

# Network for Research into Chinese Education Mobilities

## 中国教育流动研究网络

### Newsletter

Issue 21 May 2020

<https://chineseedmobilities.wordpress.com/>

Dear colleagues,

Greetings. In this May 2020 issue, we have brought to you four latest research highlights entries, five capacity building entries and three job opportunities as follows. You can continue to read our monthly [Newsletters](#). We have recently launched two new [Podcast](#) programmes, 'Meet the Author' and 'Lived Experiences'. We have brought you a new [episode](#) under 'Meet the Author' programme, with [Dr Shuning Liu](#) on her recently published [book](#) 'Neoliberalism, Globalization, and "Elite" Education in China'.

### Research Highlights

1. [Dr Ting-Fai Yu](#) (Monash University Malaysia) discusses his [ethnographic research on queer Chinese Malaysian students' educational mobility to Taiwan](#). This is based on his recent [publication](#) in the *Journal of Ethnic and Migration Studies*.
2. [Dr Shuning Liu](#) (Ball State University, USA) reveals insights into [a form of 'elite schooling' in China](#), discussing how international school programmes prepare Chinese students for U.S. college applications. This is based on her [book](#): *Neoliberalism, Globalization, and "Elite" Education in China: Becoming International* (Routledge 2020). Listen to her podcast [episode](#). Read the [summary](#) of the podcast interview.
3. [Dr I Lin Sin](#) (Independent Scholar) discusses the [value of Transnational Education \(TNE\) to international students and graduates, particularly in Malaysia and Hong Kong](#). This is based on her recent co-authored [article](#) (with [Maggi Leung](#) and [Johanna Waters](#)) published in *Compare*.
4. [Chong Zhang](#) (Durham University) investigates the [inequality of bypassing the 'Great Fire Wall' \(GFW\) in mainland China, and the possible difference in some "capital-enhancing" uses of the Internet between GFW-bypassing netizens and those still suffer from strict Internet censorship](#). This entry on Chinese knowledge mobility is based on his recent [publication](#) in *First Monday*.

To consult all our Research Highlights entries, please click [here](#).

### Podcasts

#### **Programme 1: 'Meet the Author'**

#### **Episode 2: [Shuning Liu — New 'Elite' Schooling in China](#)**

In this episode, [Dr Shuning Liu](#) (Ball State University, US) discusses key findings, empirical experiences and future plans about her latest [book](#) 'Neoliberalism, Globalization, and "Elite" Education in China'. She also reveals anecdotes when conducting her fieldwork in a public

high school in China, relating to her insider/outsider positionality and her habit of wearing a backpack. Shuning also looks forward to her upcoming articles and a second book based on follow-up research conducted in relation to this research project.

### **Programme 2: 'Lived Experiences' -- COVID 19 Issue**

**Episode 1** Yitian Ren (PhD student) ([English Summary](#)) ([Listen to Episode 1 in Putonghua](#))

[微信中文版本](#) (与因师 Inspiring Teacher 平台合作)

**Episode 2** Jiexiu Chen (PhD student) ([English Summary](#)) ([Listen to Episode 2 in Putonghua](#))

[微信中文版本](#) (与因师 Inspiring Teacher 平台合作)

**Episode 3** Lilia (PhD student) ([Chinese Summary](#)) ([Listen to Episode 3 in English](#))

**Episode 4** Jenny (Assistant Prof) (Summary in [English](#), in [Chinese](#)) ([Listen to Episode 4 in Putonghua](#))

[微信中文版本](#) (与因师 Inspiring Teacher 平台合作)

**Episode 5** Xuemeng Cao (PhD student) (Summary in [English](#), in [Chinese](#)) ([Listen to Episode 5 in Putonghua](#))

**Photo Essay** [A UCLA PhD student's trip back to China and quarantine experience amid COVID 19](#)

### **Capacity Building**

1. A call for workshop papers on 'Racialisation and Social Boundary-Making in Times of COVID-19' is available [here](#). Deadline: 30 May 2020. Submit your proposal to [a.camenisch@uva.nl](mailto:a.camenisch@uva.nl) and [e.s.c.pulford@uva.nl](mailto:e.s.c.pulford@uva.nl)
  2. A STAR Webinar on COVID-19 (Public Health and Education in Transnational Society) is available [here](#).
  3. A survey on factors impacting Chinese academic returnees' research experiences is available [here](#). Please access the survey [here](#).
  4. A survey on Chinese academic returnees' rationale, work and living conditions is available [here](#). Please access the survey [here](#).
  5. A Call for Papers for the 3rd Annual Conference of the *International Chinese Sociological Association* (ICSA) is available [here](#). Deadline: 8 May 2020.
- To consult all our Capacity Building entries, please click [here](#).

### **Job Opportunities**

1. Open rank positions (Professors/Associate Professors/Assistant Professors) in Foundation in Education and Policy Studies in Education at the Chinese University of Hong Kong are available [here](#).
2. Lectureships (x 4) and postdoc position (x 1) in Sociology and Anthropology in Renmin University, China are available [here](#).
3. HKUST (Guangzhou) Professor/Associate Professor/Assistant Professor in Urban Governance and Design (ongoing). Details [here](#).

To consult all our Job Opportunities entries, please click [here](#).

### **Newsletters**

1. NRCEM Newsletter Issue 21 May 2020
2. [NRCEM Newsletter Issue 20 April 2020](#)
3. [NRCEM Newsletter Issue 19 March 2020](#)

4. [NRCEM Newsletter Issue 18 February 2020](#)
5. [NRCEM Newsletter Issue 17 January 2020](#)
6. [NRCEM Newsletter Issue 16 December 2019](#)
7. [NRCEM Newsletter Issue 15 November 2019](#)
8. [NRCEM Newsletter Issue 14 October 2019](#)
9. [NRCEM Newsletter Issue 13 September 2019](#)
10. [NRCEM Newsletter Issue 12 August 2019](#)

To consult all our Newsletter issues, click [here](#).

## Communication

Are you looking for research collaborators? Are you looking for hosting institutions in China to conduct your fieldwork? Get in touch with us ([chineseeducationmobilities@outlook.com](mailto:chineseeducationmobilities@outlook.com)) and we will advertise your requests. For updates on our events, please click [here](#). Follow us on our [Podcast](#), [Twitter](#) and [Facebook](#).

Yours sincerely,

Network for Research into Chinese Education Mobilities  
中国教育流动研究网络

If you do not wish to receive updates from the NRCEM, please reply to this email and you will be removed from the mailing list.

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## Research Highlights

### Queer migration across the Sinophone world: queer Chinese Malaysian students' educational mobility to Taiwan



**[Dr Ting-Fai Yu](#)**, Monash University Malaysia

#### Research Highlighted:

Yu, T.-F. (2020). Queer migration across the Sinophone world: queer Chinese Malaysian students' educational mobility to Taiwan. *Journal of Ethnic and Migration Studies*. <https://doi.org/10.1080/1369183X.2020.1750946>

Going overseas for higher education has long been an upward mobility strategy of students from the 60 independent Chinese high schools in Malaysia, partly due to their qualifications not being recognised for entry into public universities under Malay-centric policies. Different from most other educational migration patterns previously observed (e.g. from Asia to the West), many of these students have been attending universities in Taiwan rather than established destinations for foreign students such as Australia or the United Kingdom. This is largely due to Taiwan's welcoming education policy (i.e. low tuition fees), as a Cold War legacy, for Chinese overseas students (*qiaosheng*) since the 1950s (Wong 2016) and long-established transnational networks of Chinese Malaysian students and graduates. In recent years, more and more of these students have turned to Mainland China, especially metropolitan cities such as Beijing and Shanghai, for university due to its rapid economic development and intensifying global presence. Some major Chinese universities have moreover been active in recruiting Chinese Malaysians; their strategies include organising week-long visits to university campuses and providing scholarships for high-achieving students.

This article draws on recent findings of an ongoing ethnographic study of Chinese Malaysian students' educational mobility to Taiwan and Mainland China. Most existing studies have approached Chinese language education in Malaysia from historical and policy perspectives (e.g. Lee 2011; Santhiram and Tan 2017; Tan 1997); out of which many focus on examining the functions of independent Chinese schools in safeguarding the continuity of Chinese culture (Chin 2001; Collins 2006; Tan and Teoh 2016). Interestingly, despite most stakeholders (e.g. teachers, school administrators) in the Chinese language education community being former students in Taiwan or Mainland China, little is known about the role of student mobility in the (trans)formation of independent Chinese schools as sites where transnational Chinese identities are reproduced, reimagined and reconfigured. My research aims to address this question and, in doing so, develop new understandings of

Sinophone Malaysia (i.e. the Chinese-speaking aspect of Malaysian society) amid changing Chinese geopolitics (e.g. the rise of China) in the 21<sup>st</sup> century.

At the time of writing the article, I had conducted some field research in Malaysia and Taiwan and interviewed current or former students in Taiwan. While the scope of my project was not gender- or sexuality-specific, I could not help but notice the prominent presence of LGBT-identified research participants in the sample. Some, including a few queer activists, were referred to me by queer friends in Taiwan or Malaysia; others whose sexual orientation I only found out when they came out to me in the research process. As I talked to more and more LGBT-identified research participants, I was convinced that the sexually diverse sample was not a coincidence. Rather, it was partly a result of their shared desire to study in and learn from Taiwan where its progressive development as a liberal democracy demonstrated the compatibility between one's queer and Chinese identities. This is why I decided to write about the queer dimension of this student migration pattern.

One of the central arguments I made in the article highlights that Taiwan has been instrumental to the queer development in Malaysia. For example, many research participants were involved in various activities organised by Taiwan Tongzhi Hotline Association (Hotline hereafter), a prominent LGBT organisation founded in 1998. Some, who were now schoolteachers or queer activists, talked at length about how Hotline had shaped their approaches to LGBT issues in teaching or activism since returning to Malaysia. Their shared, sometimes coinciding experience led me to visit Hotline's office in Taipei, where I met the staff member who coordinated the internship programme which provided training to quite a number of Malaysians over the years. She told me it was their priority to receive interns from countries that lacked LGBT-related resources, especially Chinese-speaking students from China or Malaysia, in order to equip them with the skills to do advocacy work when they returned to their home countries. To me, this finding is significant: Despite Taiwan being widely regarded as Asia's gay capital for lifestyle consumption, it has rarely been considered as an exporter of movement tactics that is capable of influencing queer activism globally. This queer, South-South connection between Taiwan and Malaysia charts an atypical trajectory of "globalisation from below", one that is enabled by a distinctive history of student migration.

I hope this article will not only make a case to argue for the queer potentials of student migration across the Chinese-speaking world, but also more generally initiate discussion towards "queering" research on educational mobility.

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### **Author Biography**

[Dr Ting-Fai Yu](#) is an anthropologist of ethnicity, sexuality and mobility in East and Southeast Asia. Currently, he is a Lecturer in Gender Studies at Monash University Malaysia. Prior to that, he was a Research Fellow at the International Institute for Asian Studies, Leiden University in the Netherlands. His research has explored the transformation of cultural identities across Sinophone communities (Hong Kong, Taiwan, Malaysia) while developing new understandings of how intersectionality (especially between race, class and queerness) operates in Asian contexts.

## A New Form of “Elite” Schooling: Preparation for U.S. College Application



[Dr Shuning Liu](#) – Ball State University, USA

[Listen to a Podcast episode with Shuning](#)

[Read Shuning’s podcast sharing](#)

In the recent decade, the number of urban Chinese high-school students applying to U.S. universities has rapidly grown. Concomitantly, a growing number of key public high schools (*zhongdian gaozhong*, 重点高中)—academically elite schools—in Chinese cities have established their international high-school curriculum programs (IHSCPs), which are exclusively designed to prepare privileged urban Chinese students for international college applications. Many students who want to apply to overseas universities, particularly top universities in the United States, have chosen to attend these newly established international programs.

The emerging international curriculum programs created by Chinese elite public high schools are commonly called *gaozhong guoji kecheng ban* (高中国际课程班), *guoji ban* (国际班), or *guoji bu* (国际部). These programs integrated Chinese national high-school curriculum with various imported foreign curricula, such as the General Certificate of Education Advanced Level (A-Level), Advanced Placement (AP), and Global Assessment Certificate (GAC) to prepare students for the international college application process. The international programs are ostensibly public, but students who are able to choose these IHSCPs need to pay high tuition. The tuition usually ranges from about ¥60,000 to ¥120,000 each year, which is far more expensive than that of any state high school as yearly tuition for these institutions is approximately ¥800 to ¥2,000. It is clear that only those Chinese families affluent enough to afford such expensive tuition can send their children to these fee-charging quasi-public international programs.

In contrast to their “local” choosing Chinese counterparts, seniors enrolled in the “public” IHSCPs have released their burdens from the *gaokao* (China’s National College Entrance Examination), held in June 7 and 8 annually. Rather than waiting for college admission based on *gaokao* test scores which are announced in late June, these “global” choosing students have received college admissions from prestigious universities overseas in March, April, or even earlier than this. Compared with their counterparts who compete for top universities in China, students enrolled in such emerging international high-school programs gain access to leading universities in the U.S. and look forward to their study abroad experiences.

The pathway from an international program created by elite public high schools in China to prestigious universities in the U.S. not only differentiates socially elite students whose families are able to pay high tuition fees and academically elite students. It also reflects a new development of Chinese elite public high schools and implies a new form of “elite” schooling, leading to prestigious universities in the U.S. However, the “public” IHSCPs are not uncontested. They have important implications for equality of educational opportunity

for students to access elite universities and their associated life rewards in changing local, national, and global contexts.

Drawing on critical theory, my research applies sociological and anthropological approaches to the study of the educational practices of such curriculum programs, the burgeoning Chinese upper-middle and upper classes, and socially elite Chinese students, as well as educational policy (nationally and globally). Through analyzing a wide variety of data sources, my research integrates critical curriculum studies with educational policy studies to explore the complexity of socially elite Chinese students' choices of and subsequent educational experiences with "public" international high-school programs in China. My study points out that the complexity is derived from the involvement and interaction of multiple social actors, as well as internal and external contradictions between and among multiple fields surrounding privileged Chinese students' choice of and preparation for U.S. college application.

My research highlights that the public IHSCPs were framed as an educational experiment to improve Chinese High School New Curriculum Reform. They were also legitimated as CFCRS (the Chinese-Foreign Cooperation in Running Schools policy) high-school programs. The unique institutional structure of the CFCRS policy brings private education companies into the development of the international programs. My research points out that the interventions of private institutions into Chinese public education reforms are tacit business practices. In addition, the discourses—such as internationalizing Chinese education and cultivating international talent for Chinese economic development and international competitiveness—underscored in the National Guidelines for Medium- and Long-term Educational Reform and Development (2010–2020) further provide Chinese elite public high schools with relative autonomy to create U.S. college-going curriculum and pedagogy for meeting the needs of socially elite Chinese students.

The insertion of international curricula into the Chinese national education system creates an international track in local elite public schools that set privileged students on paths leading to prestigious universities in the U.S. In the curriculum integration process at IHSCPs, it becomes apparent that the acquisition of English language skills and the knowledge of math, the sciences, and American society and literature are valued because these skills and knowledge are measured by the U.S. tests. By contrast, Chinese subjects, particularly Chinese language arts and other humanities, are downgraded to the rhetorical study of Chinese culture. To a large extent, U.S. college entrance tests, such as the TOEFL, the ACT/SAT, and AP exams, replace China's *gaokao*, shape the organization of school curriculum, and mold school pedagogic practices. My research reveals the changing power over what counts as official knowledge.

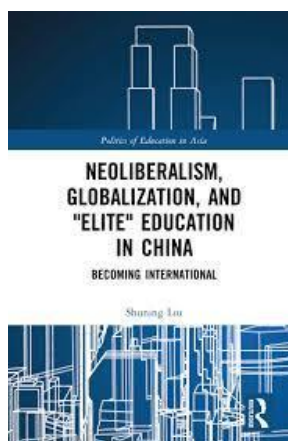
To better prepare Chinese students for the U.S. college application process, IHSCPs have also tended to develop a college counseling and guidance system that focuses on helping students and teachers understand U.S. college admissions criteria. Besides those college entrance test scores, Chinese teachers and students came to understand that U.S. colleges and universities have the scope to consider grade point average (GPA), students' extracurricular activities, personal statement, and recommendation letters. They realized that U.S. colleges' autonomous enrollment and multiple admissions criteria are distinctively

different from Chinese college admissions that largely depend on a sole criterion—scores on the *gaokao*. This distinction has led to a U.S. college-going school culture which has had a profound influence on teaching and learning at the emerging public international high-school programs.

To deal with the intricacies of the U.S. college application process, socially elite Chinese students have intensively engaged in extracurricular and after-school educational activities. Their informal schooling often involves taking international trips and experiencing overseas life, attending U.S. university summer schools, traveling to take tests, participating in internships and contests for the accumulation of distinctive extracurricular experiences, taking English test cram classes (such as for the TOEFL and the ACT/SAT), and working with study-abroad consulting companies. My research highlights that the privileged Chinese high-school students overwhelmingly use their families' capital, particularly economic capital, to buy educational services from English training and study-abroad consulting companies for U.S. college admissions.

My study reveals that under the support of market-based educational reforms in both local and international contexts, upper-middle and upper-class Chinese families utilize various education markets, such as global higher education market, the Chinese education market, and the study-abroad educational consulting market, to mobilize their various types of capital for producing a social advantage that can better position their children in the prestigious universities in the U.S. As my research demonstrates, IHSCPs provide privileged urban Chinese students with fast international tracks in Chinese elite public schools to top universities in the U.S. This reproduction of social advantage through education denotes a new form of elite education that articulates local and global forces for power and privilege.

### Author Bio



[Dr Shuning Liu](#) is an Assistant Professor in Curriculum Studies at Teachers College, Ball State University, USA. Her primary research interests are in the areas of critical theory, curriculum theory, critical curriculum studies, curriculum reform, educational policy, globalization and education, comparative and international education, and qualitative inquiry. Her current research projects involve the role of international education in the formation of social elites. She is the author of the book [Neoliberalism, Globalization, and "Elite" Education in China: Becoming International](#) (Routledge, 2020).

## What Value is There in UK Transnational Education? Contextualising Individual Understandings of Educational Worth and Possibilities in Malaysia and Hong Kong



[Dr I Lin Sin](#), Independent Scholar

### Research Highlighted:

Sin, I.L., Leung, M.W.H., & Waters, J. (2019) Degrees of value: Comparing the contextual complexities of UK transnational education in Malaysia and Hong Kong. *Compare: A Journal of Comparative and International Education*, 49(1), 132-148. <https://doi.org/10.1080/03057925.2017.1390663>

The rapid expansion of transnational education over the last two decades has seen an unprecedented growth of predominantly Western foreign universities delivering education in Asia. The United Kingdom (UK), the leading exporter of transnational education (TNE), has more tertiary-level international students pursuing a UK qualification overseas than within the UK, one in two of whom is based in Asia (Wake, 2019). The value of transnational education to these students (and graduates) is often overlooked. It is overshadowed by UK and wider literature which give more focus to the macro-economic value of TNE (see O'Mahony, 2014) and related marketing, development, management and delivery issues (e.g. Wilkins & Huisman 2019; Cai & Hall, 2016; Healey, 2016). Together with Maggi Leung and Johanna Waters, I set out to highlight the value of TNE to international students and graduates, particularly in Malaysia and Hong Kong where we had conducted our separate research exploring their lived experiences (e.g. Sin, 2013; Waters & Leung, 2012).

The idea for our paper came about after an e-mail exchange when we noticed notable similarities in our research findings. At that time, I had completed a study exploring the link between cultural capital, obtained through various modes of UK education, and the social mobility of middle-class Malaysians. Waters and Leung had comparable data from their project on UK TNE programmes in Hong Kong. The similarities between Malaysia and Hong Kong as transnational education contexts were and are still striking.

The UK dominates the provision of TNE in both former British colonies which aspire to be regional education hubs. Malaysia and Hong Kong rely heavily on transnational education to meet high demand for tertiary places which local public universities could not adequately meet. They are among the largest TNE markets for the UK, Malaysia (72485 TNE students in 2017/18) traditionally being the leading market (although recently surpassed by China) and Hong Kong (25675 TNE students in 2017/18) being in the top 7 (Wake 2019). UK TNE programmes are commonly marketed as cost effective for students who could not study wholly overseas but still seek a UK education and its associated benefits such as a competitive employability advantage and an international outlook. The programmes are promoted as similar to those offered at the parent or partner university in the UK in terms such as course content, academic standards and qualification awarded. However, we

recognised from our own observations and findings that the transnational education landscape is far more complex and differentiated than what educational marketing discourses depict. The fact that UK transnational programmes are delivered in different institutional and host contexts with varying resources and opportunities suggested to us that there were finer contextual differences in TNE experiences waiting to be uncovered. This motivated our comparative inquiry.

We sought to compare and contrast the value of transnational education as perceived by students and graduates in Malaysia and Hong Kong. Our central argument is that the transnational education landscape is uneven and examining contextual specificities is important to delayer the complexities and nuances of value ascribed to TNE at the everyday level.

We combined our data and thematically analysed findings from qualitative semi-structured interviews with 21 UK TNE students and graduates in Malaysia, and 70 students and graduates in Hong Kong. It has to be pointed out that our research scope stretches the usual boundaries of Chinese education mobilities. Firstly, our participants were non- or less-mobile students whose tertiary education were enabled by the cross-border mobility of UK programmes. Secondly, a few Malaysian participants were non-Chinese but generally exhibited characteristics that are typically linked to the Malaysian Chinese ethic of high aspirations, ambition and investment in education (Joseph 2014). Importantly, our comparative research sheds light on some of the finer-grained commonalities and variations in predominantly ethnic Chinese experiences of educational (im)mobilities across two traditional UK TNE contexts.

Our key contribution is contextualising traditional social closure theories to account for how transnational education has diversified and shifted individual understandings of the value of higher education. Drawing but departing from traditional positional and cultural capital approaches to higher education (Hirsch, 1976; Bourdieu, 1984), we showed that a higher and relatively exclusive higher education in the form of a UK TNE was generally a positional good as it improved economic and status opportunities for our participants relative to comparable others. However, this came at varying degrees of success as our participants noted the relative limitations of different TNE modes, programmes (e.g. overseas branch campus, franchised, twinning or distance learning programmes, etc.) and study providers. Our findings showed that TNE programmes in overseas branch campuses and well-established local partner institutions in Malaysia held greater positional value than those offered in smaller local institutions in both host contexts (typically franchised programmes from lower ranked, revenue-maximising UK institutions). Reasons for this include the wider availability of recognised full-degree programmes, more direct contact with UK staff, a more internationally diverse student community, the option of overseas study exchange and credit transfer, and better campuses, facilities and social activities that would enhance desired cultural and social capital (knowledge, skills, dispositions and networks).

Another key contribution of our paper is highlighting the under-researched value of transnational education as an intrinsic and personal good. These aspects of value involve less pecuniary and positional considerations such as personal development and transformation, and the fulfilment of place-specific personal interests, obligations and

commitments. As a whole, we offered more visibility and voice to diverse transnational students and graduates as they meet differentiated opportunities and barriers in transnational education and attach finer gradations and types of value to their education.

The paper has important implications for policy and practice. We called for greater quality assurance and a more socially responsible marketing and delivery of transnational education which are attuned to context specificities and the various positional, intrinsic and personal needs of students and graduates. The urgent task at hand is to address varying gaps between marketing rhetoric and educational reality across what is presently a highly inequitable transnational education landscape.

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### **Author biography**

[Dr. I Lin Sin](#) is an independent scholar based in Glasgow. Her research primarily intersects higher education, social mobility and international migration, with a focus on privilege, inequality and disadvantage in transnational contexts. Her current research involves a collaborative project on the mobilities, positionalities and subjectivities of academic and teacher expatriates in Malaysia. She is also a UX researcher, applying her research skills in innovative ways to build a bridge between social science research and user experience design. She holds a PhD in Sociology from the University of Edinburgh. E-mail: [sinilin@gmail.com](mailto:sinilin@gmail.com)

## Who bypasses the Great Firewall in China?



[Chong Zhang](#), Department of sociology, Durham University

Zhang, C. (2020). Who bypasses the Great Firewall in China?. *First Monday*, 25(4). Retrieved from <https://firstmonday.org/ojs/index.php/fm/article/view/10256>

### Abstract:

The blockage of foreign Web sites, which is often called the “Great Firewall (GFW)”, serves an important part of the Internet censorship in mainland China. This study investigated the inequality of bypassing the GFW in mainland China, and the possible difference in some “capital-enhancing” uses of the Internet (using the Internet for work, learning and political expression) between GFW-bypassing netizens and those still suffer from strict Internet censorship. This study used data from the China Family Panel Studies (CFPS). Although there is no direct measurement of netizens’ GFW bypassing, a variable measuring the ownership of Facebook accounts was used as a proxy of the status of GFW bypassing. Firstly, the results of bivariate analyses and multiple correspondence analysis (MCA) suggest that mainland Chinese netizens who can bypass Internet censorship and access blocked foreign Web sites are more socio-economically better off (higher social class, well-educated and urban residing) and younger. Moreover, the results of ordinary least squares (OLS) regression and logistic regression models tell that in general bypassing the GFW is related to more activeness in using the Internet for learning and political expression. After controlling socio-economic and demographic characteristics, GFW bypassing is no longer found to be related to online learning, but is still related to an expression of political views online.

**Keywords:** the Great Firewall, Internet censorship, China, digital divide, capital-enhancing, inequality

### Background

The “Great Firewall (GFW)” is a metaphorical term describing Internet censorship by blocking foreign Web sites in mainland China (Barmé and Ye, 1997). According to some Chinese policy-makers, the GFW was mainly built for national security, since free-flowing uncensored information from foreign Web sites might pose a threat to ideological control (Zhang, 2006). But the “wall” might not be equally effective for all Internet users in mainland China. By using virtual private networks (VPN) and other tools, some mainland Chinese netizens manage to bypass the GFW and access a wide range of information resources (*e.g.*, Yang and Liu, 2014). However, few studies have focused on the social implication of bypassing the GFW. The gap between netizens on either side of the GFW is a new form of digital divide in mainland China.

For more than two decades, there have been numerous studies on the digital divide. The focus has widened from analyzing differences in Internet access (*e.g.*, NTIA, 1995) to differences in digital skills (*e.g.*, Hargittai and Walejko, 2008; van Deursen and van Dijk, 2010), online activities (*e.g.*, Zillien and Hargittai, 2009; Blank and Groselj, 2015) and even outcomes (*e.g.*, van Deursen and Helsper, 2015). Inspired by “knowledge gap theory” (Tichenor, *et al.*, 1970), DiMaggio and Hargittai (2002) proposed a focus on the gap of the “capital-enhancing” use of the Internet (*e.g.*, using the Internet for career, education or political participation). Capital-enhancing uses of the Internet may be related to improvements and opportunities in life, however, but those capital-enhancing usages were tied to socio-economically advantaged populations (*e.g.*, Hargittai and Hinnant, 2008; Helsper and Galacz, 2009). Therefore, capital-enhancing uses may likely broaden existing social inequalities. In a context of Internet censorship in China, GFW bypassing may grant some netizens more diverse information resources. Therefore, GFW bypassing activities should be considered as a kind of capital enhancing use of the Internet in the context of mainland China. It is crucial to broaden our understandings of the possible gaps induced by bypassing Internet censorship, examining the effects after GFW bypassing.

## **Research questions**

This study investigates a possible digital divide related to GFW bypassing. This study firstly investigated whether GFW-bypassing netizens are socio-economically advantaged populations among all mainland Chinese netizens. In addition, this study also investigated whether GFW-bypassing netizens were more engaged in other kinds of “capital-enhancing” uses of the Internet, specifically using the Internet for work, learning and political expression.

## **Methods**

This analysis used data from the survey dataset China Family Panel Studies (CFPS). Given the difficulty of securing direct information about netizens’ GFW bypassing activities due to its political sensitivity, and the fact that facebook.com, one of the most popular social networking sites in the world, is banned in mainland China, the available variable *Facebook account* (whether or not having a Facebook account) from the dataset is used as a proxy for GFW bypassing. For the first research question, bivariate analyses and multiple correspondence analysis (MCA) were conducted. To answer the second question, ordinary least squares (OLS) regression and logistic regression models were run.

## **Socio-economic divide in bypassing the GFW**

Using Facebook account ownership as a proxy, this study found evidence on the relationship between socio-economic characteristics of mainland Chinese Internet users and a likelihood of bypassing the GFW. GFW bypassers were more likely to be young, belong to a higher social class, well-educated and urban living. These findings are consistent with literature on socio-economic digital divides, especially those focusing on capital-enhancing uses of the Internet (*e.g.*, Hargittai and Hinnant, 2008; Helsper and Galacz, 2009). Even though Internet access is related to socio-economic level, more socio-economic advantaged users were linked to more advanced ways of using the Internet that could possibly help their lives

(Hargittai and Hinnant, 2008; Helsper and Galacz, 2009). Well-educated and higher social class urban residents were more likely to bypass Internet censorship, and therefore have the potential to enjoy the benefits of more diverse information resources. In comparison, information resources to which the less advantaged populations could access might be relatively limited, because they were less likely to bypass Internet censorship and therefore more subject to the power of the state related to information access.

### **Bypassing the GFW and other “capital-enhancing” uses of the internet**

GFW bypassing provides access to more diverse information resources, but whether people could really benefit more also depends on what individuals really do after having access to more diverse resources. For example, Taneja and Wu (2014) found that even being given full access to all Web sites, Chinese Web users were still more keen on browsing Web sites based on cultural proximity. This study further investigated the link between bypassing the GFW and other kinds of capital-enhancing uses of the Internet. There is a general association between GFW bypassing and using the Internet for learning and political expression online. The evidence on the link between GFW bypassing and using the Internet for learning was somewhat weak. Also, rather than concluding a direct relation between the GFW bypassing and online learning, it is more reasonable to say that the appearance of the “bypassing-learning” association was because both of them were associated with socio-economically advantaged netizens, as suggested by the findings of this study.

However, expressing political views online was found to have nothing to do with socio-economic backgrounds, but solely GFW bypassing itself. In addition, the association between bypassing the GFW and expressing political views online was found to be strong, as bypassers were at least 10 times more likely than their counterparts to express political views online. This might be related to strict Internet censorship in China not permitting negative comments on the political establishment. So bypassing the GFW might be a necessary condition for the expression of critical political opinions online, regardless of socioeconomic background.

### **Author Biography**

[Chong Zhang](#) is a PhD researcher in the department of sociology, Durham University. His researcher interests include: social inequality and mobility, education and lifelong learning, digital studies, Marxism and neo-Marxism. His PhD researches the role of digital learning in mitigating unequal occupational mobilities between rural and urban background workers in China’s urban labour market. Chong can be contacted via email: [chong.zhang@durham.ac.uk](mailto:chong.zhang@durham.ac.uk)

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## Podcasts



Photo by [Tommy Lopez](#) from [Pexels](#)

In 2020, we launch two Podcast programmes, including '[Meet the Author](#)' and '[Lived Experiences](#)'. These podcasts allow us to engage closely and authentically with authors as well as mobile subjects themselves.

### Meet the Author



In this 'Meet the Author' podcast programme, we interview authors who have researched and/or published in different areas of Chinese education mobilities. Apart from learning about their key research findings, we will also explore the scenes and stories behind the publications. We will invite authors to tell anecdotes, reveal the surprises and challenges when conducting fieldwork and how they tackle the often arduous publication processes. This way, we hope that our Network members will have an opportunity to get to know the authors in greater depth.

#### Episode 2: [Shuning Liu](#) — New 'Elite' Schooling in China



[Dr Shuning Liu](#)

In this episode, [Dr Shuning Liu](#) (Ball State University, US) discusses key findings, empirical experiences and future plans about her latest book '[Neoliberalism, Globalization, and "Elite" Education in China](#)'. She also reveals anecdotes when conducting her fieldwork in a public high school in China, relating to her insider/outsider positionality and her habit of wearing a backpack. Shuning also looks forward to her upcoming articles and a second book based on follow-up research conducted in relation to this research project.

#### NRCEM: Can you briefly introduce yourself?

**Shuning Liu:** Thank you, Cora, for inviting me to this podcast program and to discuss my newly published book—[Neoliberalism, Globalization, and "Elite" Education in China: Becoming International](#). I am Shuning Liu, an Assistant Professor in Curriculum Studies at Teachers College, Ball State University. My primary research interests are in the areas of

critical theory, curriculum studies, education reform, educational policy, globalization and education, comparative and international education, and qualitative inquiry.

- **NRCEM: Can you tell us what your new book ‘Neoliberalism, Globalization, and “Elite” Education in China’ is about and how it can inform our network members working on Chinese Ed Mobilities?**

**Shuning Liu:** As shown in the title of my book, I study the complex relations between neoliberalism, globalization, internationalization, and new forms of “elite” education in China. I study these issues by examining the practices, effects, and implications of the emerging international curriculum programs created by Chinese elite public high schools. For readers and audiences who are not very familiar with these new education programs, I can say a little more about the international programs. These international curriculum programs established by Chinese elite public high schools are commonly called international classes (*guoji ban*, 国际班) or international divisions (*guoji bu*, 国际部). Some features of these international programs merit special attention. For instance, these programs integrated Chinese national high-school curriculum with different types of imported foreign curricula, such as the A-Level (the General Certificate of Education Advanced Level, a UK curriculum), AP (Advanced Placement, a U.S. curriculum), and Global Assessment Certificate (GAC) to prepare Chinese students for the international college application process. These international programs are ostensibly public, but students who are able to choose these international programs need to pay high tuition. The tuition usually ranges from about ¥60,000 to ¥120,000 each year (roughly about £11,000 or \$14,000), which is far more expensive than that of any Chinese state high school (as yearly tuition for these institutions is approximately ¥800 to ¥2,000). It is about 100 times higher. It is clear that only those Chinese families affluent enough to pay for such expensive tuition can send their children to these fee-charging quasi-public international programs.

The guiding questions discussed in my book include:

1. Why did these “public” international high-school curriculum programs emerge at a particular time in China? How were they constructed?
2. Why and how do Chinese students choose to attend these internationally focused Chinese high schools?
3. What are Chinese students’ educational experiences at their chosen international programs in China? How do the students understand their educational experiences with these international programs?
4. What are the effects and implications of these newly-established international high-school programs?

In brief, my book examines two interconnected issues, that is, the complexities of Chinese students’ choice to attend newly established international high-school curriculum programs and their concomitant schooling experiences with the programs. This study pays a particular attention to the motivations, experiences, and perspectives of Chinese students who choose to attend the public international high school programs in China and who hope to study at U.S. universities!!!

- **NRCEM: What motivated you to write this book and conduct this research on elite education in China?**

**Shuning Liu:** This is a thoughtful question. As I just shared, I connect my research on elite education in China with the issues of neoliberalism, globalization, and internationalization. Elite education has different meanings in different national contexts. I study new forms of elite education in China by exploring the interconnections between curriculum reforms, educational policies, and international education in a changing globalized context. I have discussed my motivations of doing such research in my book Chapter 1 and Epilogue regarding Reflection on positionality and research design. The particular way that I conduct the research project on elite education in China is related to my long-term research interests in curriculum reforms, teacher education, educational policies, international education, and comparative education.

To Make the long story short, I will share some of my own educational and teaching experiences with you and audience. This book is based on my dissertation research. Before I pursued my PhD study at the University of Wisconsin, Madison. I was a secondary school teacher in China and the United States for 8 years. I attended BNU for my college education, majoring in Chinese Language and Literature. After graduation, I became a full-time classroom teacher in 1999 in an academically elite public high school in China—commonly called key high school. The year of 1999 was unique because that year, China's New Curriculum Reform was launched. In my six-year teaching experience in China, I gained first-hand teaching experience with the implementation of New Curriculum Reform. I was very excited about many progressive ideas brought by such curriculum reforms; in the meanwhile, I observed and noticed many problems associated with Chinese educational reforms. I had a lot of questions about the practices and actual effects of China's New Curriculum Reforms, which motivated me to study abroad to seek answers for the questions.

After I received a master's degree in secondary education with an emphasis on improvement of instruction, I got a teaching license in the U.S. and taught as a full-time classroom teacher in U.S. public secondary schools. My two-year teaching experience in U.S. public middle and high schools allowed me to gain first-hand experiences with the American education system and its problems. I realized that my imagined American education is not ideal. I was motivated to seek better curriculum and pedagogical practices. This motivation brought me to the Departments of Curriculum and Instruction and Educational Policy Studies at UW-Madison, where there are many highly-influential, and world-class scholars in curriculum studies, multicultural education, and educational policy studies. I was engaged into my PhD study of curriculum and instruction, educational policy, and quality inquiry—particularly sociology of education, anthropology of education, and comparative and international education studies.

Meanwhile, I always pay attention to curriculum and educational reforms in China. I observed the emergence of international high-school curriculum programs created by Chinese elite public high schools and also a concomitant educational and social phenomenon, which is the rapidly increasing number of urban Chinese high-school students apply to U.S. universities and many of them choose to attend these newly established international programs.

These educational and teaching experience along with my PhD study at UW-Madison have shaped the particular way that I study on elite education in China. These experiences motivated me and enabled me to integrate curriculum studies, educational policy studies, and comparative and international education studies in this book project.

- **NRCM: While writing your book and conducting this research, were there any interesting anecdotes that you can share?**

**Shuning Liu:** I used ethnographic research methods to do this research project. I conducted my field work in a public international high school curriculum program in China. It was very interesting to observe how I was often treated as an insider and also an outsider by my research participants. There were a lot of moments I was reminded that I was a “professional stranger.” As a graduate student at a prestigious U.S. university, I had grown accustomed to carrying a backpack and brought my backpack to the field. One day a school administrator expressed curiosity about this lifestyle. After I explained that graduate students in the United States often carry backpacks, the administrator commented that “American people value a simple life and they put everything in a backpack.” At that moment, I came to realize that in the eyes of my Chinese participants, my lifestyle had been Americanized. In subsequent interviews with student participants, several of them mentioned that they had noticed me before ever meeting me because I wore a backpack, which made me different from others. Reflecting on how I was perceived by my participants, I decided to stop using my backpack in the field so that I could make myself more like my participants.

## Lived Experiences



### COVID 19 Issue

In this ‘Lived Experiences’ podcast programme, we interview different mobile subjects from, in, or through China, such as international students and scholars from China, in China and who have been to China. We explore a range of topics that concern these mobile subjects the most. We aim to present their authentic voices to our network members and stimulate our collective thinking and action, not only as a research community, but also a lively international community.

We have also begun collaboration with Inspiring Teacher 因师 to disseminate our podcast programmes.

## 留学故事：我如何在海外历经疫情（2）

因师科研组 [Inspiring Teacher](#) 4 月 10 日



点击上方蓝字关注我们吧~



编者按：自 2020 年 3 月起，国内的疫情渐渐平息，COVID-19 却在全球范围内开始大肆扩散。在海外学习和生活的中国留学生成为公众所关注和牵挂的人群。考虑到还疫情形势以及当地中国公民面临的种种困难，民航局已增加临时航班，为小留学生和确有困难的海外学子归国提供便利。政策的变化带来了希望，然而海外疫情形势依然严峻，仍有大批留学生留守海外。这批留学生该何去何从？我们仍在等待答案。

为了向国内公众展现更全面的资讯，关注海外留学生在疫情中的经历和体会，同样留守英国的**因师科研组**与**中国教育流动研究网络**联手向国内的观众推出《留学故事：我如何在海外经历疫情》系列播客节目，为大家带来真实且多样的留学生海外抗疫的故事。

### Jay 的故事

Jay 是英国伦敦大学学院教育学院的博士生。Jay 透露说这次疫情让她不时感到迷茫，一直处于信息超载的状态中。此次疫情与自身健康安全切身相关，疫情同时带来大量的不确定性，对她的冲击巨大。Jay 回忆说，虽然她和其他中国留学生很早就实行自我隔离，但是由于居住的宿舍有不少欧美学生生活依旧照常。这个给她造成很大困扰，让她感觉自己的生活边界没有可控性，不能做到真正的自我隔离，依然处于危险之中。

她也考虑过回国，但是航班每天变更的情况让她焦虑，最后她决定去德国投靠亲友，这样有自己的住处可以更好的进行居家隔离，感觉安全了许多。

此次疫情对她的影响还有学术方面的。习惯了去图书馆写论文工作的她，一下子要在家办公，在网上和博士导师会面，就连她的论文答辩也可能要搬到网上进行，需要适应的事情不少。但是，此次疫情也让她有机会和全球的朋友连线，互相关心彼此，可以说是疫情中的小确幸。

### Jenny 的故事

另外一位受访者 Jenny 博士在哈萨克斯坦一所大学任助理教授。她硕博均毕业于英国，今年二月刚放完产假的她本来雄心勃勃计划着尽快回复到她繁忙的研究和教学生活中，不料两个星期过后新冠疫情汹涌来袭，她就职的大学全面停止面对面教学，而她居住的大学社区谢绝外人进入，连保姆也不可以

来帮忙。如此一来，她既要在家办公，又要同时照顾初生的婴儿，相当于从事两份全职工作。与此同时，Jenny 在国内和欧洲的亲人由于疫情的关系无法帮助她，让她感觉更加孤立。身居海外，她发现有时在聊天，或者媒体以及社交媒体上都会遭遇反华情绪，这个让她觉得有点不舒服，同时又觉得这不是一两句话可以解释得了的。Jenny 在反思自己作为海外华人学者的身份时，笑称疫情中中国打上半场的仗，其他国家打下半场，而海外华人似乎全场被打。困境也让 Jenny 思考如果未来经历类似的危机时，应如何如何保障自己的生活。目前而言，中国大使馆和雇主成为了她的两个主要的保障机制。如果有东西方二元论的话，这次疫情也让 Jenny 开始反思东西方的不同价值观。她说一开始西方国家似乎更集中在以个人自由为名义来反对强制隔离和居家隔离，随着疫情的全球扩散，这种讨论才变得更为多元。在 Jenny 看来，这次疫情亦是一次学习的机会。尤其在全球化环境下，我们除了要保护自己，也更深刻的意识到个体会直接对社区产生影响，并为自己所在的社区负起责任。

合作策划出品：

**中国教育流动研究网络**是一个分享研究的平台。网络成立于 2017 年，聚焦针对不同种类的教育流动现象的跨学科研究，推介最新和最前沿的研究成果和项目。在 2020 年，网络成立了两个播客项目，分别是《与作者见面》和《生活经历》。本集播客和文字主要摘取并编辑了《生活经历》中的新冠肺炎全球疫情专题。

**Inspiring Teacher 因师**是由牛津大学教育学硕博学生和毕业生于 2019 年在英国牛津创办的，集教育故事，科普和内容研发的学术共同体。目的是为学界领袖，教育专家，教育学研究者和广大的学生及家长构建交流平台，探讨教育议题，关注全球教育发展，拓展教育对话边界，探索与研究国内外教育可持续发展的成功路径与实践。

欢迎合作投稿，加入我们的初创团队：)

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受访者：Jay（代名），Jenny（代名）

## Capacity Building

### **Call for Workshop Papers (Deadline 30 May 2020): Racialisation and Social Boundary-Making in Times of COVID-19**

Date: 3-4 December 2020

Location: Department of Anthropology, University of Amsterdam

Organisers: The ChinaWhite research team ([www.china-white.org](http://www.china-white.org))

Aldina Camenisch, Ed Pulford and Willy Sier (postdocs) and Shanshan Lan (PI)

The current global COVID-19 pandemic has led not only to the closure of national borders and a near stand-still of international mobility but also to a resurgence of social 'othering' and related racist and nationalist narratives and practices. As much as the new COVID-19 virus has been perceived as an 'outsider' invading human societies rather than an inherent part of the human-animal ecosystem, racialised human 'others' have been blamed as the main carriers and spreaders of this zoonotic virus. For instance, within China people who are from Wuhan (where the pandemic first started) or who have travelled to the Wuhan area have been socially stigmatised and ostracised. At the international level, US-President Donald Trump was quick to frame COVID-19 as a 'Chinese virus' while Asian people around the world have been victims of an increased number of racial incidents and a related resurgence of the 'yellow peril' discourse. Meanwhile, the Chinese state has proclaimed internal control of COVID-19 and is externalising new infections as a merely imported phenomenon. An uptick in xenophobia targeting foreign populations has been evident in both state and public discourse in China, culminating in the recent media reports of severe mistreatment of Africans in Guangzhou.

In light of these recent developments, we seek to organise an international workshop that will investigate and theorise the ongoing processes of racialisation and social boundary-making in the context of the COVID-19 pandemic. We understand racialisation as "the extension of racial meaning to a previously racially unclassified relationship, social practice or group" (Omi and Winant 1986: 64). We are interested in racialisation and boundary making practices based on multiple and intersecting factors such as skin colour, nationality, ethnicity, place of origin, citizenship and immigration status, language and accent, and previous travel experiences.

The workshop will address the following questions:

- How does the COVID-19 pandemic intensify and transform existing social relations/hierarchies and facilitates new forms of racialisation and boundary making practices in China and beyond?
- To what extent are internal and international borders both challenged and reinforced through mediated and restricted flows of racialised or stigmatised bodies, images, ideas, technologies, and goods?

- What are the connections (or disconnections) between the racialisation of overseas Chinese and Asian looking people in the global context and the racialisation of various groups of international migrants in the Chinese context?

Other topics may include:

- Resurgence of nationalist, xenophobic and/or discriminatory discourses of social 'othering' in relation to the COVID-19 outbreak in different societies
- Adaptations of migration regimes in response to the outbreak of the new COVID-19 virus and their uneven impact on the internal and international mobility of minority groups
- Shifting perceptions of Chinese and Asian-looking people outside China, and foreign populations and internally mobile populations inside China at different stages of the COVID19 crisis
- Media and social construction of dangerous and stigmatised mobilities
- Identity politics based on tensions between de-territorialisation and re-territorialisation

We welcome submission from scholars in various disciplines in the social sciences and humanities. Priority will be given to papers with empirically grounded qualitative data. In light of the difficulty of conducting onsite fieldwork during the COVID-19 pandemic, we also welcome papers based on media studies, discourse analysis, auto-ethnography, and online ethnography. Due to the unpredictability associated with cross-border travels in COVID-19 time, we will consider setting up one or two virtual panels for participants who cannot travel to Amsterdam in December 2020. If necessary, we may also consider the possibility of conducting the whole workshop online. There is no registration fee for the workshop. Participants are expected to arrange their own travel plans. We will provide food and drink for all presenters during the workshop. A one-night hotel will also be provided for presenters who are not based in Amsterdam (one person per paper).

Paper proposals should include a title, an abstract (maximum 250 words, specifying your main research question and methodology) and a brief personal biography (150 words) for submission by **30 May 2020**. Please note that only previously unpublished papers or those not already committed elsewhere can be accepted. The organisers plan to publish a special journal issue that incorporates some selected papers presented at the workshop. Please submit your proposal to [a.camenisch@uva.nl](mailto:a.camenisch@uva.nl) and [e.s.c.pulford@uva.nl](mailto:e.s.c.pulford@uva.nl). Notifications of acceptance will be sent out around **20 June 2020**. Participants will be required to send in a completed draft paper (6,000 words) by **15 November 2020**.

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## **STAR Webinar on COVID-19 (Public Health and Education in Transnational Society)**

Greetings from the STAR Scholars Network! We are writing to invite you to join the upcoming webinar series.

Please take a minute to register in advance to attend the event: [https://bit.ly/my\\_STAR](https://bit.ly/my_STAR)

**Topic:** STAR Webinar on COVID-19 (Public Health and Education in Transnational Society)  
Register in advance for this webinar:

**When:** Apr 30, 2020, 10:00 AM (New York), 3:00 PM (London), 7:30 PM (Mumbai), 6:00 PM (Dubai), 4:00 PM (Paris) 10:00 PM (Singapore)

### **Bio of Sanjeeb Sapkota, MBBS, MPH**

Dr. Sanjeeb Sapkota is a medical epidemiologist and works for the federal public health agency. He is the vice president of global health for STAR Scholars Network. He is also the chairperson of Health Committee of Non-Resident Nepali Association. After graduation from medical school in Nepal he worked for World Health Organization headquarters. He has been the consultant of public health to several health ministries in countries in Europe, Africa and Asia. He has published books related to pandemic that are available in amazon.

### **Bio of Peiyi (Peggy) Hu, MD, PhD**

Dr. Peiyi (Peggy) Hu is a Family Medicine doctor working in Indianapolis, Indiana, USA for 20 years. She graduated from Tongji Medical College in Wuhan, China. She had her PhD training in Cell Biology and Genetics/Biochemistry in Rotterdam, the Netherlands, and in St. Louis University, USA. She had her Family Practice residency training in Springfield, IL. Dr. Hu is also actively involved in local community volunteer service. She is one of the leaders in campaign to obtain PPEs (Personal Protective Equipment) and donate them to hospitals and frontline fighters against Covid-19.

Please forward this information on to your colleagues or students who may be interested in attending—registration is free and open to anyone with an interest in education, research and publication.

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STAR SCHOLARS NETWORK, an international forum of scholars that advances global social mobility by using research and advocacy, has been looking for research community members. Visit [the website to register](#) on the STAR roster.

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**Survey Invitation: Factors impacting Chinese academic returnees' research experiences**

Please kindly fill in this survey: <https://www.wjx.cn/m/67083760.aspx?from=singlemessage>.  
It is a project funded by the Ministry of Education, People's Republic of China. Thanks a lot.

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**Survey Invitation: 中国留学归国博士回国动因及回国后的工作和生活状况**

大家好!感谢您参与本次问卷,该问卷是为了解中国留学归国博士回国动因及回国后的工作和生活状况,便于为政府研究改善留学归国人员的工作和生活条件以及完善相关政策,提供参考和依据。问卷匿名,用时约5分钟,数据仅供研究之用,绝不会泄露您的隐私和信息。感谢您的支持!问卷地址: <https://www.wjx.cn/jq/64376185.aspx>

## **Call for Papers —the 3rd International Chinese Sociological Association (ICSA) Annual Conference**

Oxford, UK • July 4-5, 2020

Deadline for Submissions: May 8, 2020

Conference Venue: St. Anne's College, Oxford University

We are pleased to announce that the 3rd Annual Conference of the International Chinese Sociological Association (ICSA) will be held on July 4-5, 2020 at Oxford, UK. The conference will be hosted by Dept. of Sociology, University of Oxford, UK.

The International Chinese Sociological Association (ICSA) is a non-profit organization, registered in California, USA, which aims to promote social scientific research on Chinese societies, cultures, and populations in the world. The 2020 conference theme is "Family Change and Inequality in Chinese Societies and beyond." The conference also welcomes submissions on other topics of interest to the ICSA members. Papers offering comparative perspectives on are particularly welcome. Both complete papers and extended paper abstracts in English will be considered. Paper abstracts must contain sufficient details to suggest timely completion (normally, 5 pages or more). Please provide all authors' names, organizational affiliations, and email addresses.

Graduate students are invited to compete for the ICSA 2020 Nan Lin Graduate Student Paper Award. One paper (published or unpublished) will be selected and the award will be announced and presented with a plaque and a check of USD 500 at the conference, as well as a travel subsidy.

Papers to be considered for the Nan Lin Paper Award must be (1) authored by student(s) only, (2) in English, and (3) to be presented at the 2020 ICSA Conference. Student status must be valid as of the end of Spring 2020. Only complete papers will be considered. Please mark \*Nan Lin Paper Award\* in the Subject Area when submitting online.

### **Instructions for Paper Submissions**

The ICSA Paper Submission Information Submission Site is available on February 10th at <https://www.icsa-sociology.org>. The submission deadline is May 8th, 2020. In the event of any technical difficulties, submissions may be emailed to Shaoping She (spshe@ust.hk). For general enquiries, please contact Maggie Ku (icsa@caser.ust.hk).

Please note that conference participation requires membership in the ICSA. If you are not an active member yet, please become a member first through ICSA's new homepage: <https://icsa-sociology.org>. The membership fees: \$10 for student memberships, \$30 for regular membership fee, and \$600 for the lifetime membership fee.

### **Important Dates**

Feb 7, 2020: On-line submission site opens.

May 8, 2020: Submission deadline.

May 22, 2020: Formal acceptance letters distributed for visa applications.

June 19, 2020: Provisional program available on the website.

June 30, 2020: Full papers due to organizers/ presiders/ discussants.

July 4-5 2020: Conference

Selected papers presented in the conference will be invited for submission to the following peer review journals:

1. Chinese Journal of Sociology (CJS) (eISSN: 20571518 | ISSN: 2057150X), founded in 2015 and published by SAGE, is a peer-reviewed, international journal issued by Shanghai University and co-sponsored with Princeton's Center on Contemporary China (CCC), with an aim to building an academic platform for in-depth discussion of the issues facing contemporary Chinese society from the sociological perspectives.
2. China Review (ISSN: 16802012), published by Chinese University Press in Hong Kong, is the only China-based English journal devoted to the study of Greater China and its people. The journal's SSCI Impact Factor 0.694 in 2017, being ranked in Q2, 32/68 in area studies.
3. Chinese Sociological Review (CSR) (Print ISSN: 2162-0555 Online ISSN: 2162-0563), founded in 1968, now published by Taylor & Francis Inc. 530 Walnut Street, Suite 850, Philadelphia, PA 19106. The journal's SSCI impact factor is 2.3 in 2017, being ranked in Q1, 21/146 in sociology.

For more information, refer [here](#).

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## Job Opportunities

### **Professor(s) / Associate Professor(s) / Assistant Professor(s) (Foundation in Education and Policy Studies in Education) - (200000BB)**

Description

Department/ Unit: Department of Educational Administration and Policy

Closing date: Until the positions are filled

The Department of Educational Administration and Policy is seeking to recruit distinguished scholars for appointment at various professoriate levels in the areas of Foundation in Education and Policy Studies in Education. The Department of Educational Administration and Policy is one of the four academic departments of Faculty of Education of CUHK. The Faculty of Education of CUHK (<http://www.fed.cuhk.edu.hk/>) is an international center for professional training and research in Education. The Faculty is ranked 18th internationally in the subject ranking in Education in 2019 Times Higher Education. Further information about the Department is available at <http://www.fed.cuhk.edu.hk/eap>.

Applicants should have (i) excellent academic qualifications including a doctoral degree in policy studies in education, sociology of education, philosophy of education or related discipline; (ii) a strong research background in areas that will contribute or add to the existing strengths of the Department; (iii) a track record of programmatic research and publications; (iv) potential to obtain competitive research grants; and (v) strong commitment to excellence in teaching and scholarship.

The appointees will (a) teach undergraduate and postgraduate courses; (b) supervise postgraduate students; (c) bid for external competitive grants; and (d) assist in administrative matters. The appointees are expected to play a key role in teaching and research initiatives in foundation in education and policy studies in education.

Applicants should complete the online application form and upload a full curriculum vitae with details of three referees. Appointments will normally be made on contract basis for up to three years initially, which, subject to funding and mutual agreement, may lead to longer-term appointment or substantiation later. Substantive appointment can be considered for candidates of full Professor rank with proven international academic standing and leadership, and an exceptional record of research and scholarship. Applications will be considered until the positions are filled.

Job: Professoriate, Teaching and Research Academic Posts

Organization: Department of Educational Administration and Policy

Unposting Date: Ongoing

## **中国人民大学社会学系**

### **2019-2020 学年教师招聘启事**

为有效推进“双一流”建设，满足学院和学科发展需要，中国人民大学社会学系 2019-2020 学年拟面向海内外公开招聘教师 4 名和师资博士后 1 名。

#### **一、岗位需求及条件**

##### **1、社会学方向：教师，3 名**

- ◆ 社会学专业博士学位，毕业于海内外一流高校。
- ◆ 49 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表突出。
- ◆ 能够承担社会学及相关学科教学与科研任务，积极参与学科建设；社会理论、社会政策、经济社会学、组织社会学、政治社会学等方向优先，其他社会学分支领域亦可。

##### **2、人类学方向：教师，1 名**

- ◆ 人类学专业博士学位，毕业于海内外一流高校。
- ◆ 35 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表突出。
- ◆ 能够承担相关学科教学与科研任务，积极参与学科建设。

##### **3、社会学方向：师资博士后，1 名**

- ◆ 社会学专业博士学位，毕业于海内外一流高校。

◆ 35 岁及以下，师德高尚、具备良好教学能力、富有团队合作精神、英语交流能力较强、科研发表良好。

◆ 能够承担社会学及相关学科教学与科研任务，积极参与学科建设。科学社会学、大数据与互联网研究优先，其他社会学分支领域亦可。

## 二、招聘程序

有意向应聘者请访问中国人民大学人才招聘网（网址：[zhaopin.ruc.edu.cn](http://zhaopin.ruc.edu.cn)），在“教师招聘”和“师资博士后招聘”栏目中查看我院招聘岗位类型、招聘人数、岗位职责、任职条件、专业要求、招聘截止日期等重要信息。应聘者请在网站中注册并填写简历，根据网站提示上传相应材料。简历填写完成后，根据个人情况和岗位信息选择希望申报的岗位。

## 三、联系方式

联系人：李老师，010-62514984，[summer8998@ruc.edu.cn](mailto:summer8998@ruc.edu.cn)；

朱老师，[zhubin2015@ruc.edu.cn](mailto:zhubin2015@ruc.edu.cn)。

本招聘启事常年有效，招满为止。

关于所招聘教师的岗位类型、招聘对象、基本条件、招聘程序及其他具体事项，请详见“中国人民大学 2019-2022 学年教师岗位、师资博士后岗位招聘公告”（附件一）。

[附件一：中国人民大学 2019-2022 学年教师岗位、师资博士后岗位招聘公告](#)

### 【中国人民大学社会学系简介】

中国人民大学社会学系是具有国内领先水平、国际良好声誉、理论特色鲜明、师资实力雄厚、培育层次健全、基础条件优越、兼收并蓄包容、发展潜力巨大等特点的社会学教学与科研机构，在社会学学科领域中占据重要地位和拥有重大的影响力。

追溯既往，社会学在中国人民大学有近 70 多年的历史。20 世纪 50 年代初，中国人民大学成立伊始，许多著名社会学家来到人民大学工作，例如陈达、李景汉、吴景超、

赵承信、戴世光、陈文仙、全慰天等，为人民大学 20 世纪 80 年代初社会学的恢复和发展奠定了重要基础。

1984 年，中国人民大学建立社会学研究所；1985 年，建立社会学理论与方法硕士点；1987 年，建立社会学系，同年开始招收本科生；1993 年，建立社会学理论与方法博士点；1996 年，被列为“211 工程”重点建设学科；2002 年，被列为国家重点学科；2007 年，入选国家级特色专业；2016 年，获得“双一流”建设资金支持。

中国人民大学社会学系拥有博士学位一级学科授予权，拥有博士、硕士和学士学位授予权。1998 年，经国务院学位办批准始建博士后流动站，同时建立人类学硕士点；2001 年，建立人类学博士点；2002 年，建立民俗学硕士点。

Jobs: HKUST (Guangzhou) Professor/Associate Professor/Assistant Professor in Urban Governance and Design

**Job Title:** Professor/Associate Professor/Assistant Professor

**Institution:** The Hong Kong University of Science and Technology (Guangzhou)

The Hong Kong University of Science and Technology (HKUST) is a world-renowned international research university. The Ministry of Education of People's Republic of China officially approved the preparatory status of HKUST (GZ) in September 2019. The Guangzhou campus covers 1.13 square kilometers and the first phase of construction is expected to be completed in 2022. At steady state, the number of undergraduate and postgraduate students will reach a total of 10,000. The intended areas of focus in the GZ Campus will be thematic and cross-disciplinary in nature, synergistic with HKUST without overlapping academic degrees or structures. 4 Academic Hubs (equivalent to school) with 16 Thrust Areas (equivalent to department) are being planned.

As one of the four transdisciplinary hubs at GZ campus, the Society Hub, aims to conduct cutting-edging research and disseminate knowledges to assist in the economic and social development of the Greater Bay Area (GBA) and beyond. The Society Hub now invites applications or nominations for faculty openings at all levels of Professor, Associate Professor and Assistant Professor in the Thrust Area Urban Governance and Design. We welcome applicants who employ quantitative methods to conduct transdisciplinary research on social and economic issues (e.g., education/human capital, health and aging, inequality/poverty, population and migration, transportation and communication networks, smart city, etc.).

Applicants must have a PhD degree in relevant fields. Senior academics should have proven teaching commitment and performance, experience and readiness in cross disciplinary curriculum and program design, and demonstrated service to the academic community and/or the public. Successful candidates will contribute to a post-graduate training program focusing on urban research and policy.

Salary is highly competitive of international standard and will be commensurate with qualifications and experience. Start-up research funds and excellent research equipment and support will be provided.

English is the medium of instruction and administration at HKUST (GZ) campus. HKUST (GZ) is committed to diversity in recruitment and equal opportunity employment and we strongly encourage suitable candidates of diverse backgrounds to submit their applications.

### **Application Procedure**

Applications/Nominations should be sent to gzrecruit soc @ust.hk together with (i) full CV; (ii) a statement of research, teaching, and service, if any; (iii) three most representative samples of research, all in PDF formats; (iv) records of teaching performance, if any. Junior and mid career applicants should arrange for 3 letters of recommendation to be sent.

Deadline: Review of applications will commence on March 2nd 2020 and will continue until the positions are filled.



HKUST (GZ) Campus under Construction



## About the Network for Research into Chinese Education Mobilities



A research community for sharing of research ideas and events related to Chinese education mobilities. We understand 'Chinese' and 'education mobilities' in a broad sense.

The Network for Research into Chinese Education Mobilities (NRCEM) is the continuation of our highly successful Sociological Review Foundation Seminar Series on '[A Sociology of Contemporary Chinese \(Im\)mobilities: Educating China on the Move](#)'. This seminar series has not only attracted [renowned and emerging scholars](#) to present their [cutting-edge research](#) on various forms of and issues around Chinese education mobilities, but also gathered synergy of a community of scholars from different parts of the world interested in this important field of research and scholarship. To take this seminar series further, we have decided to establish this Network (NRCEM) to carry out networking and research events. We are currently inviting contributions to our '[Research Highlights](#)' section (800-1,200 words reports) as well as recruiting [committee members](#). If interested, please get in touch by emailing [chineseedmobilities@outlook.com](mailto:chineseedmobilities@outlook.com).

You can follow us on [Podcasts](#), [Facebook](#) and on Twitter [@ChiEdMobilities](#)