



# *STRENGTHENING DIVERSITY AND INCLUSION IN GLOBAL EDUCATION*

Amer F. Ahmed, Ed.D.

Director – Intercultural Teaching & Faculty Development

University of Massachusetts Amherst

[DrAmerFAhmed@gmail.com](mailto:DrAmerFAhmed@gmail.com)

Twitter: @DrAmerFAhmed

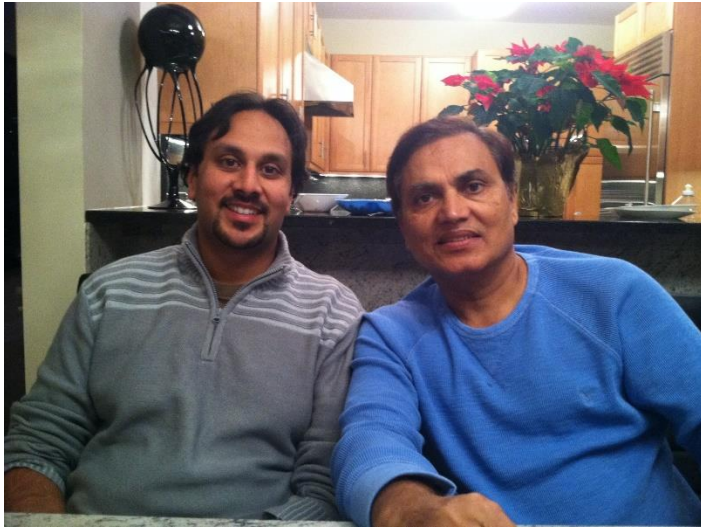
W.I.S.E: February 9, 2017

# HONORING THE PEOPLE

- Giving respect to the land and the Catawba people, the indigenous people of this land.
- 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 at this Forum.
- Thank you to W.I.S.E. organizers and sponsors for creating this important space.
- Join us for the Winter Institute for Intercultural Communciation! [www.intercultural.org/wiic.html](http://www.intercultural.org/wiic.html)



# GROWING UP INDIAN-AMERICAN MUSLIM (HYDERABADI)



**"We Are Here**

**Because**

**You Were There"**





# SPRINGFIELD, OHIO: PROTOTYPICAL AMERICAN POST-INDUSTRIALISM



Designed by TownMapsUSA.com



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

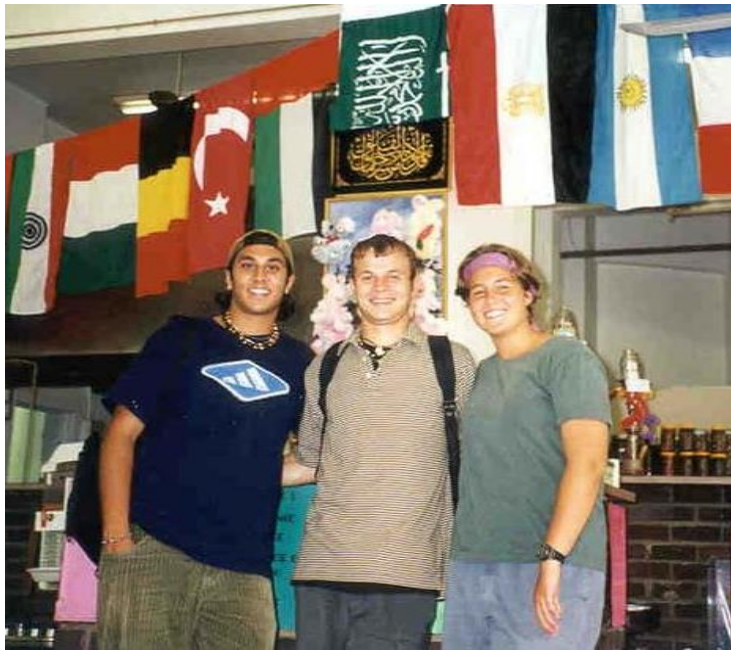
- Frantz Fanon





# 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)

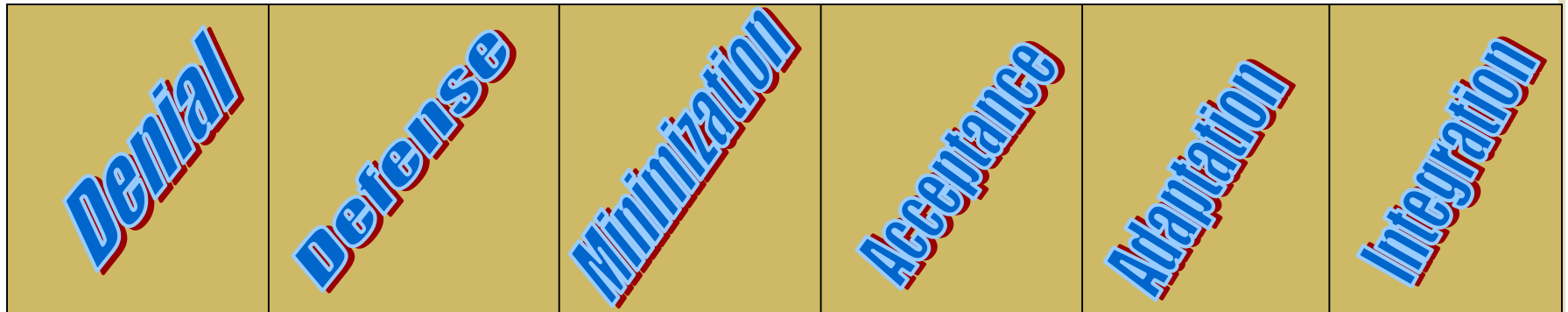




# EXPERIENCE OF DIFFERENCE



## DEVELOPMENT OF INTERCULTURAL SENSITIVITY

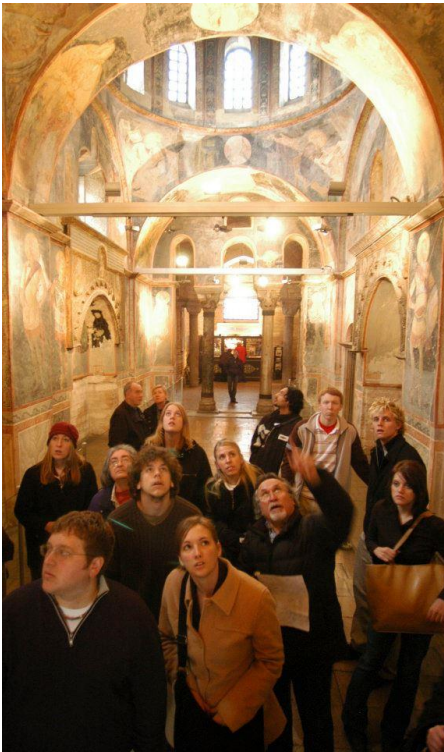


Ethnocentric Stages

Ethnorelative Stages



# 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 21<sup>st</sup> 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

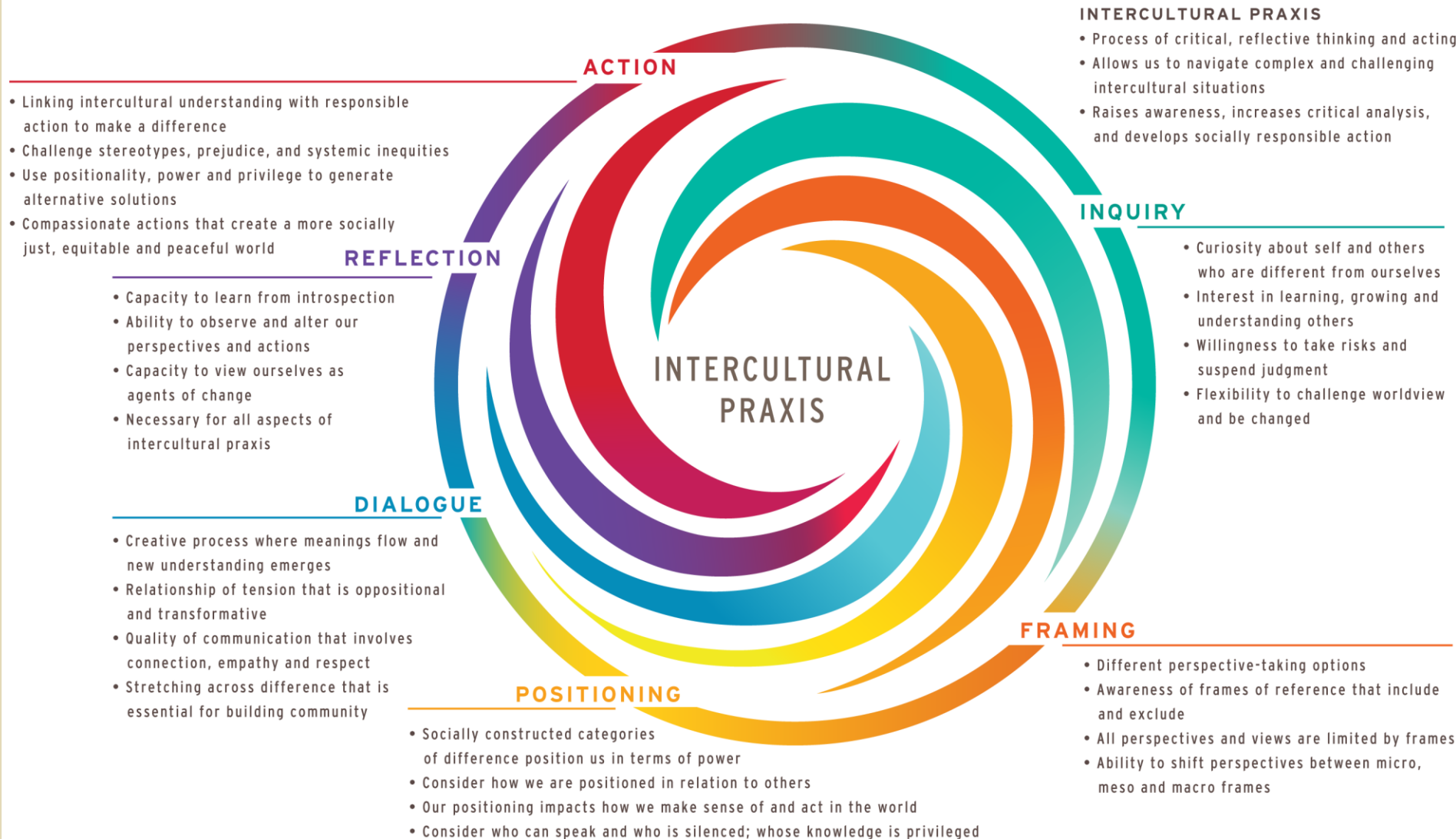






# INTERCULTURAL PRAXIS MODEL

## KATHRYN SORRELLS, PH.D.



# DECOLONIZING INTERCULTURAL







# CONFRONTING NATION-STATE FRAMING AND NEOLIBERALISM IN INTERCULTURAL

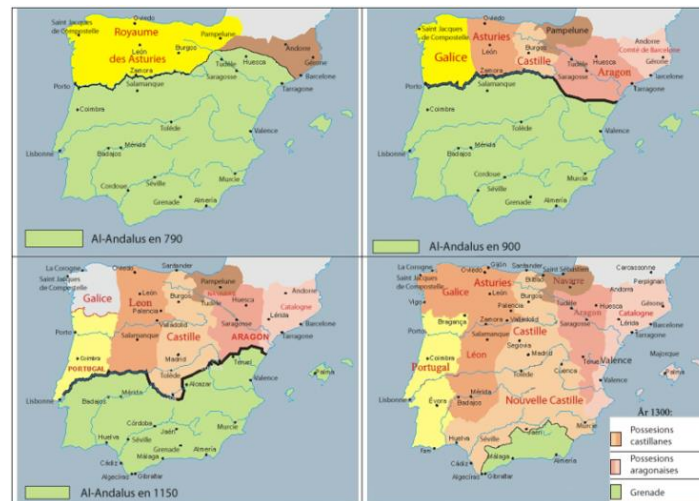
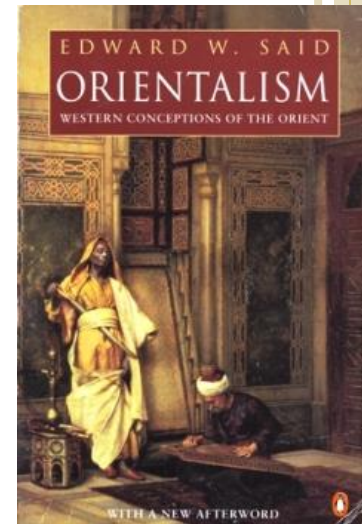
- Purely engaging the work based on nation-states perpetuates the colonial process by ignoring the histories and identities of indigenous people and other marginalized groups.
- Lacking an explicit power analysis makes the intercultural an agent of neoliberalism
- We must decolonize intercultural education and question corporate and non-profit/NGO agendas that perpetuate neoliberalism and dominant corporate globalization

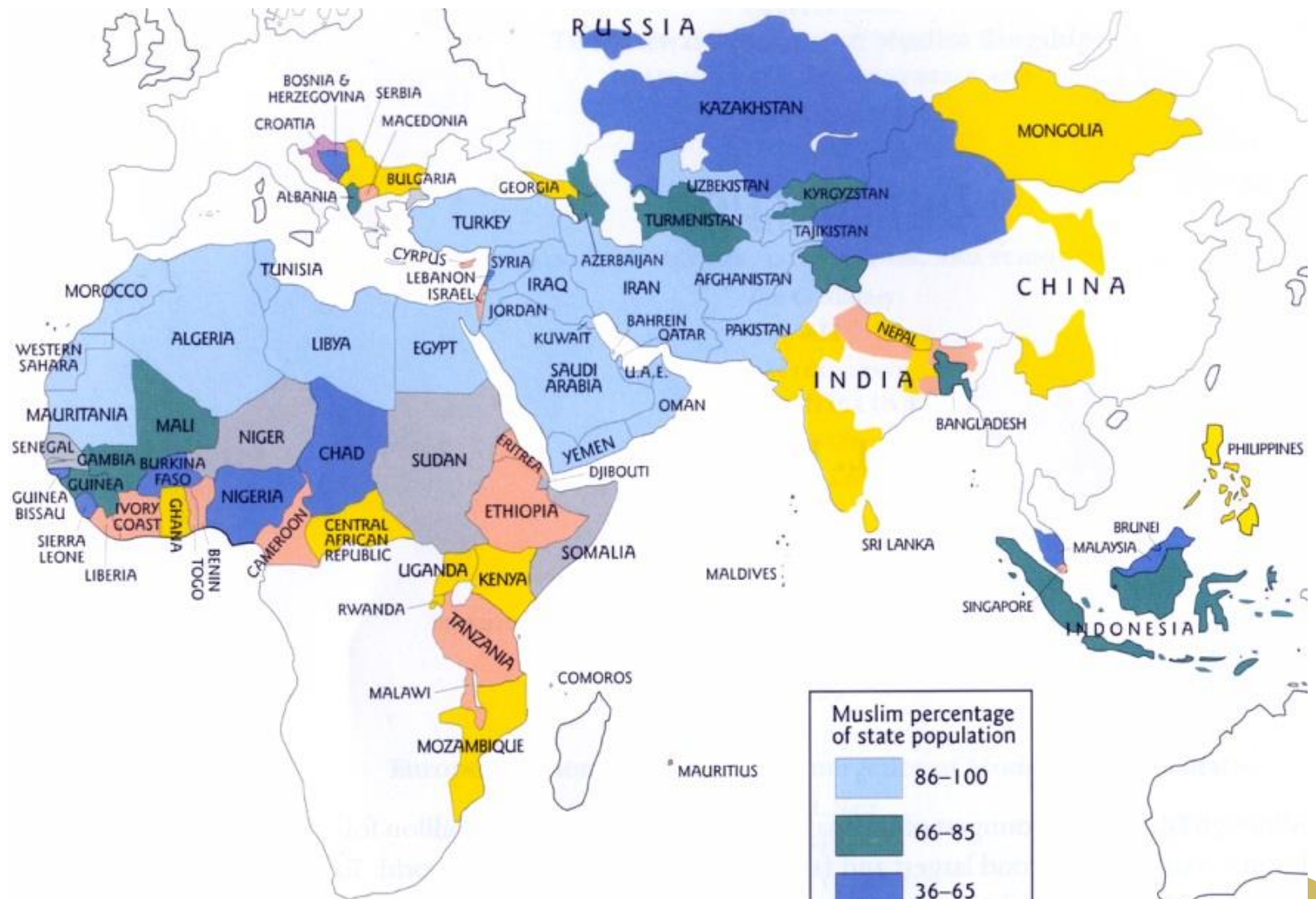




# CASE EXAMPLE HISTORY: ISLAM & “THE WEST”

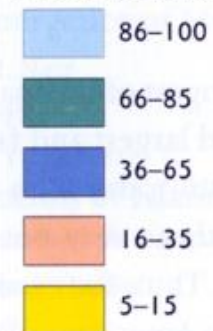
- Orientalism
- Crusades
- Reconquista (Spain)
- Colonialism
- Post-Colonialism
- Israel
- U.S. inheritance of Colonial History
- Neo-colonialism
- Neoliberalism





**THE WORLD OF ISLAM**  
DISTRIBUTION OF WORLD POPULATION

Muslim percentage  
of state population





# 2016 PRESIDENTIAL ELECTION





# “MUSLIM BAN”



# COURAGE IN THE FACE OF HATE











*THANK YOU!*

W.I.S.E: February 9, 2017

Amer F. Ahmed, Ed.D.

[DrAmerFAhmed@gmail.com](mailto:DrAmerFAhmed@gmail.com)

Twitter: @DrAmerFAhmed