


Race, Nativity, and Identity: Engaging an Equity-Driven Approach to International Research

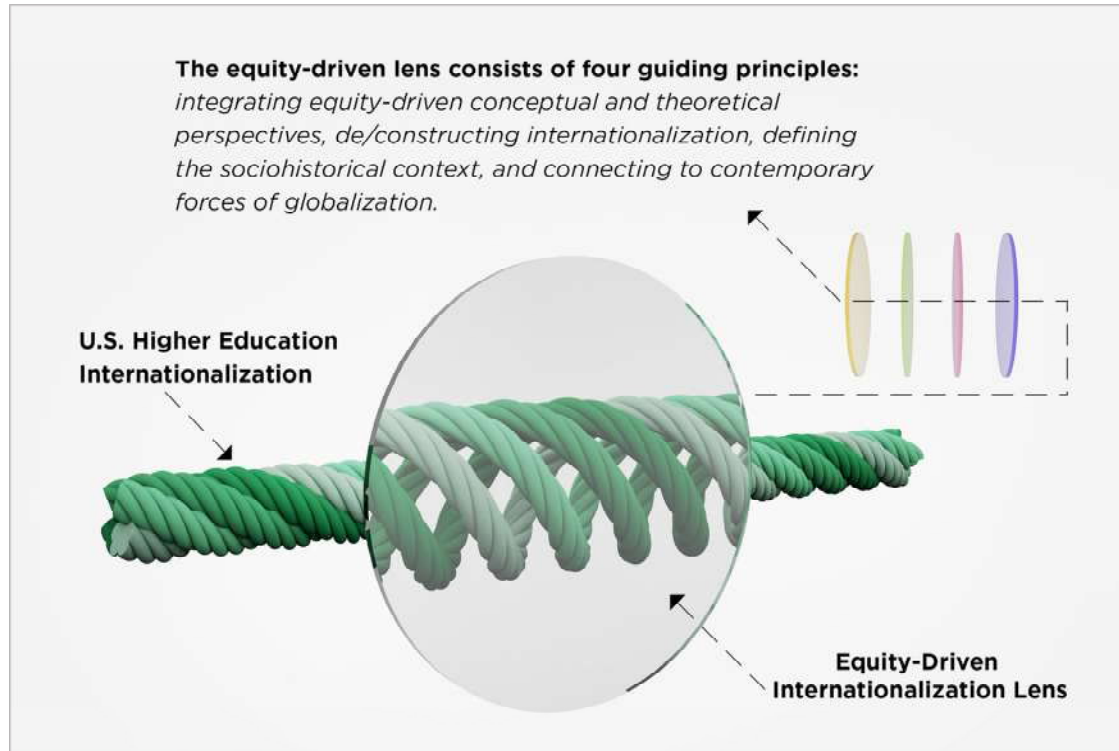
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In this session we will:

- Contextualize the impact of U.S. history and racial legacy
- Consider how international students and scholars are positioned within the current U.S. context
- Explore how an emergent equity-driven internationalization lens may lead to foregrounding (in)equities in current approaches to international research

Equity-Driven Lens for Internationalization



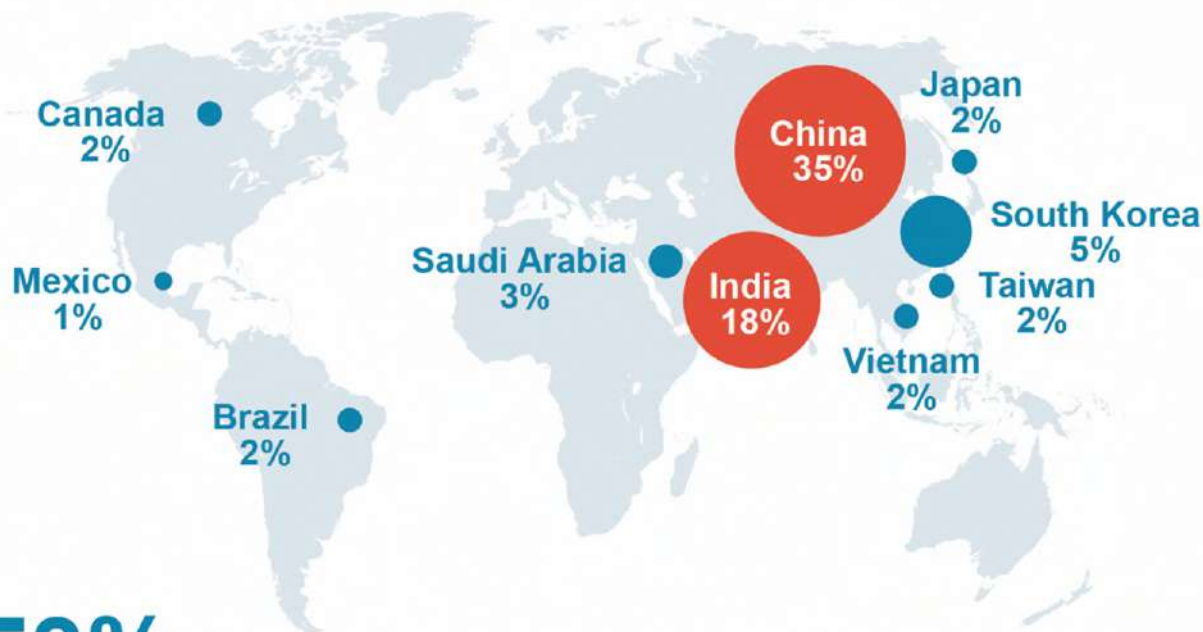
George Mwangi, C.M., & Yao, C.W. (2020). U.S. higher education internationalization through an equity driven lens: An analysis of concepts, history, and research. In M. B. Paulsen & L. W. Perna (Eds) *Higher Education: Handbook of Theory and Research* (Vol. 35). New York: Springer.

Equity-Driven Lens for Internationalization

- Integrating equity-driven conceptual and theoretical perspectives
- De/constructing internationalization
- Defining the sociohistorical context
- Connecting to contemporary forces of globalization

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TOP 10 PLACES OF ORIGIN FOR INTERNATIONAL STUDENTS

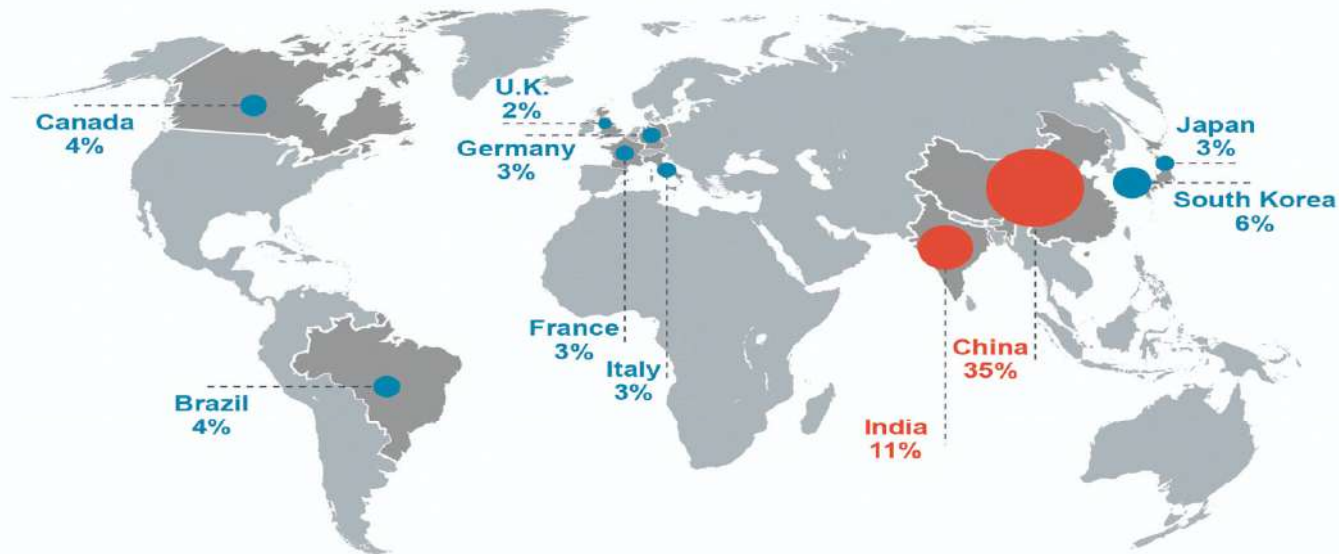


53% of international students came from China and India.

Source: The *Open Doors Report on International Educational Exchange* is a comprehensive information resource on international students in the United States and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.opendoorsdata.org.

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TOP 10 PLACES OF ORIGIN FOR INTERNATIONAL SCHOLARS, 2019/20



46% of international scholars came from China and India.

Source: *The Open Doors Report on International Educational Exchange* is a comprehensive information resource on international students and scholars at higher education institutions in the United States and U.S. students studying abroad. It is sponsored by the U.S. Department of State with funding provided by the U.S. Government and is published by IIE. For more information, visit www.opendoorsdata.org.

International scholars are professionals at U.S. higher education institutions engaged in academic activities such as teaching, research, and clinical work. This includes, but is not limited to, post-doctoral scholars, visiting lecturers/professors/faculty, visiting researchers, short-term scholars and visiting specialists.

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Defining the sociohistorical context

Defining the sociohistorical context

- Recognizes that contemporary practices in U.S. HE cannot be separated from the sociohistorical forces that form intricate relationships between coloniality, racial hierarchies, institutionalized racism, globalization, and capitalism.
- Contemporary internationalization practices by U.S. HEIs continue imperialistic and colonial approaches, yet perhaps in more subtle ways.
- Asks researchers to acknowledge and engage with the past when conducting studies on contemporary internationalization issues.

Race = U.S. Master Status

- A master status is an identity characteristic that is always salient because it determines one's social position as well as rewards and resources from society
- Socialization and social interactions influence shape master status
- Situated within a sociohistorical context of settler colonialism and transatlantic slavery



“

I know I am a **Black man**, but that means something different in **the States**. And as I was getting ready to come to the U.S. for college, I had multiple family members tell me to make sure people [Americans] know I am from Trinidad because African American men are often mistreated in the U.S. and so it's important to try and distinguish myself in whatever way I can.

”

Islamophobia

- Islam is a religion that has been racialized and politicized, notably after 9/11.
- A system of both religious and racial animosity that is perpetuated by individuals, society, and political structures.



Yellow Peril

- Refers to fear and mistrust of Asian individuals that categorizes Asians as forever foreigners
- The arrival of Chinese and Japanese immigrants for labor caused significant racism and hostility from white Americans during westward expansion
- Since the early nineteenth century, Asians have been “described as inassimilable aliens who brought economic competition, disease, and immorality” (Lee, 2008, p. 537).



“

We both were wearing a mask at that time, and these two guys approached us saying, “Stop spreading the virus, you should not be here.” I was extremely mad and scared, but I wanted to chase them and say something back to them. But, my friend stopped me, saying we may only be attacked by them again if you approach them. It was so frustrating that this thing happened in a public space when other customers were also there shopping. I really wanted to report this to Target, but **my friend stopped me again because she thought no one would believe me.** I think this is another form of racism. **Random people attack Asian students knowing that we would not take revenge.**

”

Connecting to contemporary forces of globalization

Connecting to contemporary forces of globalization

- Requires scholars to recognize the globalization-based pushes and pulls (e.g., economic, social, political, environmental, technological, scientific) that drive how U.S. HEIs engage in internationalization processes.
- Push against the perception that often centers on internationalization efforts being compartmentalized as domestic priorities that are distinct from international issues; that is, the local is separate from the national, which is also separate from the global.
- Understanding the role of power in U.S. constructions of glonacal forces is critical in unveiling how the pressures of globalization, such as markets and prestige, contribute to U.S. internationalization efforts and contribute to distinctions between First World/Global North and Third World/Global South distinctions.

U.S. Context in 2020-2021



U.S. Context in 2020-2021



U.S. Context in 2020-2021



“

Do I understand what's going on enough that any action I take will mean something for people I think are mainly affected? So that question sometimes prevents me from let's say going to an event I think that has a significance in that way...**I don't think I can bring something, anything, something that has a meaning.**

”

De/constructing internationalization

De/constructing internationalization

- Requires researchers to be clear in how they are defining internationalization and not depend on broad definitions without interrogating or deconstructing how the definition itself frames their work.
- Data, especially when discussing people, must be disaggregated in order to nuance who participates in internationalization.
- Deconstruct and then utilize concepts and terminology in internationalization research that are asset-oriented (rather than deficit-oriented), inclusive, complicate the status quo, and interrogate dynamics of power and privilege.

International Students Experience...

Racial dissonance (Boafo-Arthur 2014; Bordoloi 2014; Constantine et al. 2005; George Mwangi & Fries-Britt 2015; George Mwangi et al. 2016; Wei et al. 2012)

“International students are disengaged or [un]involved [in racial issues]. I don’t think because it’s a lack of wanting to. It’s just a lack of understanding and identification. . . . If your mindset has been groomed a certain way your entire life, it’s hard to see the same situation the way someone who’s been groomed a different way is going to see it.”

International Students Experience...

Discrimination differently by race/ ethnicity (Boafo-Arthur 2014; Bonazzo & Wong 2007; Hanassab 2006; Lee 2010; Lee & Opio 2011; Lee & Rice 2007; Lobnibe 2013; Poyrazli & Grahame 2007; Trice 2004)

*It's not just that I'm foreign. It's because I'm African and foreign. Because they see a **Black person** and they think I'm lesser. And on top of that, they see an **African** and I'm even lesser.*

International Students Experience...

Racializing and racist experiences that can include social isolation, racial slurs, and other forms of harassment

(Bordoloi 2014; Constantine et al. 2005; Ee 2013; Fries-Britt et al., 2014; Lee & Opio 2011; Lee & Rice 2007; The Civil Rights Project 2003)

If you are in a group of people and you are supposed to work on a certain task and then you are supposed to discuss, they discuss as three and they don't want to hear from you. That's a signal. They didn't told you go away, or we don't want you, those kind of remarkable way of racial things. You can guess the reason why they don't want to talk to you while you are supposed to be working on the same task.

International Students Experience...

A negative impact on their college success and well-being

(Boafo-Arthur 2014; Bordoloi 2014; Constantine et al. 2005; George Mwangi & Fries-Britt 2015; George Mwangi et al. 2016; Wei et al. 2012)

It has really depressed me a lot more than it used to...I think it has made me more leery. I feel like I have developed this sense of what kind of people I can have conversations with when I am feeling especially discriminated against, like I have figured out who I can share things with. So this has definitely made me hold back a little bit...It has made me definitely more on edge.

Integrating equity-driven conceptual and theoretical perspectives

Integrating equity-driven conceptual and theoretical perspectives

- Interpret how conceptual/theoretical frameworks in HE internationalization research acknowledge, reinforce, or challenge unbalanced power dynamics and global in/equities.
- Use critical theory to pay attention to educational practices and ideas that “serve the interests of the dominant class while simultaneously silencing and dehumanizing ‘others’” (Brown, 2004, p. 78) within international HE research, theory, and practice.
- An equity-driven lens must be based in a foundation that unveils and interrogates how racial, colonial, political, and/or economic hierarchies inform current international research and practice.

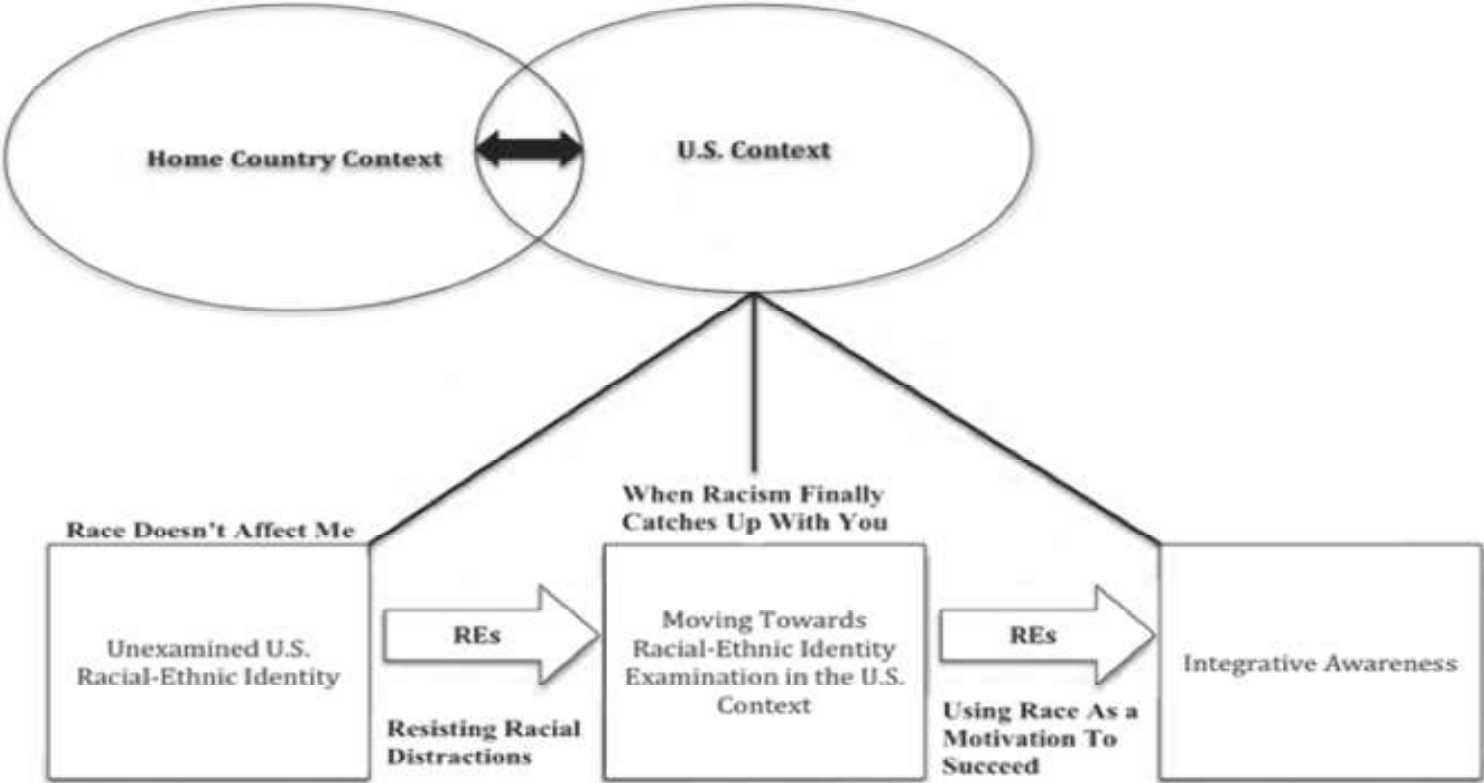
Critical Race Theory and International Students

- In the U.S. context, **many of these international students are considered racial and/or ethnic minorities** who are exposed to racism, nativism, and other forms of discrimination (Fries-Britt, George Mwangi, and Peralta 2014a; George et al. 2016; Hanassab, 2006).
- Differences as a result of othering and racist nativism have left an indelible mark around the globe, particularly **because “race moves under the intensification of transnational flows and connections”** (Mishra Tarc 2013, 365).
- International students to the U.S., particularly those from non-White and non-English speaking countries, are often **othered and racialized using U.S.-constructs of race.**

Yao, C.W., George Mwangi, C.A., & Malaney Brown, V.K. (2019). Exploring the intersections of transnationalism and Critical Race Theory. *Race, Ethnicity, and Education*, 22(1), 38-58.

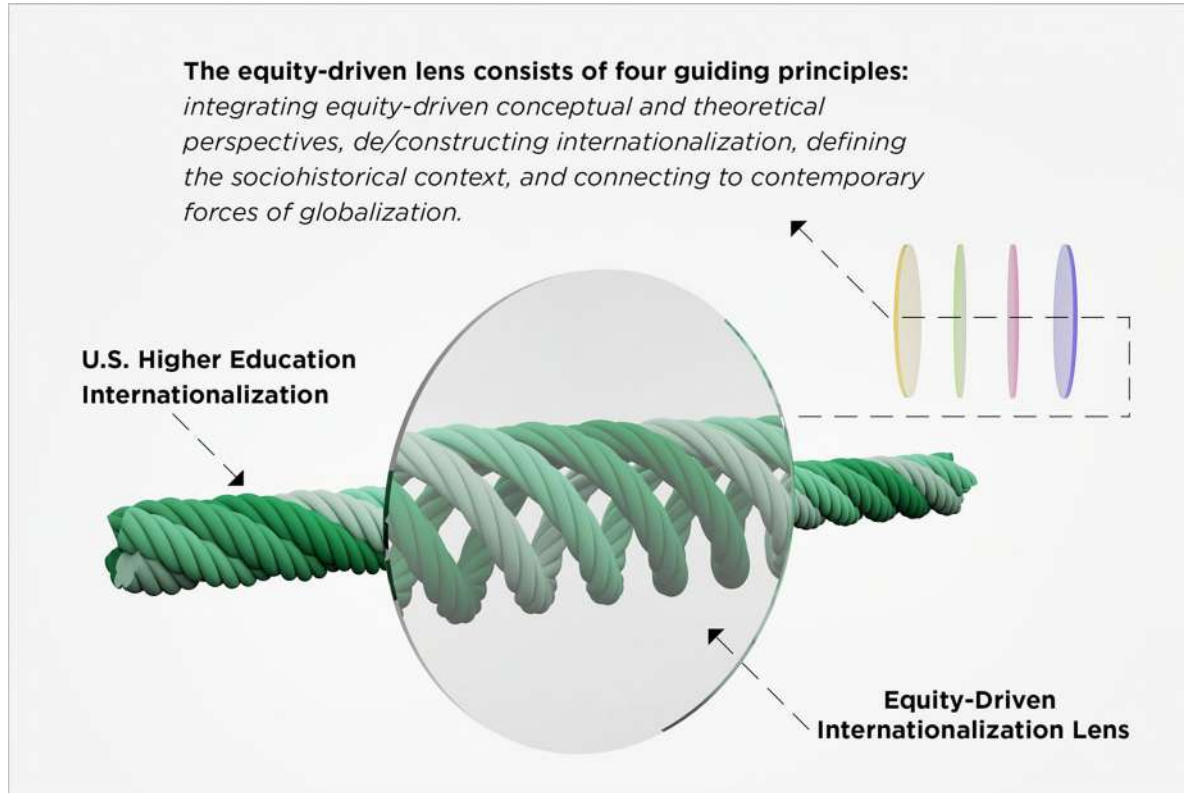
LEARNING RACE IN THE U.S. CONTEXT (LRUSC) MODEL

Fries Britt, George Mwangi & Peralta (2014)



Yellow Peril and Cash Cows: The Social Positioning of Asian International Students in the United States

- People and immigrants of Color are often labeled as perpetual foreigners and perceived as **“non-native...and not belonging to the monolithic “American” identity”** (Perez Huber, 2011, p. 382). As a result, Asian individuals, no matter their immigration status in the United States, **become and remain othered and marked as different** from white dominant U.S. citizens.
- Because racist nativism is based on others’ perceptions, the positioning of Asian international students becomes **“a function of white dominance”** (p. 382) that has permeated the globe as evidenced by COVID-19.
- Asian international students were simultaneously positioned as **scapegoats, bearers of disease, cash cows, and political pawns** in our analysis of current literature and news sources, all within the context of the COVID-19 pandemic.




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Discussion Questions

1. What are the theories, ideologies, perspectives, and values informing how we define internationalization?
2. Whose experiences are centered or ignored in discussions of internationalization?
3. Who is presumed to benefit from internationalization?
4. What larger structures, systems, values, and histories is internationalization embedded within?
5. What methodological practices are we engaging that may reify hegemonic discourses or resist them in our work?
6. (How) Can internationalization be used to (re)imagine and transform spaces of HE for equity?



Thank you!

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