Dismantling the U.S. vs. Int’l Dichotomy: Creating Synergy between Global Ed and Diversity, Equity and Inclusion

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Honoring the People

• Giving respect to the land and the Coahuiltec people, the indigenous peoples of this region. Gratitude to the Native people in each of the Four Directions.

• Thank you to all the workers, whose labor allows us to eat, drink, have electricity and conduct all of our efforts that we are engaging in here today.

• Thank you to AAC&U and all others involved in organizing this important space for us today.
“Access without Support is not opportunity”

Engstrom, Tinto (2009)
Undergraduate Years

- Miami University (OH)
- Study Abroad
- South Africa & Nepal
- Anthropology & Black Studies
Master Degree Years

- Indiana University
- More Travels
- Anthropology/Black Studies
- 9/11 (MSA)
- Hip Hop Activism
Hip Hop & Activism
U.S. Diversity, Social Justice, Anti-Racism (NCORE, WPC, etc.)
The Journey to Intercultural (SIIC)
Concordia College: Moorhead, MN
Standing Rock (ND)
“For a colonized people the most essential value, because the most concrete, is first and foremost the land: the land which will bring them bread and, above all, dignity.”

— Frantz Fanan
The Wretched of the Earth
University of Michigan – Ann Arbor
Swarthmore College
University of Massachusetts Amherst

THE INSTITUTE FOR TEACHING EXCELLENCE & FACULTY DEVELOPMENT
Bringing Intercultural and Global Ed to U.S. Diversity & Social Justice
• Bringing U.S. Diversity & SJ to Intercultural and Global Ed
• Why DEI Resistance to Global Ed/Intercultural?
• Critiques: Global Ed/Intercultural often de-historicizes and lacks explicit power analysis.
• Privileged groups benefit and marginalized don’t (who has access?)
• Intercultural viewed as “International” and threat to U.S. Diversity in the name of “Globalizing Higher Education/Organizations”
• Diversity and Social Justice often dismissed by Global Ed as U.S.-specific only and not relevant beyond, particularly with regards to race.
How U.S. Diversity and SJ Can Benefit from Intercultural

- U.S. Diversity and SJ tend to emphasize power and social identity with little cultural analysis, creating an imbalance in the approach and resulting in often-ineffective overall strategies, methods and efforts that are not holistic.
- Often does not focus on connections between U.S. context with inequity in other contexts.
- Although the approach has real benefits, it should be part of a broader approach to strengthen effectiveness.
Why the Divide is so Problematic

• U.S. vs. International framing and structure is dichotomous & inadequate in effectively engaging complexities of the 21st Century (e.g. Immigration)
• Globalization is powerful & dynamic, we must better understand the interrelated and interconnected realities perpetuating global inequities that occur at the local, regional, and global levels
• Lacking a postcolonial lens does not challenge historical implications on present-day circumstances, therefore benefiting the powerful.
• Dealing only with culture, benefits the powerful
• Global Ed lacks diversity from marginalized identities because of the dichotomy
• Pretending that historical inequities like racism is U.S. specific ignores all of colonial history
Between 1650 and 1860, approximately 10 to 15 million enslaved people were transported from western Africa to the Americas. Most were shipped to the West Indies, Central America, and South America.
Decolonizing the Work
Confronting Nation-State framing and Neoliberalism in Global Ed

• Purely engaging the work based on nation-states perpetuates the colonial process by ignoring the histories and identities of indigenous people and other marginalized groups.

• Lacking an explicit power analysis makes Global Ed an agent of neoliberalism

• We must decolonize Global education and question corporate agendas that perpetuate neoliberalism and dominant corporate globalization
Case Example History: Islam & “the West”

- Orientalism
- Crusades
- Reconquista (Spain)
- Colonialism
- Post-Colonialism
- Israel
- U.S. inheritance of Colonial History
- Neo-colonialism
- Neoliberalism
THE WORLD OF ISLAM
DISTRIBUTION OF WORLD POPULATION

Muslim percentage of state population

- 86-100
- 66-85
- 36-65
- 16-35
- 5-15
Post-2016 U.S. Election
“Muslim Ban”
Towards Inclusive Excellence in Global Ed

- International Orientation
- Engaging Int’l Students on social identities in home countries and in the U.S.
- Creating and strengthening Diasporic connections
- Equity and Inclusion of a more diverse Global Ed faculty and admin
- Better partnerships between DEI and Global Ed resources (incl. CDO/SIO partnerships)
Towards Inclusive Excellence in Global Ed (cont.)

• Pre-Departure (add equity lens)
• Diversification of Study Abroad
• Support for a more diverse student profile
• Preparation of staff (incl. in-country) and faculty to support diverse student profiles
• Re-entry
• Connecting returning study abroad students with international students
INTERCULTURAL PRAXIS MODEL
KATHRYN SORRELLS, PH.D.

INTERCULTURAL PRAXIS
- Process of critical, reflective thinking and acting
- Allows us to navigate complex and challenging intercultural situations
- Raises awareness, increases critical analysis, and develops socially responsible action

INQUIRY
- Curiosity about self and others who are different from ourselves
- Interest in learning, growing, and understanding others
- Willingness to take risks and suspend judgment
- Flexibility to challenge worldview and be changed

ACTION
- Linking intercultural understanding with responsible action to make a difference
- Challenge stereotypes, prejudice, and systemic inequities
- Use positionality, power and privilege to generate alternative solutions
- Compassionate actions that create a more socially just, equitable and peaceful world

REFLECTION
- Capacity to learn from introspection
- Ability to observe and alter our perspectives and actions
- Capacity to view ourselves as agents of change
- Necessary for all aspects of intercultural praxis

DIALOGUE
- Creative process where meanings flow and new understanding emerges
- Relationship of tension that is oppositional and transformative
- Quality of communication that involves connection, empathy and respect
- Stretching across difference that is essential for building community

POSITIONING
- Socially constructed categories of difference position us in terms of power
- Consider how we are positioned in relation to others
- Our positioning impacts how we make sense of and act in the world
- Consider who can speak and who is silenced; whose knowledge is privileged

FRAMING
- Different perspective-taking options
- Awareness of frames of reference that include and exclude perspectives
- All perspectives and views are limited by frames
- Ability to shift perspectives between micro, meso and macro frames

INFOGRAPHIC BY JESSICA ARANA
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