

Critical Internationalization Studies



MASTERCLASS

OVERVIEW



This masterclass on critical internationalization studies is part of a research project, led by Dr. Sharon Stein, funded by the Spencer Foundation, entitled “Internationalization for an Uncertain Future: Setting the Agenda for Critical Internationalization Studies.” The project, which was co-produced by Dr. Santiago Castiello-Gutiérrez and Dr. Jhuliane Evelyn da Silva, weaves together a range of critical and decolonial perspectives, all of which seek (in their own ways) to identify, challenge, and ultimately interrupt the ways that mainstream approaches to the study and practice of internationalization have contributed to the reproduction of systemic harm in education and beyond. Following the orientation of the main project, this series of videos also invites viewers to “reimagin[e] internationalization in the service of addressing shared global challenges in more equitable, sustainable, and ethical ways” (Stein, 2019, p. 1).

To make this invitation, we have curated an open-access online library of video lectures from educators across the globe that address different dimensions of international education. More specifically, two sets of educational experts were called upon to create these videos and to guide this resource. The first set is composed of lectures given by academic experts from diverse scholarly, geographical, and epistemological locations and the second set is constituted by the contributions of Indigenous community educators from Brazil. The first set of videos will be released in February 2022; the second set will be launched later in 2022. In this imperfect and limited way, we have sought to integrate

multiple knowledge systems, ontoepistemologies, and cosmologies into this project while remaining attentive to the complexities involved in challenging the geo-body-politics of knowledge production, translation, and transmission.

The first set of this series is organized into two parts. The first part is made up of lectures that examine the need and also the attempts that have been made to decolonize internationalization in higher education. Dr. Elizabeth Sumida Huaman, Dr. Juliana Zeggio Martinez and Dr. Roxana Chiappa, Dr. Riyad A. Shahjahan, Dr. Lynn Mario Menezes de Souza, Dr. Upenyu Majee, Dr. Jenny Lee, and Dr. Adriana Díaz are the scholars invited to share their practices and thoughts on the theme. They bring to the fore questions such as the constitutive coloniality in international endeavors both in the Global North and in the Global South and how, positioned and situated in their own contexts, they have been facing these challenges and imagining and enabling different futures.

The second part of this masterclass delves into varied themes related to the internationalization of higher education and highlights some pressing issues in the area. In order to contribute to these themes, Dr. Fazal Rizvi, Dr. Gerardo Blanco, Dr. Alma Maldonado-Maldonado, Dr. Ka Ho Mok, Dr. Christina Yao and Dr. Chrystal George Mwangi, Dr. Zeina Al Azmeh, Dr. Karen Pashby, and Dr. Hans de Wit were invited. In their unique ways, these educators enrich the discussion by highlighting

OVERVIEW



the market-dimension of international education, the affective and political dimension of international engagements, the role of languages, reflexivity and the search for cognitive justice in IHE, the circularities and potentialities involved in different orientations to global citizenship education, and the global trends in IHE.

The description of the second set of this series featuring the insights of Indigenous community educators in Brazil will be released later in 2022.

This library of lectures can be utilized as an asynchronous course, which includes videos and additional readings and questions with a view to deepening viewers' engagement with the topics addressed. Viewers will be invited to: denaturalize and problematize the enduring colonial politics of knowledge that prioritizes and venerates knowledge produced in the Global North by western-educated scholars while diminishing and invisibilizing knowledge produced in the Global South and from Indigenous and other non-western epistemological standpoints; pluralize the seemingly viable possibilities for the study and practice of internationalization; and deepen and complexify their engagements with internationalization in more self-reflexive and socially accountable ways.

Although it is paradoxical, given that we have called this a “masterclass”, this course is an attempt to challenge the assumption that the purpose of education (international or otherwise) should be mastery of specific

content, ideas, or answers. Instead, we invite you to consider how we, as students, scholars, and practitioners of internationalization, can engage more deeply with the pressing social, political, economic, relational, and ecological questions of our time. And further, to consider how we can deepen our accountabilities in relation to our complicity in systemic harm, as well as our accountabilities to historically and systemically marginalized peoples and knowledges.

Speaking of accountabilities - this resource is available free of charge to all. However, if you appreciate this resource and have the means to give back, we encourage you to donate to the emergency fund that will go toward supporting the Indigenous communities featured in the second series of videos. These communities take a very different approach to education than many of us are used to, and in doing so they raise questions that are extremely important for the sake of everybody's future on a shared, finite planet. The link to donate is available [here](#).

Finally, we would like to express our thanks to the Spencer Foundation, which provided the funding for the creation of this masterclass, all of the educators who accepted our invitation to contribute to this project amidst these busy COVID-19 times, and the organizing committee that put the project together and learned alongside each other about the joys and difficulties of creating an online resource that would be intelligible to potential audiences will also inviting them to sit with questions and ideas that are unsettling and uncomfortable.

ACCESSING THE COURSE



Hoping to bring this resource to as many people as possible we have designed varied ways in which to make this content available.

1

First, interested people can enroll (free of charge) for the entire course using the Thinkific online learning platform at <https://criticalinternationalization.thinkific.com>. Using this website, participants are able to navigate the course in the form of a regular syllabus.

2

Second, all the video lectures have been uploaded to YouTube so that they are easily found online. To access the videos, you can look for the playlist “Critical Internationalization Studies Masterclass” located on the “Critical Internationalization Studies Network” YouTube Channel.

- Channel: <https://bit.ly/CISNchannel>
- Masterclass Playlist: https://bit.ly/CIS_Masterclass

WAYS TO NAVIGATE THE COURSE



There are many ways to navigate this masterclass. The videos are designed to be engaged either as a whole, or as individual stand-alone videos. Those that wish to engage with all of the lectures do not need to engage them in the order that is indicated in this handbook and in the online course, but we note that the order in which you engage the lectures can shape how you receive them. Thus, choosing the order of videos was no simple task for us as course curators, especially as we were aware that even these seemingly minor and insignificant decisions can reflect and reproduce existing inequalities (epistemic and otherwise).

Perhaps the most obvious or expected choice would have been for us to start with lectures that offer a more general overview of internationalization and that address more commonly engaged topics in the field, and then to move on to more marginalized and emergent areas of concern. Yet this idea of moving from the established center of a field to its emerging edges has a tendency to naturalize established hierarchies and categories of knowledge.

Thus, we chose an order of lectures that we hope will not only invite viewers to expand the range of topics that they consider relevant to internationalization, but also to substantively rethink what we believe counts as “internationalization”, who we consider to be expert knowers, and ultimately, how we as educators can prepare others and ourselves to encounter the world in more humble, mature, discerning, and responsible ways.

As you engage the course, we also invite you to keep in mind that this is not intended to be a comprehensive or definitive overview of the critical internationalization field. This is not only because it was shaped by our own partial, situated perspectives as the course curators, but also because, as is the case with all fields, CIS is constantly evolving, and this is a healthy thing. We hope that not only the themes of the lectures but also the order in which they are presented invite you to pause and reconsider your previous assumptions about internationalization. Indeed, the course is likely to leave you with more questions than answers - rest assured, this was intentional.

It is in this same spirit of ongoing inquiry that we invite you to observe your own responses to the course - not only your intellectual responses, but also your embodied and affective ones - and to ask what these responses might be teaching you about where you are at in your own learning/unlearning journey.

SOME QUESTIONS TO LEAD US ON THIS WAY



In order to problematize some of the limitations of our current practices and research, and also to prompt us to imagine internationalization otherwise, given that many of our current approaches are both harmful and unsustainable, we invite you to sit with the following questions as you proceed:

1. How do Indigenous and other decolonial approaches to education challenge the assumptions that orient mainstream internationalization?
2. What are our responsibilities as critical internationalization scholars to identify and interrupt the ongoing colonial dynamics that dispossess Indigenous peoples in both our home countries and abroad?
3. How might ethical (i.e., non-appropriate, non-consumptive, and non-romanticized) engagements with alternative/non-western ways of knowing, sensing, relating, and being help prepare us to face today's multiple overlapping social and ecological challenges?
4. What would we need to do in order to create the conditions under which we might imagine the internationalization of higher education otherwise - that is, beyond what is possible within the modern/colonial university model? What are the challenges, complexities, and contradictions involved in this kind of work?
5. How are scholars of internationalization, even those of us whose work

is critical or decolonial, also complicit in ongoing systemic colonial violences? How can we challenge the reproduction of these violences in less self-righteous, more self-implicating ways?

6. Can we challenge and change existing inequities of internationalization through intellectual critique alone? If not, what else is needed (such as the deepening of relational rigor, decluttering of affective blockages [like guilt, shame, fear])?
7. In what ways has this Masterclass invited you to interrupt dominant approaches to internationalization? In what ways has it reproduced those approaches?
8. What did you learn by observing your own (intellectual, affective, and embodied) responses to the course?
9. Which lectures or articles were the most surprising to you? Which caused the most feelings of resistance? Which were the most exciting? What are you taking with you from the course? What are you leaving behind? What new questions emerged for you?

We hope you make the most of this masterclass.

1. INTRODUCTION



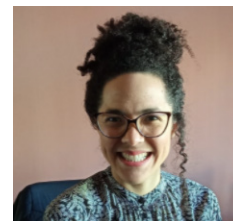
Dr. Sharon Stein

Assistant Professor in the Department of Educational Studies at the University of British Columbia, visiting professor at Nelson Mandela University in South Africa, and the founder and convenor of the Critical Internationalization Studies Network.



Dr. Santiago Castiello-Gutiérrez

Mobility Programs Coordinator at the Consortium for North American Higher Education Collaboration (CONAHEC). Co-Chair of the Critical Internationalization Studies Network, and Co-Producer of the Critical Internationalization Studies Masterclass.



Dr. Jhuliane Evelyn da Silva

Ph.D. in Modern Languages from the Federal University of Paraná (UFPR), Co-Chair of the Critical Internationalization Studies Network and Co-Producer of the Critical Internationalization Studies Masterclass.

Suggested readings:

- Visit the Critical Internationalization Studies Network website: criticalinternationalization.net
- Special issue of the Journal of International Students, “Internationalization for an Uncertain Future: Emerging Conversations in Critical Internationalization Studies” (2021), Stein, S. & McCartney, D. (Eds.)



In this video, Dr. Sharon Stein, Dr. Santiago Castiello-Gutiérrez, and Dr. Jhuliane Evelyn da Silva introduce the project, state its goals, briefly comment on the topics discussed by the invited guests, and propose a study path that may help the audience to navigate through the course.

2. Indigenous Worldviews and Internationalization of Higher Education.

About this Lecture:

Indigenous worldviews can offer key challenges and contributions that enrich internationalization theory, research, and practice. This presentation focuses on areas of tension and possibility between Indigenous peoples and communities and internationalization in higher education. Examples of how we might rethink and reframe conventionally accepted terms and processes that dominate internationalization discourse is made through Indigenous discussions and visions of what internationalization is for Indigenous peoples today and what it could be for future generations.

Suggested readings:

- Vavrus, F. & Pekol, A. (2015). Critical Internationalization: Moving from theory to practice. FIRE: Forum for International Research in Education, 2(2), Article 2. Available at: <http://preserve.lehigh.edu/fire/vol2/iss2/2>
- Kawagley, A. O., & Barnhardt, R. (1998). Education indigenous to place: Western science meets native reality. Available at: <https://files.eric.ed.gov/fulltext/ED426823.pdf>
- Huaman, E. A. S., Chiu, B., & Billy, C. (2019). Indigenous internationalization: Indigenous worldviews, higher education, and Tribal Colleges and Universities. education policy analysis archives, 27, 101.



Dr. Elizabeth Alva Sumida Huaman (Wanka/Quechua) is Associate Professor of Comparative and International Development Education at the University of Minnesota, Twin Cities. She studies the relationship between Indigenous lands, cultural practices, and in and out-of-school learning with Indigenous communities and institutions in the Americas. Centering Indigenous knowledge systems, her work examines the structures of modernity and impacts of development, and explores Indigenous community-based educational design, generative environmental pedagogies, and the many frames and practices of decolonial Indigenous rights. She works on Quechua research methodologies and teaches and writes in fellowship with other Indigenous research methodologists around the world. Her recent books include *Indigenous Knowledge Systems and Research Methodologies: Local Solutions and Global Opportunities* (Canadian Scholars' Press), and the special issue, "Indigenous women and research: Conversations on Indigeneity, rights, and education" of the *International Journal of Human Rights Education*. Her work has also been featured in *Anthropology & Education Quarterly*, *Cultural Studies of Science Education*, and *Education Policy Analysis Archives*.



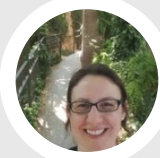
3. Potentialities of Decentering Internationalization of Higher Education

About this Lecture:

In this class, we highlight some of the problems, challenges, constraints, and potentialities we see in the internationalization of higher education. We first consider the possibility of engaging in experiences of internationalization that escape the historical global south and global north divide. To do that, we define what we mean by global south and explain how internationalization and globalization are entangled within modernity/coloniality. From our perspective, internationalization has always been a historical, cultural and political process associated with the colonial legacy. Following that, we present a pedagogical approach we co-elaborated and defined as a 'pedagogy of decentering with a decolonial intention', which we see as a potential approach to reconceptualize mobility in internationalization. In order to explain it, we bring questions and examples. The class closes with an invitation for participants to experience the 'pedagogy of decentering' in their own contexts.

Suggested readings:

- Castro-Gómez, Santiago; Grosfoguel, Ramón (2007). Prólogo. Giro decolonial, teoría crítica y pensamiento heterárquico. In: El giro decolonial Reflexiones para una diversidad epistémica más allá del capitalismo global. Bogotá: Siglo del Hombre Editores; Universidad Central, Instituto de Estudios Sociales Contemporáneos y Pontificia Universidad Javeriana, Instituto Pensar, pp. 9-24. <http://www.unsa.edu.ar/histocat/hamoderna/grosfoguelcastrogomez.pdf>
- Mignolo, Walter; Walsh, Catherine (2018). Introduction. In: On Decoloniality, Duke University Press, pp. 1-12. https://www.dukeupress.edu/Assets/PubMaterials/978-0-8223-7109-0_601.pdf
- Grosfoguel, Ramón (2002). Colonial Difference, Geopolitics of Knowledge, and Global Coloniality in the Modern/Colonial Capitalist World-System. Review (Fernand Braudel Center), 25(3), pp. 203–224. <http://www.jstor.org/stable/40241548>
- Escobar, Arturo (2007). Worlds and knowledges otherwise. Cultural Studies, 21:2, pp.179– 210. <https://www.tandfonline.com/doi/abs/10.1080/09502380601162506>
- Chiappa, Roxana; Martínez, Juliana Z. The pedagogy of decentering: reconceptualizing mobility in internationalization of higher education (forthcoming).
- Menezes de Souza, Lynn Mario; Martínez, Juliana. Z.; Diniz de Figueiredo, E. (2019). "Eu só posso me responsabilizar pelas minhas leituras, não pelas teorias que eu cito": entrevista com Lynn Mario Trindade Menezes de Souza (USP). Revista X, Curitiba, v. 14, n. 5, pp. 5-21. <https://revistas.ufpr.br/revistax/article/view/69230/39800>



Dr. Juliana Zeggio Martinez is a tenured Professor of English in the Department of Foreign Languages at the Federal University of Paraná, Brazil. She was taking a postdoctoral fellowship at the University of São Paulo while producing the video for this masterclass. Dr. Martinez holds a PhD in Applied Linguistics from the University of São Paulo, with a doctoral internship at the University of British Columbia, Canada. She teaches and supervises graduate and postgraduate students in Language Studies and Applied Linguistics at the Federal University of Paraná. Moreover, Dr. Martinez collaborates at a Centre for Continuing Language Teacher Education (NAP-UFPR), which was created to enhance the relationship among teacher educators, pre-service and in-service teachers, fostering the relationship between higher education and basic school teachers. Her research interests lie in critical applied linguistics, critical literacy, language teacher education, internationalization of higher education, and decolonial studies.
Contact: jumartinez@ufpr.br



Dr. Roxana Chiappa is a postdoctoral researcher at the University of Tarapacá, Chile and an associated researcher at Rhodes University, South Africa. She holds a PhD from the University of Washington, Seattle, USA. She teaches various modules about teaching and learning in higher education, social justice, and decolonial theories in both higher education postgraduate diploma and doctoral programs. Dr. Chiappa also facilitates a weekly mindfulness workshop for Rhodes postgraduate students and academics. Her research and teaching agenda touches upon the question of how historical and structural inequalities get reproduced in the scientific and higher education systems among countries, higher education institutions, and societal groups. Lately, Dr. Chiappa has been spending most of her time on a research project that seeks to elucidate how Chilean academic elites in different disciplinary fields facilitate the entrance of individuals coming from historically underrepresented backgrounds in the academic profession.
Contact: chiappa.roxana@gmail.com



4. Can we transcend the 'nation-state' ontology in 'Internationalization'? Towards Inter-being

About this Lecture:

At the heart of “internationalization” discourse and practice is the “nation-state” category and its associated ontology (ways of knowing/being). This presentation seeks to challenge the nation-state ontology which necessitates challenging the inherent logic of “internationalization” itself pervading global higher education policy and practices. “Internationalization” signifies the “in-between” of multiple nation-states and continues to perpetuate an anthropocentric ‘worldsense’ marked by national containers. This presentation begins with a genealogy of the word “international,” its inherent assumptions, and why it’s important to interrogate the role of methodological nationalism (MN) in the global HE field. It next presents the ways in which the nation-state as a category (and an entity) comes to being in HE research, policies, and practices. Finally, it presents the complexities, paradoxes and consequences of such an ontology on research, practice, and more importantly, being. It suggests pursuing inter-being as alternatives to promoting planetary consciousness, rather than continuing to focus on trans/national problems.

Suggested readings:

- Alexander, M. J. (2006). Pedagogies of crossing. Duke University Press.
- Shahjahan, R.A. & Kezar, A. (2013). Beyond the “national container”: Addressing methodological nationalism in higher education research. *Educational Researcher*, 42(1), 20-29. <<https://doi.org/10.3102/0013189X12463050>>
- Shahjahan, R.A. (2019) From ‘Geopolitics of Being’ towards Inter-being: Envisioning the ‘in/visibles’ in the globalization of higher education. *Youth and Globalization*, 1, 282-306. <https://brill.com/view/journals/yogo/1/2/article-p282_282.xml>
- Shahjahan, R.A. & Edwards, K. (2021) Whiteness as futurity and globalization of higher education. *Higher Education* DOI: 10.1007/s10734-021-00702-x <<https://link.springer.com/article/10.1007/s10734-021-00702-x>>
- Shahjahan, R.A. & Grimm, A. (2022) Bringing the “nation-state” to being: Affect, methodological nationalism and globalization of HE. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2022.2036107>



Dr. Riyad A. Shahjahan is an associate professor and program coordinator for the online master’s program of Higher, Adult, and Lifelong Education (HALE) at Michigan State University. He is also a core faculty member of Muslim Studies, Chicano/Latino Studies, Asian Studies, and Center for Advanced Study of International Development. His areas of research interests are in globalization of higher education decolonizing curriculum/pedagogy, temporality and embodiment in higher education, cultural studies and de/anti/postcolonial theory. He has been conducting both empirical and theoretical work, focusing on a) the role of transnational actors/processes (international organizations, global rankings, media) in globalizing higher education policy; and b) rethinking the traditional objects of study/practice in higher education (e.g. temporality, pedagogy, and/or globalization) from global and non-western critical Indigenous perspectives.



5. Internationalization: on cosmopolitanism, cosmopolitics and communication otherwise

About this Lecture:

The focus of this lecture is on interculturality as an often-forgotten aspect of the current South-North flows in the Internationalization of Higher Education. If internationalization necessarily involves an encounter of different knowledges, languages and subjects, where attention is mainly focused on the knowledge element and its acquisition, this presentation highlights the difficulties involved in these encounters and problematizes the desired assimilation to and of 'other' knowledges and cultures. It focuses on a need to 'think communication otherwise'.

Suggested readings:

- De la Cadena, M. (2010) Indigenous Cosmopolitics in the Andes: conceptual reflections beyond "politics". *Cultural Anthropology*, 5(2).
- Jullien, F. (2021) There is no such thing as cultural identity. *Polity*
- Menezes de Souza, L.M.T. & Duboc, A.P. (2021) De-universalizing the decolonial: between parentheses and falling skies. *Gragoatá* v.26 (2021).
- Menezes de Souza, L.M.T. (2019). Glocal languages, coloniality and globalization from below. In M. Guilherme & L.M.T. Menezes de Souza (eds.), *Glocal languages and critical intercultural awareness: The South answers back*. Routledge.
- Menezes de Souza, L.M. (2018) Strategic Complicity in Neo-liberal Educational Internationalization: the case of the production of entrepreneurial subjects in Ciências sem Fronteiras. In Maciel, R. et al (eds) *Linguística Aplicada para além das Fronteiras*. Pontes.
- Menezes de Souza, L.M. (2019). Introduction: Theorizing the Souths. In K. Finardi (ed.) *English in the South*. Eduel.
- Stengers, I. (2005). The cosmopolitical proposal. In B. Latour & P. Weibel (Eds.), *Making things public*. MIT Press.



Dr. Lynn Mario Trindade Menezes de Souza is Professor of Language Studies, Modern Languages Department, University of São Paulo, Brazil. His research focus is on Applied Linguistics, the politics of language, literature and literacy, post and decolonial theories and racism. His recent publications include 'Multiliteracies and Transcultural Education', in *The Oxford Handbook of Language and Society* (2017); the co-edited volume *Glocal Languages and Critical Intercultural Awareness: the south answers back*. Routledge (2019); 'De-universalizing the decolonial: between parentheses and falling skies', co-authored with Ana Paula Duboc in *Gragoatá* vol. 26 (2021); 'On questioning epistemic racism in issues of language studies in Brazil: the case of Pretuguês versus Popular Brazilian Portuguese', co-authored with Gabriel Nascimento in *Southernizing Sociolinguistics* (in press).



6. Higher Education Internationalization: Global South/South Relations

About this Lecture:

The lecture draws on the case of post-apartheid South Africa to highlight the tensions, contradictions and complexities attending efforts to integrate higher education internationalization goals with national reform agendas that emphasize locally-driven racial justice and equity concerns. It discusses the limitations of the nation-state framework and the local-global binary in analyzing and engaging with regionally interconnected structures and relationships. The goal of the lecture is to provide a critical lens for thinking about how higher education internationalization endeavors can better meet social, epistemic, economic, relational, and racial justice demands in formerly colonized regions with long histories of deeply racist colonial relations.

Suggested readings:

- Majee, U. S. (2020). Beyond the Local–Global Binaries of Higher Education Internationalization in Post-apartheid South Africa. *Journal of Studies in International Education*, 24(1), 131-147.
- Majee, U.S. & Ress, S. (2018). Colonial legacies in Internationalisation of higher education: Racial justice and geopolitical redress in South Africa and Brazil. *Compare: A Journal of Comparative and International Education*, 50(4), 463-481.
- Ress, S. (2018). Race as a political Issue in Brazilian South-South cooperation in higher education. *Comparative Education Review*, 62(3), 409-428.
- Maringe, F. (2017). Creating opportunities for a socially just pedagogy: The imperatives of transformation in post-colonial HE spaces. In R. Osman & D. J. Hornsby (Eds.), *Transforming teaching and learning in higher education* (pp. 59–78). Palgrave Macmillan.



Dr. Upenyu Majee is Project Manager for [Ubuntu Dialogues](#) and Faculty Lead for the [Reeves Scholars Program](#) at Michigan State University, and the co-convenor of Decoloniality Dialogues, an interdisciplinary and transnational collective of scholars and practitioners who connect around a shared commitment and engagement with decolonial praxis. He served as Academic Coordinator for the Mandela Washington Fellowship and Academic Lead with the [PEOPLE Program](#) at the University of Wisconsin-Madison (UW-Madison); and as a High School Teacher and Principal in Mutare, Zimbabwe. He holds a joint PhD in Educational Policy Studies and Development Studies, and master's degrees in Educational Leadership and Policy Analysis and African Languages and Literature from UW-Madison, and a bachelor's degree in English Literature and Linguistics from the University of Zimbabwe. Majee's research interests include higher education internationalization, Indigenous knowledge systems, and institutional and knowledge decolonization.



7. Issues of Racism and Nationalism in International Education

About this Lecture:

This presentation focuses on the challenges associated with discrimination against international students and scholars. More specifically, Dr. Lee discusses the concepts of neo-racism and neo-nationalism and how they surface in federal policies and university settings. She presents her latest research on ways that neo-racism occurs amidst geopolitical tensions between the US and China.



Suggested readings:

- Lee, Jenny J. & Charles Rice. (2007). [Welcome to America? International student perceptions of discrimination and neo-racism](#). Higher Education, 53(3), 381-409.
- Lee, Jenny J. & Brendan Cantwell. (2012). The Global Sorting Machine: An Examination of Neo-racism among International Students and Postdocs. In B. Pusser, K. Kempner, S. Marginson, & I. Ordorika (Eds.), [Universities and the Public Sphere: Knowledge Creation and State Building in the Era Of Globalization](#). New York: Routledge, Taylor, and Francis.
- Lee, Jenny J. & Haupt, John P. (2020). [Winners and Losers in US-China Scientific Research Collaborations](#). Higher Education, 80:57-74.



Dr. Jenny J. Lee is a professor at the Center for the Study of Higher Education and Dean's Fellow for Internationalization at the University of Arizona. She has participated as a Fulbright scholar to South Africa, a distinguished Global Professor at Korea University and as an international visiting scholar at City, University of London, and the University of Cape Town in South Africa.

Professor Lee's research examines how migration policies, geopolitics, and social forces shape inequities in higher education. Based on her comparative research in the US, Southern Africa, and East Asia, she has introduced widely cited critical frameworks to the field. Her latest scholarship focuses on the geopolitics of global science, which is covered in her edited book, "U.S. Power in International Higher Education".



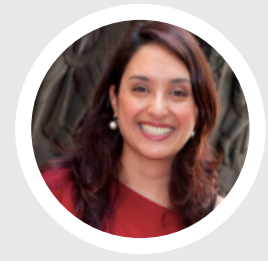
8. Internationalization of Higher Education Through a Languages Lens

About this Lecture:

The current higher education landscape is characterized by a strong 'Anglophone asymmetry' in which four English-speaking countries (the US, UK, Australia and Canada) are destinations to over 50% of the students studying abroad (in situ and online). While universities in these countries market their campuses' population diversity as a key point of attraction, they turn a blind eye to their linguistic diversity when it comes to engagement with scholarly discourses (e.g., academic writing) and different ways of knowing (e.g., canon of research and research methodologies). In this Masterclass I discuss the current hegemonic, epistemologically imbalanced, monolingualising ideologies that characterize this eduscape. In so doing, I articulate the ways in which a focus on language and language policies may illuminate different understandings of internationalization processes and enable us to consider potential reconfigurations of epistemologies. I conclude by posing a number of questions that point to the ongoing struggle we face in the process of pluralising linguistic and epistemological practices in higher education.

Suggested readings:

- Guimarães, F. F., Finardi, K. R., & Casotti, J. B. C. (2019). Internationalization and language policies in Brazil: What is the relationship? *Revista Brasileira de Linguística Aplicada*, 19, 295-327.
- Bonacina-Pugh, F., Barakos, E., & Chen, Q. (2020). Language policy in the internationalisation of higher education in Anglophone countries: The interplay between language policy as 'text', 'discourse' and 'practice'. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2019-0148>
- Bennett, K. (2015). Towards an epistemological monoculture: Mechanisms of epistemicide in European research publication. In R. Plo Alastrué & C. Pérez-Llantada (Eds.), *English as a scientific and research language: Debates and discourses* (pp. 9-36). Walter de Gruyter.
- Díaz, A. R. (2018a). Stretching the global imaginaries of internationalisation: The critical role of languages education. In A.W. Ata, L. Thi Tran & I. Liyanage (Eds.), *Educational reciprocity and adaptivity: international students and stakeholders* (pp. 195-208). Routledge.
- Díaz, A. R. (2018b). Challenging dominant epistemologies in higher education: the role of language in the geopolitics of knowledge (re) production. In I. Liyanage (Ed.), *Multilingual Education Yearbook 2018: Internationalization, stakeholders and multilingual education contexts* (pp. 21-36). Springer.
- Preece, S., & Marshall, S. (2020). Plurilingualism, teaching and learning, and Anglophone higher education: an introduction to Anglophone universities and linguistic diversity. *Language, Culture and Curriculum*, 33(2), 117-125.



Dr. Adriana Díaz (she/her) was born in Buenos Aires, Argentina but has now lived over half her life in Meanjin, also known as Brisbane, on the unceded lands of the Yuggera and Turrbal Peoples. For nearly two decades, she has been involved in teaching across Applied Linguistics, English, Italian and Spanish language programs in Australian higher education. She is Senior Lecturer in the Spanish and Latin American Studies Program at the University of Queensland, Australia.

Díaz is a passionate languages and intercultural education scholar whose theoretical and empirical work center on how insights from critical pedagogy and decolonial theories can help us un/re-learn the ways in which we engage with the world. In her teaching practice, Díaz is committed to creating innovative and inclusive, liberatory learning experiences for language learners and for fellow language educators to become critically aware of intersectional, power-bound dynamics in everyday interaction.

To create her lecture, Dr. Díaz crafted a comprehensive bibliography that you can download [here](#).



9. Globalisation and Internationalisation of Higher Education: Commodification of International Higher Education

About this Lecture:

This lecture is based on the premise that there is nothing new about the idea of international education. Cosmopolitan sentiments have long existed in most of the world's religious and cultural traditions. Nor is there anything new about the mobility of scholars and students interested in seeking and producing new knowledge. The imaginary of a world that is globally interconnected and interdependent has however not been static and has changed in line with shifting political and commercial interests. In the current era, a neoliberal imaginary has become dominant in shaping the practices of international education, linked to a view of higher education as an investment in human capital formation. This market rationality has moreover informed the ways in which a new professional class of international educators have sought to generate revenue for their cash-starved universities through the recruitment of a growing body of internationally mobile students. This has informed their thinking about the post-pandemic future of international higher education, preoccupied with their concern to recover the numbers that have been lost by COVID-19.

Suggested readings:

- Marginson, S. (2013). The impossibility of capitalist markets in higher education. *Journal of Education Policy*, 28(3), 353-370.
- Rizvi, F. & Lingard, B. (2020) 'Neoliberal Rationality and the Internationalization of Higher Education'. [Unpublished Paper](#).
- Rumbley, L. (2020) Coping with COVID-19: International higher education in Europe, Published by The European Association https://drguven.com/wp/wp-content/uploads/2020/03/Covid-19Report_FA.pdf
- Mok, K. H., Xiong, W., Ke, G., & Cheung, J. O. W. (2021). Impact of COVID-19 pandemic on international higher education and student mobility: Student perspectives from mainland China and Hong Kong. *International Journal of Educational Research*, 105.



Dr. Fazal Rizvi is an Emeritus Professor at the University of Melbourne and at the University of Illinois, Urbana-Champaign. He has written extensively on issues of identity and culture in transnational contexts, globalization and education policy, international education, global mobility of faculty and students, and higher education policy and Australia-Asia relations. His book, *Globalizing Education Policy* (Routledge 2010) is used widely in courses around the world. He is currently contracted for a sequel to this book, with the title, *Re-imagining Globalization and Education* (Routledge 2021). A collection of his essays is published in: *Encountering Education in the Global: Selected Writings of Fazal Rizvi* (Routledge 2014). His most recent books include a co-authored volume, *Class Choreographies: Elite Schools and Globalization* (Palgrave 2017) and a co-edited volume, *Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education* (Bloomsbury 2019).



10. Marketization of International Higher Education

About this Lecture:

This presentation begins with a historical analysis of the convergence of forces that resulted in the development of contemporary international higher education. It highlights that internationalization and market interests have coexisted from the beginning of universities within the Western tradition. Accordingly, university and coloniality have always been entangled. Rather than resisting the language of marketing and branding in higher education, it is argued that these and other concepts need to be engaged in order to understand the neoliberal manifestations of contemporary universities. The presentation concludes with potential ways forward, arguing that research suggests that behavior in universities often diverges from intended objectives, leaving space for agency.

Suggested readings:

- Blanco, G. L., & Metcalfe, A. S. (2020). Visualizing quality: University online identities as organizational performativity in higher education. *Review of Higher Education*, 43(3), 781-809. <https://doi.org/10.1353/rhe.2020.0007>
- Saunders, D. B., & Blanco Ramírez, G. (2017). Resisting the neoliberalization of higher education: A challenge to commonsensical understandings of commodities and consumption. *Cultural Studies-Critical Methodologies*, 17(3), 189-196. <https://doi.org/10.1177/1532708616669529>
- Ng, C. J. W. (2014). Semiotizing capitalism in corporate brand enactment: The case of Singapore's corporatized universities. *Critical Discourse Studies*, 11(2), 139-157.



Dr. Gerardo Blanco is associate professor and academic director of the Center for International Higher Education at Boston College. He is also a Fulbright Specialist. His research explores the intersections of quality and internationalization in higher education. He earned his doctorate from the University of Massachusetts Amherst. In 2014, 2017 and 2020, he received research awards from the Comparative and international Education Society and he has published more than 30 journal articles on higher education topics. Born in Mexico, he has taught or conducted research in over 15 different countries.

11. The Role of International Organizations in the Internationalization Process

About this Lecture:

This class will provide a brief revision on the different ways international organizations have influenced the internationalization of higher education. It discusses first, the large scope of influence from these agencies worldwide and then it provides the different aspects where the international organizations have played a role in the internationalization of higher education institutions globally. It concludes with the question if international organizations have influenced in making higher education more global and international.

Suggested readings:

- Maldonado-Maldonado, A. (2019). Global reports on education and international organisations: Cartography for the 21st century. In E. Brylinski, Global Monitoring of national educational development: Coercive or constructive? Centro de Investigación y Desarrollo Económico (CIDE), Network for International Policies and Cooperation in Education and Training (NORRAG), Swiss Agency for development and Cooperation. (3), 60-62. ISSN: 2571-8010.
- Maldonado-Maldonado Alma. (2018). The expansión of markets and the rise of skills: two roads leading to the same place – Higher education in the current agendas of the international organisations. In Sin, C., Tavares, O., Cardoso, S. & Rosa, M.J. European higher education and the internal market. Tensions between European policy and national sovereignty. Springer, Switzerland. pp 193-228. ISBN: 978-3-319-91880-8.
- Maldonado- Maldonado A. (2012). International forces shaping Latin American higher education governance. In H. Shuetze, W. Bruneau & G. Grosjean. University governance and reform. Policy, fads and experience in international perspective (pp. 109-124). Palgrave Macmillan. International and Development Education Series.
- Basset, R. & Maldonado-Maldonado, A. (Eds.) (2009). International organizations and higher education policy: Thinking globally, acting locally? Routledge Taylor and Francis "International Studies in Higher Education, v. 2"



[Alma Maldonado-Maldonado](#) is a researcher at the Educational Research Department-CINVESTAV in Mexico City. She earned her Ph.D. at the Boston College's Center for International Higher Education in the U.S. Her research focuses on comparative higher education, academic mobility, international organizations, higher education policy and research in Latin America.

Previously, she was an assistant professor at the University of Arizona's Center for the Study of Higher Education in the U.S. Maldonado was born in Mexico City and obtained her undergraduate education at the National Autonomous University of Mexico (UNAM).



12. China's Quest for World-Class University Status: Critical Reflections

About this Lecture:

In the last decade or so, the rapid development of Chinese higher education institutions (HEIs) in various global rankings is well documented. The quest for world-class university status is viewed by the Chinese government as a means to elevate world recognition of Chinese HEIs and to improve national competitiveness. The process of this rapid development is characterized by a sharp increase in scientific paper publication, raising investment into research and development (R&D), and increasing international collaboration. This chapter starts with a historical review of the call for creating Chinese world-class universities, with particular reference to examine the major national policies/strategies in building top research universities in China since the 1990s. The second part discusses the achievements and challenges faced by Chinese HEIs after responding to the call for world-class universities. The third part of the chapter focuses on discussing the impact of university rankings on university governance, teaching and learning, and academic profession and tradition.

Suggested readings:

- Hazelkorn, E. (2019). Rankings and the public good role of higher education. *International Higher Education*, (99), 7-9.
- Jarvis, D. S. L. & Mok, K. H., (2019). The political economy of higher education governance in Asia: Challenges, trends and trajectories. In S.S.L. Jarvis & K. H. Mok (Eds.), *Transformations in higher education governance in Asia*. Springer.
- Jiang, J. & Mok, K.H. (2019). Asserting global leadership in higher education: Governance with strong government in China. In D. Jarvis & K.H. Mok (Eds.) *Transformations in higher education governance in Asia*. Springer.
- Mok, K.H. & Kang, Y.Y. (2022). China's quest for World-Class University status: A critical review of its history, Achievements and impacts. In E. Hazelkorn (Ed.) *Research handbook on university rankings*. Edward Elgar.



Professor Joshua Mok Ka-ho is the Vice-President and concurrently Lam Man Tsan Chair Professor of Comparative Policy of Lingnan University. Before joining Lingnan, he was the Vice President (Research and Development) and Chair Professor of Comparative Policy of The Hong Kong Institute of Education, and the Associate Dean and Professor of Social Policy, Faculty of Social Sciences of The University of Hong Kong. Prior to this, Professor Mok was appointed as the Founding Chair Professor in East Asian Studies and established the Centre for East Asian Studies at the University of Bristol, United Kingdom.

Professor Mok has published extensively in the fields of comparative education policy, comparative development and policy studies, and social development in contemporary China and East Asia. In particular, he has contributed to the field of social change and education policy in a variety of ways, not the least of which has been his leadership and entrepreneurial approach to the organisation of the field. He is also the founding Editor-in-Chief of the *Journal of Asian Public Policy* (London: Routledge) and *Asian Education and Development Studies* (Emerald) as well as a Book Series Editor for Routledge and Springer.



13. International Student Mobility Through an Equity-Driven Lens

About this Lecture:

Internationalization of higher education includes multiple actors, including institutions, associations, nation-states, and students. Because over 5.5 million students study abroad in an academic year, the mobility patterns and motivations of students are of high interest, due to their political and economic contributions as both degree-seeking students and short-term program participants. In this session, we discuss past patterns, current trends, and future directions for educating international students and executing education abroad. In addition, we explore how an emergent equity-driven internationalization lens may lead to foregrounding (in)equities in current approaches to international student mobility and education abroad. Finally, we offer suggestions for reframing approaches to global student mobility research and practice.

Suggested readings:

- George Mwangi, C. A. & Yao, C. W. (2021). U.S. higher education internationalization through an equity driven lens: An analysis of concepts, history, and research. In L. W. Perna (Ed.) Higher education: Handbook of theory and research (vol. 36, pp. 549-609). Springer.
- Blanco Ramirez, G. (2013). Learning abroad or just going abroad? International education on opposite sides of the border. The Qualitative Report, 18(31), 1-11. <https://doi.org/10.46743/2160-3715/2013.1484>
- Stein, S., & Andreotti, V. (2016). Cash, competition, or charity: international students and the global imaginary. Higher Education, 72(2), 225-239. <https://doi.org/10.1007/s10734-015-9949-8>



Christina W. Yao, Ph.D., is an Associate Professor of Higher Education and Program Coordinator of the Higher Education and Student Affairs Master's program at the University of South Carolina. She is a qualitative researcher who primarily studies undergraduate and graduate student engagement and learning in higher education. She operationalizes her research focus through three connected topical areas: international student mobility, scholar-practitioner preparation, and transnational education. Dr. Yao is involved in several professional organizations, including the Association for the Study of Higher Education (ASHE) and the Comparative and International Education Society (CIES). She also serves on the editorial board for several journals, including the Journal of Diversity in Higher Education, Journal of Student Affairs Research and Practice, and Journal of International Students.



Dr. Chrystal George Mwangi is an Associate Professor of Higher Education at George Mason University. Her scholarship centers on 1) structures of opportunity and barriers impacting how students access and navigate college 2) higher education internationalization and (in) equity and 3) African and African Diaspora populations in higher education. Dr. George Mwangi is a recipient of NAFSA's Innovative Research in International Education Award and has also received a Comparative & International Education Society (CIES) Study Abroad and International Student SIG Best Article Award. Dr. George Mwangi is an Associate Editor for the Journal for Diversity in Higher Education and serves on the editorial board for the Journal of College Student Development. She has served in leadership and service positions with the Association for the Study of Higher Education (ASHE), American Educational Research Association (AERA), and Comparative & International Education Society (CIES). Prior to becoming a faculty member, she worked for a number of years as a college administrator in student services and support initiatives.



14. Forced Migration of Intellectuals and Academics

About this Lecture:

In this lecture, Dr. Al Azmeh describes the phenomenon of forced migration and explains the causes that induce displacements, such as conflict, development, or disasters. She then focuses on conflict-induced displacement of academics and intellectuals. Dr. Al Azmeh then reflects on how these displaced academics better navigate the complexities of pushing scholarship forward while experiencing personal trauma and loss, feelings of guilt for leaving, and difficulties in producing scholarship about a context they are estranged from. Dr. Al Azmeh finishes her talk by delving into the contributions that these academics and intellectuals have to their host communities.

Suggested readings:

- Vatansever, A. (2020). "Chapter 1 Situating the Issue of Displaced Academics within the Framework of Academic Precarity". In *At the Margins of Academia*. Leiden, The Netherlands: Brill. doi: https://doi.org/10.1163/9789004431355_003
- McLaughlin, C., Dillabough, J., Fimyar, O., Al Azmeh, Z., Abdullateef, S., Abedtalas, M., ... & Shaban, F. (2020). Testimonies of Syrian academic displacement post-2011: Time, place and the agentic self. *International Journal of Educational Research Open*, 1, 100003. <https://doi.org/10.1016/j.ijedro.2020.100003>.
- Psinos, M. (2007). The relation between post-migration experiences and psychosocial wellbeing: an exploratory study of the perceptions of highly educated refugees in the UK (Doctoral dissertation, University of Cambridge). <https://doi.org/10.17863/CAM.361>
- Al Azmeh, Z., Dillabough, J., Fimyar, O., McLaughlin, C., Abdullateef, S., Alokiah, W. A., ... & Kadan, B. (2021). Cultural trauma and the politics of access to higher education in Syria. *Discourse: Studies in the Cultural Politics of Education*, 42(4), 528-543. <https://doi.org/10.1080/01596306.2020.1715922>
- Krohn, C. D., & Vidich, A. J. (1993). *Intellectuals in exile: Refugee scholars and the New School for Social Research*. University of Massachusetts Press.



Dr. Zeina Al Azmeh is a cultural sociologist whose work sits at the intersection of political sociology, memory studies, the sociology of intellectuals, and migration studies. More specifically, her work examines the cultural sociologies of exiled intellectuals in the context of the contemporary Middle East with a focus on the Arab Revolutions and counterrevolutions. She is currently a postdoctoral fellow at the Arab Council for the Social Sciences, and a Research Associate at the Centre of Governance and Human Rights, University of Cambridge. She is also a Postdoctoral Research Associate at Christ's College, University of Cambridge. Her recent publications include articles in the fields of sociology intellectuals, cultural sociology and the sociology of higher education and conflict.



15. Reading Critical Internationalisation Through Global Citizenship Education

About this Lecture:

In this video, Dr. Karen Pashby introduces the concept of global citizenship education and its contestations. She presents a novel heuristic developed through the Ethical Internationalisation in Higher Education project to map the distinctions and overlaps within and between not only three main discursive orientations to education in a context of globalisation—neoliberal, liberal and critical—but also their interfaces. She then reviews key findings and analyses from a meta review of typologies of global citizenship education (Pashby et al., 2020) and a follow-on analysis of interfaces with critical discursive orientations to global citizenship education. Building from methodological, epistemological, and ontological levels of analysis, she considers distinctions between critical-liberal, critical, and critical-post-critical interfaces in typologies and how these help to consider recent empirical literature on critical GCE in formal education. She argues for the ongoing need for reflexivity in order to be both strategic in the ways we engage with mainstream approaches to GCE and very aware of the potential for circular discussions that foreclose possibilities for significantly new ways of engaging in ethical praxis.

Suggested readings:

- Pashby, K., da Costa, M., Stein, S., & Andreotti, V. (2020). A meta-review of typologies of global citizenship education. *Comparative Education*. 56(20), 144–164. DOI: 10.1080/03050068.2020.1723352
- Pashby, K., & da Costa, M. (2021). Interfaces of critical global citizenship education in research about secondary schools in 'global North' contexts. *Globalisation, Societies and Education*. 19(4), 379–392. <https://doi.org/10.1080/14767724.2021.1904213>
- Andreotti, A., Stein, S., Pashby, K., & Nicolson, M. (2016). Social cartographies as performative devices in research on higher education. *Higher Education Research and Development*. 35(1), 84–99. DOI: 10.1080/07294360.2015.1125857.
- Andreotti, V. D. O. (2021). Depth education and the possibility of GCE otherwise. *Globalisation, Societies and Education*, 1-14. DOI: 10.1080/14767724.2021.1904214



Dr. Karen Pashby is Reader (equiv. Associate Professor) at Manchester Metropolitan University, Docent (equiv. Adjunct Professor) at University of Helsinki, and Adjunct Professor at University of Alberta. She co-leads the Global Futures in Education research group at the Education and Social Research Institute at Manchester Metropolitan and teaches in undergraduate and graduate programs. An experienced secondary school educator and teacher educator, her research engages theoretical and empirical research in the fields of global citizenship education and internationalisation, drawing on critical and post/de-colonial theoretical resources. Recent work, supported by the British Academy and Swedish Research Council, brings together critical scholarship in both environmental and sustainability education and global citizenship education with classroom practices in England, Finland, and Sweden.



16. Global Trends in International Education: New Forms or Old Habits?

About this Lecture:

Dr. Hans de Witt closes the series by offering his view on how internationalization of higher education will be shaped by the 2020-2021 pandemic and social movements. Based on the many challenges that currently jeopardize international education as we know it, Dr. de Wit points out some ways in which internationalization needs to change and place greater emphasis on its qualitative and human dimensions. In moving forward, he highlights the need to align the practice of internationalization with human values and the common global good. As a starting point, Prof. de Wit suggests seven themes for the future of internationalization: 1) Inclusivity and equity, 2) A decolonialized internationalization, 3) A greater focus on the impact of internationalization for society, 4) Forced internationalization, 5) Internationalization at home and of the curriculum, 6) Digital internationalization, and finally, the affordability of internationalization. Finally, in line with our idea of creating this masterclass as a way to shift paradigms and rethink internationalization research and practices, this lecture ends with ten open questions that we hope can spark reflection and innovation.

Suggested readings:

- Jones, E., Leask, B., Brandenburg, U. and de Wit, H. (First published 22 July, 2021, open access). University social responsibility and the internationalisation of higher education for society. *Journal of Studies in International Education*, Special Issue. <https://doi.org/10.1177/10283153211031679>
- De Wit, H. and Altbach, P.G. (2021). Internationalization in tertiary education: Global trends and recommendations post Covid-19. *Policy Reviews in Higher Education*. 5(1), 28-46.
- De Wit, H., Deardorff, D., Leask, B. and Charles, H. (2021). Toward a Future Agenda for the Internationalization of (Higher) Education (Conclusion). 463-488.
- Jones, E. and de Wit, H. (2021). The globalization of Internationalization? In Cohn D and Khan H.E. (Eds.), *International Education at the Crossroad*. Pp. 35-48. Indiana University Press.
- De Wit, H. (2020). The future of internationalization of higher education in challenging global contexts. *ETD - Educação Temática Digital, UNICAMP, Brazil*. Volume 22, no. 3. 538-545. DOI: 10.20396/etd.v22i3.8659471



Prof. Hans de Wit is Emeritus Professor and Distinguished Fellow at Boston College's Center for International Higher Education. His current research interests include how to reach global learning for all students, the future of internationalisation post COVID-19, international student recruitment and mobility in non-Anglophone countries.

From 2015-2020, de Wit was Director of the Center for International Higher Education at Boston College. He has also served as Director of the Center for Higher Education Internationalisation (CHEI) at the Catholic University of the Sacred Heart in Milan (Italy), and as Vice-President for International Affairs and Senior Advisor International at the University of Amsterdam (The Netherlands). De Wit also taught at the Amsterdam University of Applied Sciences. De Wit continues to be a widely sought-after speaker and consultant on internationalization projects around the world, having advised organizations such as the European Commission, UNESCO, the World Bank, IMHE/OECD, IAU, European Parliament and the European Consortium for Accreditation. De Wit is a Senior Fellow at the International Association of Universities (based at UNESCO). He served as founding member and president of the European Association for International Education and as founding editor of the *Journal of Studies in International Education*. He is also a consulting editor of the *Journal Policy Reviews in Higher Education*. In 2019, he was the recipient of the Charles Klasek Award of the Association for International Education Administrators (AIEA) for long-term and outstanding service to the field of International Education, and in 2021 he received the North Star Medal of Lifetime Achievement of the A. Noam Chomsky Global Connections Award from STARScholars, Society of Transnational Researchers. He has also received awards for his contribution to the field from EAIE, NAFA, CIEE, the University of Amsterdam, AMPEI, and the Catholic University of the Sacred Heart in Milan.



Closing Remarks



We end this handbook by inviting the audience to read, reflect, critique and respond to this material, including to each of the questions posed by the scholars, keeping in mind it is not intended to be a comprehensive study on internationalization of higher education. Rather, it presented various critical and decolonial perspectives on the theme, rooted in diverse theoretical commitments and disciplinary affiliations.

We reiterate that this resource is available free of charge to all. However, if you appreciate this resource and have the means to give back, we encourage you to donate to the emergency fund that will go toward supporting the Indigenous communities featured in the second series of videos. The link to donate is available [here](#).

Finally, we want to once again express our gratitude to the Spencer Foundation for funding this project. We are also grateful to all the lecturers who shared their knowledge and recorded a video lecture. We hope you enjoy and engage with these videos. We invite you to visit our media and widely share this resource with your contacts.



Keep up with news and events from the Critical Internationalization Studies Network. Sign up to receive our monthly newsletter: <https://criticalinternationalization.net/network-newsletter/>

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