 138, 149 universities assuming a business Great Britain, Germany, character in, 79-87, France, 74–75, 81, 83–85, 87, 103, 119, 129, 140–143, universities facing financial difficulties in, 78-85 153 effects of neoliberalism on higher education, 82-83 OECD, 105 neoliberal rationality of university Ohana, J. 56 autonomy, 83-84, 141 neoliberalism paradigm exposed Pedagogy, 78, 84, 126, 139, 152–157, universities to hazardous 162, 167 circumstances, 82-83, history, thought, living reality & 127-128 ethics forming fundamental provides added argument for elements of social sciences reducing public funding of pedagogy, 152-157 universities, 83 necessity to invent social sciences spirit of neoliberalism palpable pedagogy, 152-157 in funding of university, social sciences & humanities as 82-83 pedagogical disciplines, 153 New generations of computers, 14 tension between empirical research/ Nobel Prize, 9, 19, 53, 133, 135–136 expertise & effective social North America, 2, 22, 28, 34, 39, 48, sciences pedagogy, 70–71 58, 63, 66, 72, 80, 86–87, 89, Pendergast, W., 41 110, 123, 137, 142, 148–149, Persia, 22, 150 152, 166 (see also Higher Philosophy, 4, 9, 13, 15, 19–24, 26, 33, education; United States; 55, 64, 70–71, 76, 79, 111, University) 115, 159-161, 167 Asian countries copying of as cradle for economic & political teaching/research methods thought, 118 of universities in, 17, 31, as science, 9, 55

importance of social sciences going	Post-modernism, 19, 21, 134
in direction of philosophy,	Prigogine, I., 53-54
55, 159	Progress, 21, 25, 27, 31–33, 35, 49, 51,
political sciences moved away from	64, 94, 98, 167
political philosophy, 6, 18,	Psychology, 6-7, 15, 20, 39, 64, 115, 124
39, 67, 84, 154, 165	
renewal of philosophy in 16 <sup>th</sup>	Radin, P., 28
century outside of	Rani, G., 105
university, 6	Rawls, J., 19
teaching of philosophy relegated to	Religion, 17, 22, 24, 46, 57–59, 71, 116
state of irrelevance, 16	(see also Confucius; Culture)
transdisciplinary field of education	Brahmanism, 165
now lost originality in	Buddhism, 104, 165
Vietnam, 111	Buddhist & Brahmanic institutions
unable to federate different	of higher learning in India,
branches of knowledge	90
after 17 <sup>th</sup> century, 4, 33, 91	Daoism, 165
Physics, 6-7, 14, 54, 65, 135-136, 138	Hinduism, 104
Piaget, J., 20, 64	religious & ethical conceptions, 93
Piketty, T., 84	religious groups, 71
Plato, 23, 153, 155	religious missionaries, 163
Poirier, JL., 23	religious observances, 164
Political science, 6, 26, 39–40, 64–66,	religious opposition to medicine in
70, 87, 164	Middle Age in Europe, 90,
attempt to replicate natural sciences	139
methodology, 6, 111	religious studies, 15
empiricism grew as methodological	Renovation, 4, 19, 37–38, 43, 90, 95,
benchmark, 26, 66	152
hardly any concepts & ideas	debates on indigenization of social
coming from world's twenty	sciences, 43-49
principal languages (other	efforts made to reinvigorate social
than European languages)	sciences, 36-62
are used, 20, 38, 55, 70	recent writings or initiatives on
international influence of US	renovation efforts, 50-62,
political sciences teaching &	150
methods, 18, 64–65, 70, 72,	social sciences' institutional
81, 87, 131, 150	building after 2nd world
one of social sciences disciplines	war, 38, 64, 66–68, 87, 117,
enjoying high standing, 65	140, 149
sub-fields and internal divisions,	Research, 2, 4, 17, 26, 39-40, 44-45,
15, 72, 117, 152	49, 53, 56, 62, 64, 67, 69–71,
teaching of political sciences	77–80, 86, 91, 94, 102, 111–
without perspectives from	112, 117, 120–121, 126, 130,
other disciplines, 13, 26, 35	135, 140, 143, 149, 153, 162,
Popper, K., 9, 12, 68, 124	167 (see also Empiricism,
Positivism, 9, 35, 148	Expertise)

ability of research to transmit knowledge for teaching, 30, 108, 111 academic research, 21, 56, 78 applied research, 44, 74 empirical research, 66–67, 70, 154 financed, paid & commissioned research, 78, 126 interested research, 154	eternal belief in science & technology in government education policies, 100 for human progress, 31, 33 importance given to science & technology in Asia, 2, 22, 33, 99, 114, 135, 151 liberalism & Marxism favourable to, 19–20, 37
laboratory research, 7, 75, 79, 136–137 market research, 127, 158	overpowering forces of nature as being principal mission of science, 32, 46
methods & tools, 32, 37, 41, 57, 61, 67, 149	virtue of science & technology for modernization, 25
pecuniarily oriented	Scientists of America, 134
research, 4, 78	Serres, M., 34
quality of research, 80, 84,	Smith, A., 6, 154–155
111–112, 122	Social processes, 8
research approaches, 133	Social relations, 165
research expertise, 2, 3, 4, 71-78	Social sciences, 2–7, 14–16, 19, 22, 27,
research grants, 73–74	34, 38–39, 41-47, 49–50, 55,
research proceeds, 130	58, 63, 69, 75, 84, 92, 105,
research topics devoid of	115, 121, 127, 135, 142,
epistemological content,	150, 156, 161, 167 (see also
78, 111	Economics; Empiricism;
research university, 17, 153	Expertise; Higher
scientific research, 13, 16, 71	education; Humanities;
social sciences research, 40, 43, 45,	Natural sciences; Political
52, 62, 154	science; Research;
Rey-Lefebvre, I., 74	Sociology)
Robots, 14	Asia as center of new impulsion in,
Roman societies, 24	89-122
Rousseau, JJ., 153–155	efforts to reflect on crisis, 37-62,
Russell, B., 90	148
Russia, 18, 131	key elements of crisis, 1-37
	new context of marginalization of,
Sahoo, S., 105	123-146
Said, E., 26, 164	problems faced in Europe & North
Sartre, JP., 20	America, 41, 48, 59, 142
Schwarz, Y., 120	thinking about new horizons, 147,
Sciences & technology, 2, 22, 33,	152-167
99, 114, 135, 151 (see	Social structure, 8, 13, 53, 94, 147,
also Natural sciences;	165
Technology)	Sociology, 6, 15, 17, 19–21, 26–27, 35,
consequences to animals and	39–40, 48, 58, 62, 65–66, 76,
nature produced by, 29-33	110, 115–116, 154, 160, 166

earlier growth of sociology in Japan	families assume much of costs of
to level of international	children's education, 104,
significance, 116	106
hardly any concepts & ideas	important impregnation of
coming from world's twenty	Confucius values, 110
principal languages (other	modernization driven for nation
than European languages)	building, 97–98, 100, 114
are used in, 20, 38, 55, 70	private educational institutions
largest hodge podge, but more open	overpowering, 103, 107
to other fields, 17	rapid rise in GDP per capita/
list of innumerable course modules	industrial sector, 97
taught at department of	student demography falling, 119,
sociology, 110, 116	143, 151
offering of fragmented	well-integrated to North American
professionalizing courses	academic universe, 21, 109
Peking University	Soviet Union, 19–20, 39, 52, 67, 140
&University of Social	Space research, 14
Sciences and Humanities	Spitz, JF., 81
(Ho Chi Minh City), 76, 78,	Structuralism, 19–21, 167
107, 110	Sullivan, W., 106, 113
as one of social sciences disciplines	Sumvan, w., 100, 113
enjoying high standing, 65	Technology 1 2 0 17 22 25 27 21
seeking to emulate natural sciences,	Technology, 1–2, 9, 17, 22, 25, 27, 31,
6, 68	33, 71, 75, 87, 96, 99–100,
*	115, 126–128, 151, 164
state of sociology in various	(see also Natural sciences;
regions, 43, 143	Science & technology)
strong influence of empiricism, 72,	as applied knowledge, 9, 94
111	biotechnology, 25
sub-fields & internal divisions, 15,	communication technology, 17, 126
72, 117, 152	digital technology, 127–128
Socrates, 23	examples of evolving technologies,
Soni, R., 101	14, 167
Soo, F., 94	information and communication
South Korea, 91, 93, 97, 100–106, 109,	technology, 17, 42
111–112, 114, 119, 126, 130,	interface between technology &
140 (see also Asia)	economy, 22, 25, 75, 94,
arms import as compared to	125–128, 156
budget allocated for	modern technology, 125
education, 97, 105, 139	technology based knowledge
bias to natural sciences &	economy discourse, 127-
technological studies in	130, 140, 142, 146
public funding, 82–83, 119,	Western technologies, 92
148, 153	Thatcher, M., 83
diplomas in social sciences &	The Economist, 19
humanities still in high	The Guardian, 25
demand, 3	The Japan Times, 151

Thelin, J., 62, 77–76, 78, 86, 88	recent tensions with China
Thillet, P., 23	& Covid-19 epidemy
Thorat, S., 112	affecting US universities,
Thoreau, H. D., 34	133, 142
3D printing, 14, 17	tuition fees as major source of
Tran, T. T., 110	university income causing
	high student debt, 97, 102,
UNESCO	109
Institute for Statistics, 138	University, 3–4, 17, 24, 31, 39, 49, 61,
work on social sciences, 38-43, 61	64, 70, 76, 79, 82, 85–87, 90,
United States, 1, 18–20, 38, 43, 51,	96, 103, 109–110, 115–117,
64–65, 67, 69–70, 72, 74,	122, 127, 130–131, 135,
76, 81–83, 87, 92, 103,	138–141, 146, 153, 158, 165
119, 126, 131–133, 136,	(see also Higher education)
140–142, 150, 153 (see also	affected by expertise, 71
Empiricism; Expertise;	ancient university-like institutions
Higher education;	in Asia, 139
Internationalization;	complexities of social sciences
Research; University	being inside university, 3
ranking)	conditioning of international
development of social sciences in,	funding in 1980s & 1990s,
40, 114	83, 99
dwindling federal government	as culture formation, 113
funding for universities, 49,	as economic enterprise, 79-88
87	history of, 24, 30
	international ranking of, 132-138,
empiricism spread like bushfire in,	143, 150–151
	relationships with business/
evolution in empiricism influenced	industries, 78
by thriving opportunities	
for expertise in, 72	research university, 17, 153
high level of economic rationality	role in grant seeking & skill
in university management,	development in Great
79, 84	Britain, France &
history of university rankings, 161	Germany, 103 university
international acceleration of social	autonomy, 83, 141
sciences after 1945 under	university & present conception
leadership of, 149	of internationalization,
international influence of US	139-146
teaching & research	university curricula, 118, 146
methods, 2, 7, 66, 110	university financing, 103
international prominence of US	university reforms, 122
universities, disciplinary	university role reduced to training
associations & journals, 64,	activities, 96, 113–114
137	university/student tuition fees,
long history of joint ventures &	81-82, 85, 97, 102-106,
partnerships with private	109, 119-120, 131-132,
sectors in, 185	142, 153

university world/system/structure, 3,	participating in knowledge
69, 72, 78, 86–87, 123, 128	economy, 31, 130
US-China tensions & Covid-19	social & human studies in
affecting university system,	considerable demand
87, 133, 142	among students, 129,
University ranking, 132-138	148–149
and effects, 130–131	social sciences & humanities
criteria of evaluation unfavourable	lifeblood of modernization,
to social sciences &	96
humanities, 134	universities mission reduced to
key ranking agencies, 130, 133–135,	job training, 96, 113–114,
136, 140	120
Utopia, 11, 15, 69, 147	Vietnam National University, 91, 96,
religious and political utopias, 11,	110, 130
15	,
techno-science as utopia, 11, 124,	Wallerstein, I., 50-56, 61, 149
158	mobilization of wide circles of
	academics to reflect on
Valéry, P., 1–2, 23	present state of social
Verger, J., 4	science, 21, 27, 61
Verma, S., 112	social sciences taken as acute object
Vietnam, 90–91, 96–97, 100–107, 109,	of analysis, 50
113, 115, 130, 137, 141 (see	Weber, M., 10, 25, 162–163
also Asia Vietnam National	West, 22, 47, 63, 79, 869, 163 (see also
University)	Europe; United States)
arms import as compared to	capitalism seen as cultural
budget allocated for	phenomenon specific to,
education, 41, 97, 105, 139	15, 163
bias to natural sciences &	expansion in higher education
technological studies in	linked to high economic
public funding, 9, 13, 126,	growth in, 86
157	expertise significant in, 2, 14, 71,
Confucius teaching dismissed too	125
easily, 96, 103	social sciences as Western social
families assume much of costs	sciences, 25, 27, 43-45, 55,
related to children's	95
higher education, 103–106,	Western capitalism, 50, 118
119	Western countries, 82
growing role of private educational	Western education norms/system,
institutions, 87, 103, 106	91
modernization processes guided by	Western Europe, 20, 38–39,
liberal economic policies,	90, 166
82–83, 95, 131, 147, 153	Western learning/scholarship/
North American education model	studies/teaching, 23, 114,
faithfully copied, 28	163
reproach to social sciences	Western liberal ideas/notions/
& humanities for not	theories, 101, 118

## **192** *Index*

Western line of experience/ modernization, 115 Western literature, 93 Western market liberalization dogmas & practices, 95 Western model of industrialization, 27, 33, 94, 115, 125 Western notion of individual liberty & right, 25, 118 Western science, 114 Western scientific rationality, 116 Western social sciences & humanities, 27, 43–45, 95 Western style of economic laissezfaire, 94 Western technologies, 92

Western universities/
university system,
82, 109, 150

Wieviorka, M., 4, 55–56, 59, 149
attempt to highlight theoretical &
methodological challenges
facing social sciences in
dealing with globalization,
108

World Bank, 100–101

Worm, R., 28

Yue, Y., 146

Zayed, A., 48–49 Zola, É., 160