## **HRK** Hochschulrektorenkonferenz

Die Stimme der Hochschulen

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### **Title**

We Loved It Because We Felt That We Existed There in the Classroom! : International Students as Epistemic Equals Versus Double-Country Oppression / Aneta Hayes

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#### **Abstract**

The article compares student narratives of engagement in internationalization in the United Kingdom and Germany. The comparison signals a new area of critical sociology of internationalization which shows signs that internationalization in non-Anglophone countries may evolve under conditions the article calls "double-country oppression.― "Double-country oppression denotes a situation whereby international students are put at risk of exclusion not only on the basis of lacking characteristics that â€bind€• them to the country of education (in this case Germany) but also, and perhaps primarily, because they lack characteristics that bind€• them to Anglophone countries, despite being located in a non-Anglophone country. As such, "double-country oppression€• has important pragmatic and conceptual implications as it calls into question analytical paradigms which center around the nation-state. The emergence of "double-country oppression€• also challenges the view

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that there are new possibilities for epistemic democracy as more non-Anglophone countries enter the internationalization competition. (HRK / Abstract übernommen)