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Abstract

This paper examines the idea of tribes and territories, as an example of a theory developed and applied within higher education research of relevance to higher education policy. It traces the origins and meaning of the term, reviews its application by higher education researchers and discusses the issues it raises and the critiques it has attracted. It is concluded that while, like all theoretical frameworks, tribes and territories has strengths and weaknesses, it remains of use for thinking about academics, disciplines, their relations and associated policy areas. (HRK / Abstract übernommen)