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"



BY CATHY ENGSTRON AND VINCENT TINTO

Donald, who describes himself as black, Indian, and Donakiann, went to two high schools in San Francisco and Los Angeles. He liked the first school. It was challenging and the teachers were concerned about his welfare. But because of family problems, he left San Francisco and moved in with a faster family in Los Angeles. There he were to a school he describer as a "bad, had school." He dide's inern anything and scon quit. Undeserred, he earned a GRD and ensered Cerritos Community College, Bring on his own as age 21 and determined to get a college degree.

Carly, Deprinting a measurement profile on "Only or Materian and Anto-Only divergences of Stagitory and an experimental control of the stage on an origination on a divergence on a divergence of a method of the stage of the Divergin Anglescence of Internet Control and an antice stage of the Although and the divergence of the stage of the diverging of the stage of the diverging of the stage o

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Conversion-Automate Passanaer 2008

Engstrom, Tinto (2009)

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Growing Up Indian-American Muslim (Hyderabadi)









Springfield, Ohio: Prototypical American Post-Industrialism



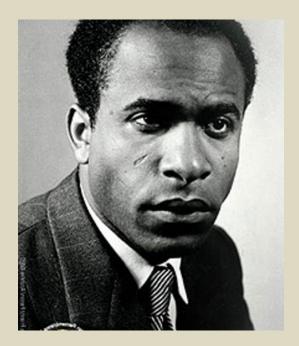


Springfield



"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



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Hip Hop & Activism











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









Loras College: Dubuque, IA





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The Journey to Intercultural (SIIC)



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Concordia College: Moorhead, MN



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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









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.



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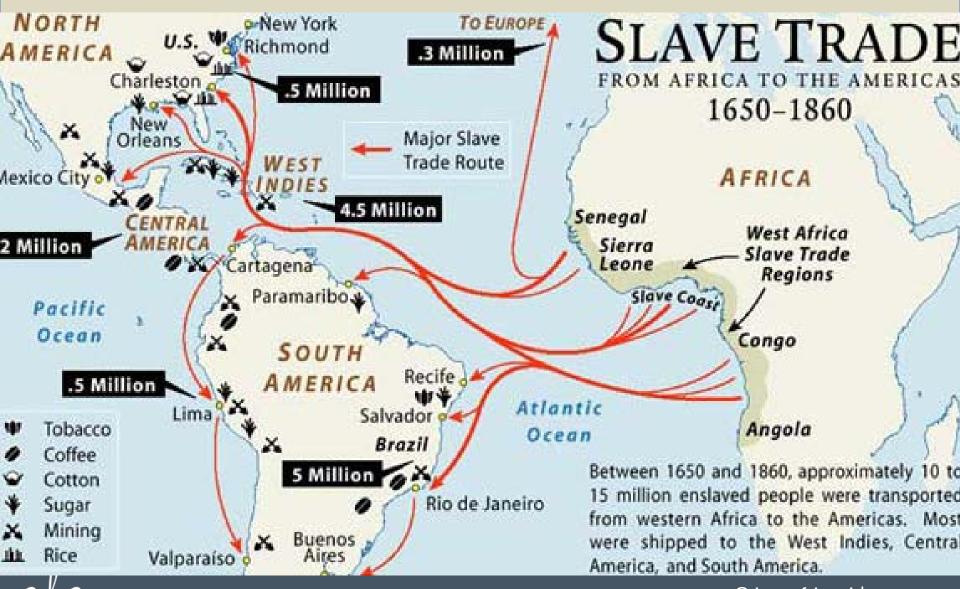
How U.S Diversity and SJ Can Benefit from Intercultural

- 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

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INTERCULTURAL PRAXIS MODEL KATHRYN SORRELLS, PH.D.



DIALOGUE

· Creative process where meanings flow and new understanding emerges

intercultural praxis

- 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

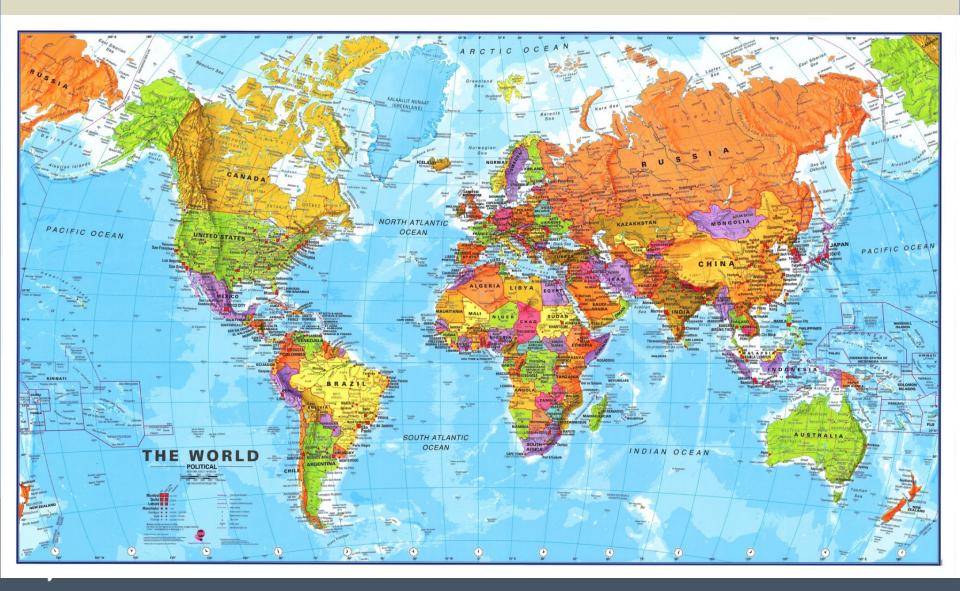
- Socially constructed categories
- of difference position us in terms of power
- · Consider how we are positioned in relation to others
- Our positioning impacts how we make sense of and act in the world
- Consider who can speak and who is silenced; whose knowledge is privileged

INTERCULTURAL PRAXIS

FRAMING

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

Decolonizing Intercultural





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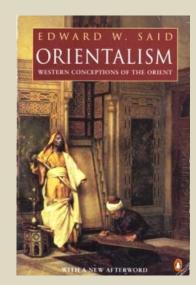
Confronting Nation-State framing and Neoliberalism in Intercultural

- Purely engaging the work based on nationstates 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"

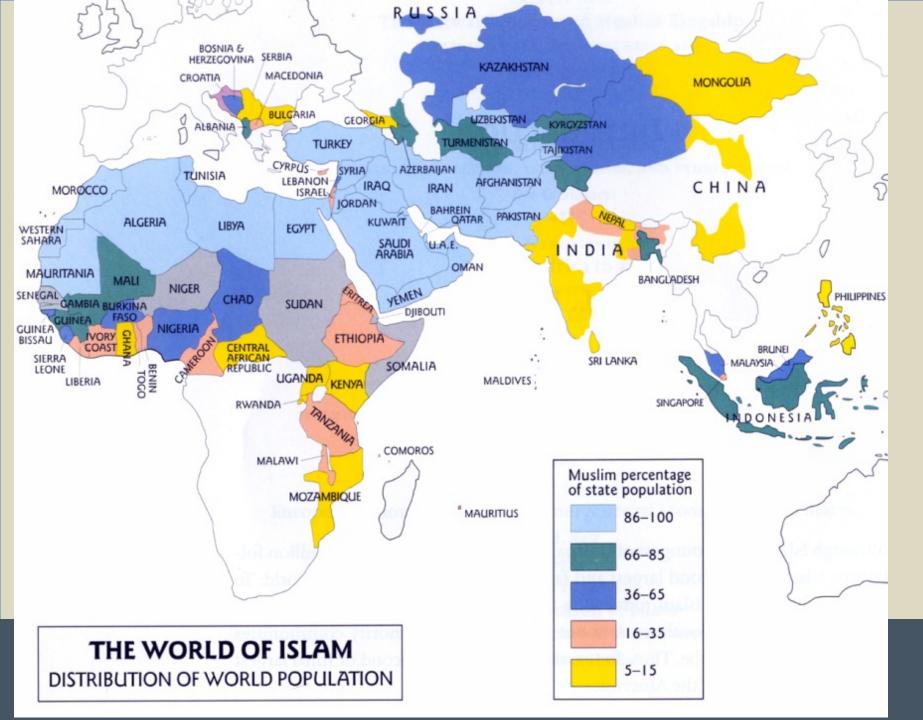
- Orientalism
- Crusades
- Reconquista (Spain)
- Colonialism
- Post-Colonialism
- Israel
- U.S. inheritance of Colonial History
- Neo-colonialism
- Neoliberalism











2016 Presidential Election









"Muslim Ban"



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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)

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

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