

Dismantling the “U.S. vs. Int’l Dichotomy: Creating Synergy between Intercultural and Social Justice

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Honoring the People

- Acknowledgment of the traditional and unceded territory of the Secwépemc Nation, the indigenous people of this land. Gratitude to the indigenous 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 Kyra and all others at TRU and beyond involved in organizing this important space for us today.

“Access without Support is not opportunity”



Engstrom, Tinto (2009)

Growing Up Indian-American Muslim (Hyderabadi)

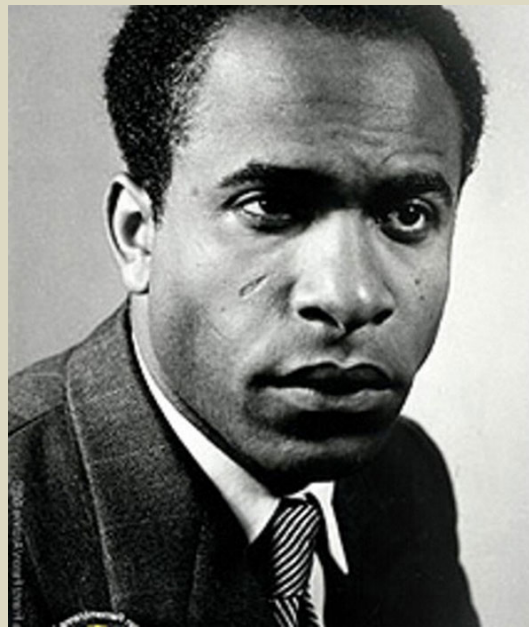


Springfield, Ohio: Prototypical American Post-Industrialism



“The oppressed will always believe the worst about themselves.”

- Frantz Fanon



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



From Spoken Word to Hip Hop



Hip Hop & Activism



U.S. Diversity, Social Justice, Anti-Racism (NCORE, WPC, etc.)



Loras College: Dubuque, IA



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 Fanon
The Wretched of the Earth

University of Michigan – Ann Arbor



Trying to Bridge the Divide

- Bringing Intercultural and Global Ed to U.S. Diversity & Social Justice
- Bringing U.S. Diversity & SJ to Intercultural and Global Ed
- Why 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 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 over-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

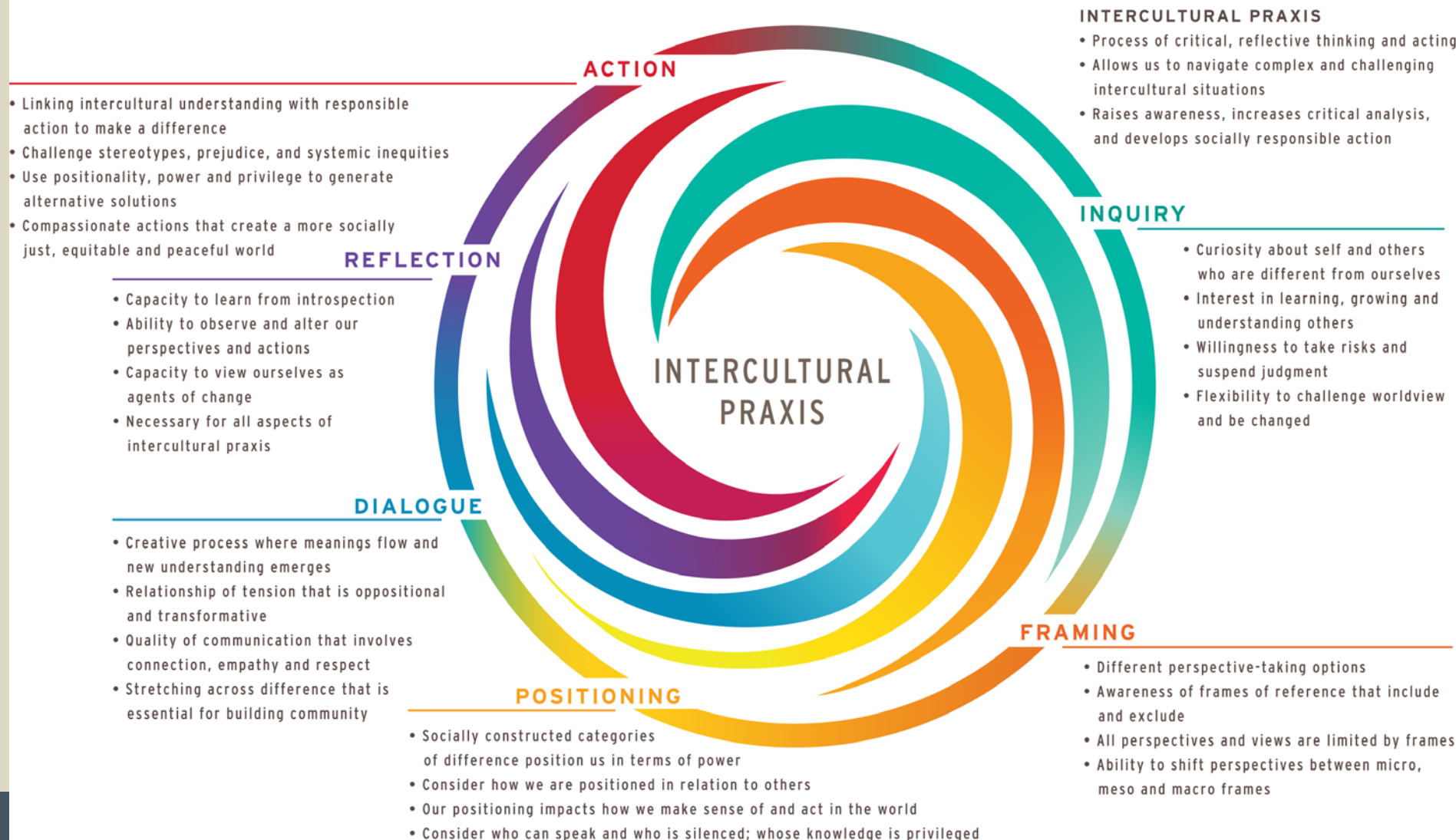
Why the Divide is so Problematic

- 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
- Intercultural lacks diversity from marginalized identities because of the dichotomy
- Pretending that historical inequities like racism is U.S. specific ignores all of colonial history



INTERCULTURAL PRAXIS MODEL

KATHRYN SORRELLS, PH.D.



Decolonizing Intercultural



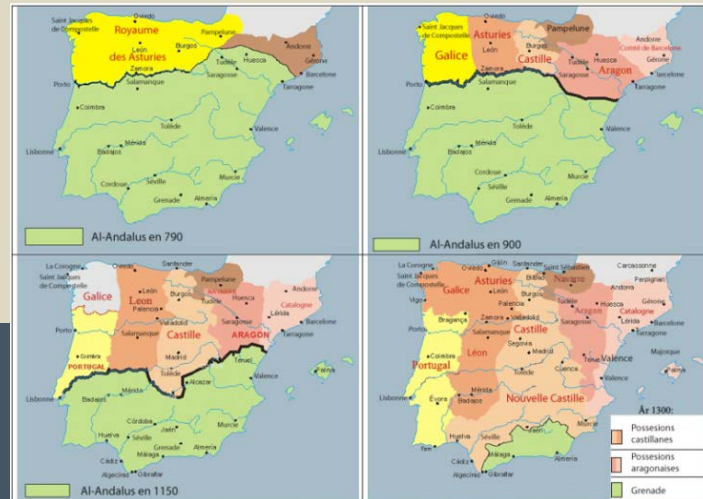
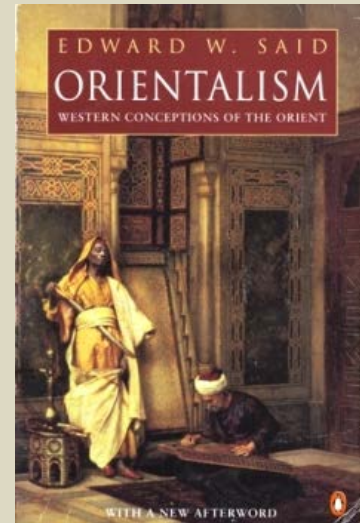


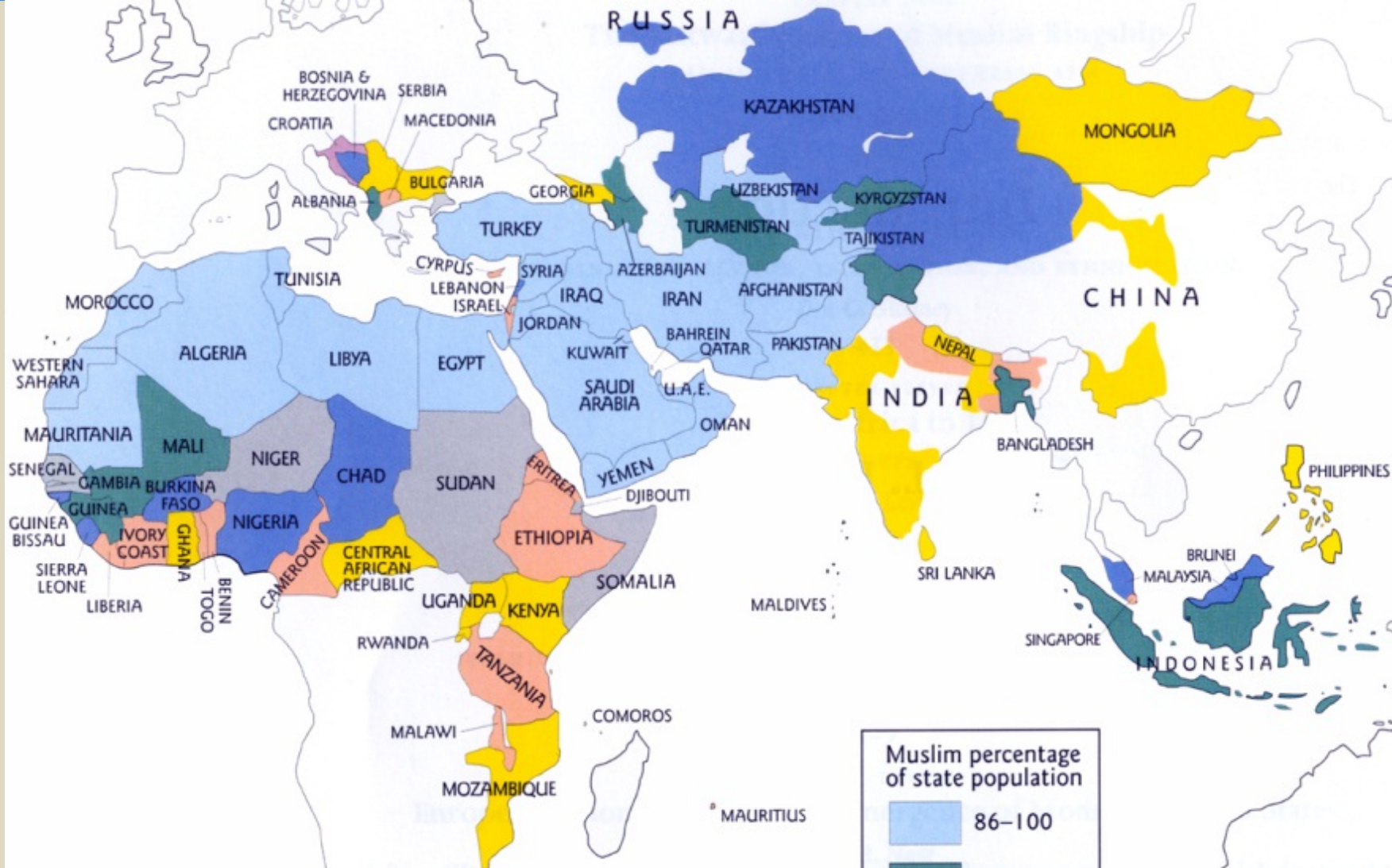
Confronting Nation-State framing and Neoliberalism in Intercultural

- 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 the intercultural an agent of neoliberalism
- We must decolonize intercultural education and question corporate and non-profit/NGO 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

2016 Presidential Election



“Muslim Ban”



What is Intercultural Competency?

One's ability to effectively navigate the complexity of human similarities and differences across various socio-cultural contexts accounting for privilege and marginalities as part of that negotiation.

-Amer F. Ahmed

(Adapted from Dr. Milton J. Bennett)

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

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