

# Diaspora and Internationalisation in Higher Education

## CGHE Seminar 220

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# Articles – BJES Special Issue

- 1. Bamberger, Kim, Morris & Rizvi (Editorial); Diaspora, internationalization and higher education
- 2. Kim & Bamberger; Diaspora, Ethnic Internationalism and Higher Education Internationalization: the Korean and Jewish cases as stateless nations in the early 20th century
- 3. Rizvi; International Higher Education and the Formation of Business Diasporas\*
- 4. Brooks & Waters; International students and alternative visions of diaspora
- 5. Han & Tong; Students at the nexus between the Chinese diaspora and internationalisation of higher education: the role of overseas students in China's strategy of soft power\*
- 6. Rensimer; Negotiating educational choices in uncertain transnational space: South Asian diaspora in the United Arab Emirates
- 7. Oldac & Fancourt; “New Wave Turks”: Turkish graduates of German universities and the Turkish diaspora in Germany
- 8. Lillie; Diasporic Identity and Mobility for International Higher Education: Strategies of Elite School Students

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# 'Diaspora' – Changing interpretations/perspectives

- Tragic expulsion from a 'homeland' & marginalised group, worthy of suspicion; a study of 'roots,' home/hostland, boundary maintenance
- Dispersion and connectivities which confer social advantage; a study of 'routes,' connectivity, hybrid identities and cultures
- Explosion of 'Diaspora' scholarship, from bounded meanings to unbounded (Mavroudi, 2007).
- Approaches:
  - Essentialist: assumes their existence, assigns characteristics, views them as natural, primordial and perpetual (Cohen, 2008; Safran, 1991)
  - Constructivist/post-modern: fluid social identity which is in the process of becoming, can be created, dissolved, mobilised, hybridised and that moves over time and space (e.g. Gilroy, 1993, 1997; Hall, 1990).

# Employing 'Diaspora'

Within both approaches:

- As (non-state) actor; 'entrepreneurs' (e.g. IR)
- As policy discourse/political practice (e.g. IR; Political Science)
- As social movement (IR; Diaspora Studies; Cultural Geography)
- As identity/subjectivities (e.g. Cultural Studies; Feminist Research)
- As a culture/cultural practice (e.g. Cultural Studies; Globalisation Studies)

# Issues

- Homelands/hostlands; circulation; connectivity (e.g. 'flows' of people, ideas, cultures)
- Boundaries of inclusion/exclusion
- Agency
- Group/individual identities
- Hybridity; third spaces
- How is Diaspora defined/brought into being? By whom? For whom? (Internal/external cultural politics of Diaspora)
- History and development: issues of space, time and connectivity

# Diaspora, Internationalization, and HE

- Increasing diaspora policy and initiatives; aimed at researchers and students
- Increasing diaspora institutions (states, diaspora communities/donors) (Gamlen, 2020)
- These are often closely connected with internationalization particularly practices
- While ‘internationalization’ focuses primarily on mobility, ‘diaspora’ focuses on a wider set of issues, particularly mobility, connectivities and identities

Type of Diaspora	No. of Articles	Focus	Type of HE Scholarship	Implicit/Explicit Diaspora Views Invoked
<b><u>Human Capital/State Possession</u></b>	<u>34</u>	*(state/university) development;	Evaluative;	*few defined the term or used diaspora literature to frame research; brain drain/gain/circulation literature; self-
Asia: PRC (14); Singapore (1); India & PRC (1); Singapore, Malaysia & Hong Kong (1)	17	policies; programs; 'knowledge diaspora'; highly skilled;	Descriptive; Prescriptive; 'Best Practices';	evident/essentialised; human capital framing; 'diaspora' as homogenous; absence of 'exile' or tragic roots of 'diaspora'
Africa: Somalia (2); Ethiopia (2); Eritrea; Ghana; Nigeria; Sudan; Zimbabwe; Africa (1 each)	10	academic/scholar mobility	Recommendations	*volunteerism; responsibility towards national (state) development; 'bridges' between 'home' and 'host'; state-initiated and controlled; benefits accrued to the state/continent; often conflict zones, political and/or economic instability
Middle East: Morocco (2); Palestine (1)	3	*scholars; students		
Europe: Bosnia	1			
Oceania: Australia	1			
Cross-region: Israel & China; Global North	2			
<b><u>Marginalized Other/Social Construct</u></b>	<u>46</u>	*access/choice/motivation; ISM; inequalities;	Exploratory;	*few defined the term; process approach to creating collective and personal identities, affiliations and experiences; based in Diaspora Studies, Migration and Human Geography literature; ambiguous and plural 'homes';
Black/Pan-African; Haitian	18	marginalization;	Explanatory;	experiences; based in Diaspora Studies, Migration and Human Geography literature; ambiguous and plural 'homes';
Jewish (7); Muslim (1)	8	empowerment;	Understanding;	sociological lenses and critical frameworks employed;
Latina/o/x (3); Puerto Rican (1)	4	identities;	Critique; Advocacy	combination of both 'essentialised' identity with agency in choosing to engage with an ethnic/religious/sexual/racial identity; less attention to social structure and strong emphasis on agency
Chinese (2); Korean (1); Indian (1) Iranian	4	experiences;		
Scottish; German Elective	2	inclusion;		
Queer (1); First generation women in HE (1); HE (1)	3	internationalization of the curriculum		
Multiple: Asian, Latinx, Native American (1); marginalized minority (7)	8	*students; scholars; pedagogy; curriculum; governance		*Exile discourses; marginalized other; heterogeneity within 'diaspora'; self-formation; hybridity; agency; struggle

Bamberger, A. (2021). From human capital to marginalized other: A systematic review of diaspora and internationalization in higher education. *British Journal of Educational Studies*, 1-23.

# Diaspora & internationalisation: Areas for exploration

1. Process approaches
2. Critical policy analysis
3. Historical work
4. Methodologies

Thank you

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Kim and Bamberger (forthcoming, 2021)

# **Diaspora, Ethnic Internationalism and Higher Education Internationalisation:**

## **the Korean and Jewish cases**

### **as stateless nations in the early 20<sup>th</sup> century**

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# Our paper has four themes:

- **State vs. Nation**; nation-state; state-nation; **stateless nation**

‘The right of nations to self-determination’ principles (promulgated by Lenin in 1914; Woodrow Wilson in 1919)

- **Ethnonational Diaspora**

‘The Jewish question’; ‘The Joseon [Korea] question’

- **Ethnic Internationalism**

The Korean and Jewish cases

- **Internationalisation in higher education**

The role of diasporic individuals and institutions in IHE- as independent (and subversive) of the ruling state

Diasporic individuals (e.g. Dr. Paul D. Choy, Dr. Judah Magnes) and diasporic institutions (e.g. KNA, ZO) – in the context of geopolitics; and their crucial roles and contributions in the IHE

- Our focus on diasporic subjectivity and diasporic institutions complements the limits of methodological nationalism and recovers parts of its history thereby obscured.
- Back in the 21st century, these historical case studies entail noteworthy implications for contemporary ‘human geopolitics’ (Gamlen, 2020), within which it is important to understand mutations of diaspora and evolving diasporic subjectivity and connectivity in the internationalisation in HE.

# Thank you

For further discussion and  
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