

ABSTRACT

An emergent 'critical turn' in the study and practice of higher education internationalization has generated incisive analyses of the ethical and political implications of international engagements. This reflexive moment, however, also risks renaturalizing an imperial global imaginary, which I trace in this dissertation to the fact that higher education scholars and practitioners in the Global North have yet to substantively unpack the transnational colonial dimensions of the modern Western university. I argue that practitioners and scholars of internationalization have an obligation to face higher education's historical and contemporary complicity in empire, as well as our own. This is particularly necessary in the context of nation-states that were founded through conquest, and whose ongoing colonial entanglements have both local and global dimensions. Working from a decolonial orientation and an underlying commitment to denaturalize violent and unsustainable patterns of thinking, being, and relating, I ask how inherited frames of liberal justice and humanist theories of change operate in the mainstream study and practice of internationalization in the United States and Canada. In the areas of curriculum internationalization, international student mobility, and global citizenship, I identify a tendency to reassert as universal what are in fact situated, partial, and often Euro-supremacist epistemological and ontological assumptions about the world and the purposes of higher education. Further, these assumptions often calibrate even critical scholarship, which largely remains enframed by what is possible and desirable within the frames of colonial modernity and its promises of security, prosperity, and universality. By identifying the limits of justice within these frames, there is an opportunity to think, be, and relate differently, but at these moments of possibility there is also a tendency to seek out the old comforts and assurances promised by imperial frames. To interrupt this circular tendency requires tracing both the immediate symptoms and the root causes of global injustice, attending to our enduring attachments to the promises offered by the colonial architectures of modern existence, and making a commitment to wrestle with the complexities and difficulties of learning from past mistakes, disinvesting from harmful systems and subjectivities, and experimenting responsibly with alternative possibilities.

BIOGRAPHICAL NOTES

Academic Studies: B.A. University of Virginia, 2008
M.A. The Ohio State University, 2011

GRADUATE STUDIES

Field of Study: Higher Education; International Education; Social Theory

Selected Courses

EDST 521	Foundations of Higher Education	Instructors Dr. Amy Scott Metcalfe
EDST 523A	Ethics and Paradoxes of Internationalization	Dr. Vanessa de Oliveira Andreotti
EDST 536	Higher Education Systems in Canada	Dr. Amy Scott Metcalfe
EDST 565B	Indigenous Existential Resistance	Dr. Cash Ahenakew
EDST 565D	Rethinking Skill and Competency	Dr. Hongxia Shan
EDCP 585C	Indigenous Knowledge Systems in Education	Dr. Bryan Brayboy
GRSJ 503D	Feminist Thought and the Reactionary Turn	Dr. Denise Ferreira da Silva

AWARDS

UBC Dean of Education Scholarship	2017
UBC Four Year Doctoral Fellowship	2013-2017
UBC International Tuition Award	2013-2017

SELECTED PUBLICATIONS

Stein, S. (in press). Internationalization for an uncertain future: Tensions, paradoxes, and possibilities. *Review of Higher Education*.

Stein, S. (2017). The persistent challenges of addressing epistemic dominance in higher education: Considering the case of curriculum internationalization. *Comparative Education Review*, 61(S1), S25-S50.

Stein, S. (2017). National exceptionalism in the "EduCanada" brand: Unpacking the ethics of internationalization marketing in Canada. *Discourse: Studies in the Cultural Politics of Education*. doi: 10.1080/01596306.2016.1276884

Stein, S., Hunt, D., Suša, R. & Andreotti, V.D.O. (2017). The educational challenge of unraveling the fantasies of ontological security. *Diaspora, Indigenous, and Minority Education*, 11(2), 69-79.

Stein, S. & Andreotti, V.D.O. (2017). What does theory matter? Conceptualizing race critical research. In G. Vass, J. Maxwell, S. Rudolph and K. N. Gulson, *The relationality of race and racism in education*. Routledge.



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

Stein, S. & Andreotti, V.D.O. (2017). Afterword: Provisional pedagogies toward imagining global mobilities otherwise. *Curriculum Inquiry*, 47(1), 135-146.

Stein, S. (2016). Rethinking the ethics of internationalization: Five challenges for higher education. *InterActions: UCLA Journal of Education and Information Studies*, 12(2), 1-23.

Stein, S. (2016). Universities, slavery, and the unthought of anti-Blackness. *Cultural Dynamics*, 28(2), 169-187.

Stein, S. & Andreotti, V. D. O. (2016). Cash, competition, or charity: International students and the global imaginary. *Higher Education*, 72(2), 225-239.

Stein, S. & Andreotti, V.D.O. (2016). Higher education and decolonization. In M.A. Peters (Ed.), *Encyclopedia of educational philosophy and theory*. Springer.

Stein, S. & Andreotti, V.D.O. (2016). Postcolonial insights for engaging difference in educational approaches to social justice and citizenship. In A. Peterson, R. Hattam, M. Zembylas, & J. Arthur (Eds.), *The Palgrave international handbook of education for citizenship and social justice* (pp. 229-245). London: Palgrave Macmillan.

Stein, S., Andreotti, V.D.O., & Suša, R. (2016). 'Beyond 2015', within the modern/colonial global imaginary? Global development and higher education. *Critical Studies in Education*, doi: 10.1080/17508487.2016.1247737

Stein, S., Andreotti, V. D. O., Bruce, J., & Suša, R. (2016). Towards different conversations about the internationalization of higher education. *Comparative and International Education*, 45(1).

Andreotti, V. D. O., Stein, S., Pashby, K., & Nicholson, M. (2016). Social cartographies as performative devices in research on higher education. *Higher Education Research and Development*, 35(1), 84-99.

Stein, S. (2015). Mapping global citizenship. *Journal of College and Character*, 16(4), 242-252.

Stein, S. & Andreotti, V. D. O. (2015). Complicity, ethics and education: Political and existential readings of Spivak's work. *Critical Literacy: Theories and Practices*, 9(1), 29-43.

Andreotti, V. D. O., Stein, S., Ahenakew, C., & Hunt, D. (2015). Mapping interpretations of decolonization in the context of higher education. *Decolonization: Indigeneity, Education & Society*, 4(1), 21-40.

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
(Educational Studies)

SHARON STEIN

B.A. University of Virginia, 2008
M.A. The Ohio State University, 2011

Thursday, July 27, 2017, 9:00 am
Room 2012 (Multipurpose Room), Ponderosa Commons Oak House
Latecomers will not be admitted

“Contested Imaginaries of Global Justice in the Internationalization of Higher Education”

EXAMINING COMMITTEE

Chair:

Dr. Robert Tierney (Language and Literacy Education)

Supervisory Committee:

Dr. Amy Scott Metcalfe, Research Supervisor (Educational Studies)
Dr. Vanessa de Oliveira Andreotti (Educational Studies)
Dr. Donald Fisher (Educational Studies)

University Examiners:

Dr. Michael Marker (Educational Studies)
Dr. Anne Phelan (Curriculum & Pedagogy)

External Examiner:

Dr. Roland Sintos Coloma
Department of Teacher Education
Northern Kentucky University
Highland Heights, Kentucky
United States