CALL FOR PAPERS

SPECIAL FEATURE

Belonging and home-making in the internationalised campus

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DEADLINE for draft papers: 31 October 2022

Against the backdrop of current higher education (HE) internationalisation discourse, dominated by market-driven concerns and deficit-based perspectives on ‘international’ and under-represented minority students, there is a need to understand how universities can become more welcoming places for all students. Problematising the divide between ‘international’ and ‘home’ students that puts into question who the campus belongs to, this special feature aims to promote a perspective on the internationalisation of HE based on the view of university campuses as intercultural spaces that all students need to learn to navigate and inhabit.

To this end, we invite contributions that foreground students’ experiences of the internationalised university campus as they engage in multilingual, intercultural and aesthetic home-making practices in an effort to transform the campus environment into a place of comfort and belonging. Home is a multidimensional concept — simultaneously a place, a feeling and an experience (Bahun & Petrić, 2018) — in which complex interactions between space, time and relationships take place (Papadopoulos, 2018). Home-making, understood as practices, processes and routines of making oneself at home in a specific environment, is a universal human capacity, which is at the same time an individual practice (Rapport, 2018). By focusing on students’ home-making as day-to-day practices on spatial, material and social levels, this special feature aims to provide fresh insights into students’ experiences of university and the ways in which they manage, or do not manage, to make a home for themselves on the internationalised campus.

We particularly welcome contributions that draw on new materialism perspectives on higher education, which emphasise the spatial, embodied, performative, and aesthetic dimensions of human experience (e.g. de Freitas & Curinga, 2015; Ros i Solé, Fenoulhet & Quist, 2020). By investigating how students understand intercultureality and belonging through their linguistic and social practices, and the aesthetic and artefactual manifestations of these practices and experiences, the collection aims to provide an account of the embodied, relational and intimate intercultural life of students on the internationalised campus.
An important aspect of students’ home-making refers to engaging with the spaces, artefacts, technologies, tools and ‘rituals’ to accommodate the academic work of reading, writing, thinking and discussing ideas with others within the university campus. We invite contributions that take into account the material, somatic, aesthetic and affective experiences surrounding students’ academic study practices, and their multilingual and intercultural practices and encounters when doing academic work outside of the classroom.

We welcome proposals for empirical and conceptual articles on topics including, but not limited to:

- exploring the implications of unversity campuses as intercultural spaces
- decentring the ‘home’/’international’ student dichotomy by reimagining students as dwellers within the internationalised campus who interact with its material, aesthetic, communicative, and performative dimensions in the process of home-making
- students’ lived experiences within the internationalised campus environment and their accommodation; the material, relational and communicative resources they draw on as they navigate, inhabit and make a home there
- students’ engagement with interculturality and linguistic resources on the internationalised campus
- the spaces and material realities of students’ engagement with academic work (reading, writing, thinking, listening to podcasts, discussions with others) outside of classes
- the aesthetic and affective experiences of engaging with academic work
- the multilingual and intercultural practices, and social networks students engage with when doing academic work outside of classes
- the affective, performative and aesthetic manifestations of ‘being a student’ in the internationalised campus, and their contributions to the sense of belonging.

Submitting to this special feature
Early expressions of interest in the form of an abstract of 300–500 words, up to six references, and a 50-word biographical statement should be sent to BOJANA PETRIĆ (b.petric@bbk.ac.uk)
To submit an article, or for more information about the journal, please visit the LRE

References