

Contexts and Conceptualizations of Multiculturalism, Internationalism, and Community Engagement

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Roots

- Context: Civil Rights movements, desegregation politics and legislation. Brown v. Board of Ed, 1954; Civil Rights Acts 1964, 1968
- Radical Movements: Anti-war, Black Power, Brown Power, Asian American, feminist, gay and lesbian movements. Third World movements: decolonization and migrations. Histories of struggle and resistance.
- 1968 student strikes
 - San Francisco State, UC Berkeley: Third World Liberation Front
 - Push for recruitment of students and faculty from historically excluded populations, increased voice and power of students from these communities
 - Insurgent knowledges: push for programs that collectively came to be known as Ethnic Studies: Black Studies, Chicano Studies, American Indian Studies, Asian American Studies. First College of Ethnic Studies at SF State. 1st Ethnic Studies Dept. at UC Berkeley. Knowledges from, and relevant for, subjugated communities

Roots

- Grassroots movements: challenge to the status quo, social/political institutions.
Insurgent programs
- Education that includes knowledge about and for different communities: histories, exclusions, subordinations, resistances, creation of alternatives
- “Regular” education normalizes, is built on, and reproduces hierarchy, exclusion, systems and structures of power and subordination
- Broader questions for education and the rise of multicultural education.
 - Questions about representation, different voices, perspectives
 - Questions about the role of education in US society
 - Effects on social identities, social relationships, student development

Shifting Contexts

- 70s Pushback: budget cuts, programs closed
 - Contexts: Attacks on movements. COINTELPRO.
 - Legally: 2nd Post-Reconstruction Era. Undoing the political, legal tools gained in the civil rights movement. Ex: affirmative action: “reverse discrimination,” move away from addressing ongoing effects of historical exclusions. Instead turn to the educational benefits of diversity (UC Regents v Bakke, 1978)
- 80s conservatism: Reagan era
 - “Culture wars”: difference is divisive, pulls America apart. Struggles over representation. Ex: add some diverse authors to existing syllabi

Shifting Contexts

- Neoliberal Era
 - Affirmative Action. Reinforcement of the purpose of diversification: educational benefits of diversity rather than undoing ongoing effects of histories of racism. From Bakke to Grutter v Bollinger and Gratz v Bollinger (2003)
 - Diversity as market value
 - Marketing of difference
 - Focus on cultural competence for entry into marketplace,
 - Recruiting diverse students/faculty as a matter of financial viability (US and international students)
 - Therapeutic? Feel better about place in academia (both conservative and progressive critiques)
 - Market relationships with communities vs. building deep, collaborative relationships

Shifting Contexts

- Neoliberal Era (cont.)
 - Diversity, Equity, and Inclusion
 - Workshops, trainings, consultants, speakers
 - “For everyone” in institution (old model focused on “minorities”). This is important but what is lost? Empowerment, attention to insurgent knowledges, who has voice and power in larger dynamics of racism, white supremacy
 - Diversity, Inc. (Pamela Newkirk). Jan. 2020: \$8 bill industry.
 - Research that trainings don’t lead to change. (Frank Dobbin and Alexandra Kalev, “Why Doesn’t Diversity Training Work? The Challenge for Industry and Academia,” *Anthropology Now*, 10:48-55, 2018)
 - For all institutions. Ex: Oak Park Heights Supermax Prison: Diversity and Inclusion Initiatives. What is the larger purpose?

Snapshot: Concepts in Context

	Reconstruction	Modern Civil Rights and Radical Movements	'80s Conservatism: 2nd Post-Reconstruction	Neoliberal Era
Drivers	Ending of slavery, extending the work of liberation	Civil Rights, Radical, and Student Movements: Black, Chicana, Asian American, American Indian, and other movements	Diversity within Reagan-era politics and contexts of economic, cultural, social conservatism. Individual responsibility, denial of structural and systemic racism. Free market ideologies: individual choice. Anti-immigration politics	Diversity for marketing. Biopolitical project: Managing populations. Free market ideologies, monetization of all value, market principles
Goals	Education for racial uplift: creation of leaders (WEB DuBois)	Knowledge about and for subordinated communities. Push for Ethnic Studies, Women's Studies, Black Studies. Increased numbers of students, staff, faculty from these communities. New residential options, programs, centers	Diverse voices (e.g. inclusion of some works of diverse writers). Adding a day or a unit. Push for "diverse" students, faculty	Institutions claim diversity enhances educational experiences for marketing purposes

Chart draws from Roderick Ferguson, *The Reorder of Things: The University and Its Pedagogies of Minority Difference*, Minneapolis: Univ. of MN Press, 2012; Jodi Melamed, *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*, Minneapolis: Univ. of MN Press, 2011; Jenny Sharpe, "Postcolonialism in the House of U.S. Multiculturalism," *A Companion to Postcolonial Studies*, eds. Henry Schwarz and Sangeeta Ray, Blackwell, 2004; Thomas Kessinger, "40 Years of Service Learning, 1969-2009," socialchange101.org

	Reconstruction	Modern Civil Rights	'80s Conservatism, 2nd Post- Reconstruction	Neoliberal Era
Contexts for Internationalism	Context of US nation-building, ascendancy among nations	Changes in immigration laws: new populations from nations fighting for decolonization	Immigrants included in diverse voices. Also anti-immigration movements	Internationalism and multiculturalism as either rich sources for cultural exchange and experience or as threats
Service Learning, Community Engagement		Predecessor Highlander Folk School (1932). Freedom schools and other alternative schools connect radical politics and community work with education. VISTA	Increase in service learning programs. Service as a social good. Campus Compact created 1985. <i>Michigan Journal of Service Learning</i> launches 1994: research on benefits of service learning.	1998: National Commission on Service Learning Early 2000s: civic responsibility. Also move from service learning to community engagement and development of critical service learning (Tania Mitchell).
Tools	New Civil Rights legislation following from Civil War Amendments to the Constitution (13th, 14th, 15th Amendments)	Civil Rights Act, Voting Rights Act, Affirmative Action. Social movements.	Affirmative Action: to enhance educational experience (diversity), not to address historical inequities. ADA (counters the trend)	Remnants of Affirmative Action. Marketing for cultural exchange

	Reconstruction	Modern Civil Rights	'80s Conservatism: 2nd Post-Reconstruction	Neoliberal Era
Pushback	Post-Reconstruction elimination of legislative, judicial, political tools	Anti-civil rights movements, violence	Scaling back of affirmative action as “reverse discrimination.” Culture wars. Erasure of understanding of power in constructions of difference. Reduction of legislative, judicial, political tools	Anti-affirmative action as “reverse discrimination.” Anti-Black/Latinx/Asian/Immigrant movements. Increase in visibility of neo-fascist, white supremacist movements, fed by neoliberal dehumanization
Contestation		Revolutionary movements push liberal civil rights movements. Liberal CR movements make revolutionary impulse invisible to many	Resistance, advocacy, and alternative practices on smaller scales	Continued resistance, counter-movements, alternatives (Undercommons). More LGBTQIA, indigenous and faculty, staff, students of color; push against neoliberal framings

Macalester Statements

Mission statement:

Macalester is committed to being a preeminent liberal arts college with an educational program known for its *high standards for scholarship and its special emphasis* on internationalism, multiculturalism, and service to society.

Macalester Internationalism, Multiculturalism, Service to Society

From Macalester's Statement of Purpose and Belief:

At Macalester College we believe that education is a fundamentally transforming experience. As a community of learners, the possibilities for this personal, social, and intellectual transformation extend to us all. We affirm the importance of the intellectual growth of the students, staff and faculty through individual and collaborative endeavor. We believe that this can best be achieved through an environment that *values the diverse cultures of our world* and recognizes our responsibility to provide a *supportive and respectful environment for students, staff and faculty of all cultures and backgrounds...*

U.S. Identities and Differences General Education Requirement

Rationale:

By recognizing that social groups and identities emerge from complex cultural, economic, political, social and institutional processes, the United States Identities and Differences Requirement focuses on the *historical origins and contemporary implications of these power-laden processes*. An understanding of identities and differences provides students with particularly important knowledge about the contemporary world, *as global citizens need to appreciate the nuance, complexity and history of group differences*. *Inequalities in power influence identities and differences throughout the world*. The United States Identities and Differences Requirement focuses on the United States as an exemplar, but the knowledge and skills that it fosters will be transferable to other national and international contexts.

Requirement:

Students must take at least one course devoted to the study of forms or forces that create, reflect, maintain, or contest identities of, and differences amongst, U. S. social groups (based in, for example, race, class, ethnicity, gender, language, nation, dis/ability, religion, sexuality).

Internationalism General Education Requirement

Rationale:

By recognizing that all lives are shaped by historical dynamics and contemporary structures that operate on transnational, international, and global levels, the Internationalism Requirement contributes to Macalester's commitment to preparing a thoughtful and principled citizenry that takes account of the complexities of a global society. An understanding of these complexities dislodges presuppositions about what is universal and what is particular, informs thoughtful consideration of how to address pressing issues, places persons and nations in context, and encourages reflection about one's identity, agency and responsibility in the world.

Requirement:

Students must take at least one course devoted to the study and analysis of social, cultural, scientific, aesthetic or ethical questions that arise through transnational or international encounters, systems, economies, processes, or dynamics.

Statement of Student Learning: Student Learning Goals and Outcomes

#4: Intercultural knowledge and competence are necessary for effective interaction across differences that can exist between individuals and communities, both locally and globally, and can facilitate service to society that is in a spirit of reciprocity and partnership.

Strategic Plan

Increase the diversity within our student body, faculty, and staff, with a particular emphasis on increasing the presence and retention within our community of traditionally under-served populations.

Rationale

Few would argue with the assertion that increasing the diversity of the Macalester community is the *right* thing to do. Our contention is that it is also the *strategic* thing to do, for the following reasons: First, as the demographics of the United States change through the current century, it is critical for Macalester's health that it be able to recruit and retain students from parts of the country and from demographics where we will see the most growth. Second, institutions thrive when they are acting in ways consistent with their mission, and Macalester's mission identifies multiculturalism as a core component of the education we provide. Third, we believe that the campus community translates into better recruitment and retention of both students and employees. And fourth, as colleges are increasingly being challenged on the extent to which they are serving the public good, it will be beneficial for Macalester to be able concretely to demonstrate a deep commitment to educating and employing populations that reflect the population of our local and national communities.

Albert Einstein famously defined insanity as doing the same thing over and over again and expecting different results. We would not go so far as to say that Macalester's efforts to diversify the campus have been insane, but we do believe that simply continuing our current efforts will produce the same results and that those results, while not without some positives, are insufficient. We would argue, therefore, that the college needs to take some new and concrete steps in order to reach our diversity goals.

Quality and Distinctiveness

Reinforce Macalester's distinctive excellence in internationalism and, more broadly, encourage every department and program in the college to seize and develop opportunities to be distinctive in additional ways that serve our students well.

Rationale

We believe that it is essential for Macalester to strike the right balance between the broad strength expected from a highly selective liberal arts college and the distinctiveness necessary to distinguish the college from peer institutions. "Balance" is the crucial goal, since there are risks associated with both too little and too much distinctiveness: too little and Macalester risks a loss of visibility and attractiveness in an increasingly competitive admissions market; too much and we risk being perceived as too narrowly specialized.

The one area of distinctiveness that seems unquestionably to merit continued support, investment, and promotion is internationalism. For decades this has been a strength associated with Macalester, and a very high percentage of our incoming students continue to identify internationalism as an area of academic interest. The importance of a more global and less insular education, moreover, has now been broadly embraced by both American colleges and the general public. This last point carries both benefits and risks: it is fortunate that our longstanding strength is in an area that is widely recognized as attractive, but it is also therefore the case that we face increasing competition as more and more colleges promote their commitment to "Internationalism" or "global citizenship." Decades of experience combined with an urban location should provide us with powerful advantages as we approach this challenge.

If we expect to continue to make a credible argument that internationalism is more deeply ingrained in the life of Macalester than is the case at most other institutions, we must view our commitment to this area as continually evolving. We have seen this during the past decade in the creation of the Institute for Global Citizenship and in the creation of concentrations in areas such as Community and Global Health, Human Rights and Humanitarianism, and International Development. The next decade must bring continued evolution....

Internationalism and Global Citizenship

If we want to maintain that internationalism and global citizenship is more engrained at Macalester than other places, our strategy for it must continually evolve.

We have started already by establishing the Institute for Global Citizenship and a number of concentrations in areas such as public health, human rights, and international development.



Why Now?



Out of Macalester's 40 peer schools, 20 now state in their mission a commitment to internationalism and/or global citizenship. Other institutions are catching up to our historic commitment to these values.

What will make Macalester distinctive from that group—and how do we stay in front?

How?



A global community. This year, international students make up 15 percent of Macalester's student body, representing 89 countries. In the years ahead, we must stay connected to our mission by maintaining both a large and diverse population of international students.



Bright lights, big city. Right now, over 60 courses at Macalester connect the classroom to our metropolitan location, an increasingly diverse community where more than 80 languages are spoken. Our off-campus connections will grow and expand as we form new partnerships with organizations and businesses.



Worldwide paths. Sixty percent of Mac students study away for a semester or more, and last year 285 students studied in 57 countries. In the future, students will have more opportunities to incorporate internships and civic engagement into their time away.

Diversity

Institutions thrive when they are acting in ways consistent with their mission, and our mission identifies multiculturalism as a core component.

In the years ahead, we need to take some new and concrete steps in order to reach our diversity goals.



Why Now?



The range of experiences among Macalester's student body broadens each person's perspective here—and that prepares students to engage in diverse workforces and communities after graduation. Our community is more vibrant and more positive if it is diverse in all ways, including first-generation college students.

Internationalism

How?



Test change. Consider joining an increasing number of our peers in becoming test-optional for applicants, given the direct correlation between standardized scores and family income.



Professors, too. Set aside 3-5 tenure-track faculty lines for targeted searches for qualified professors who meet curricular needs and increase diversity.

Multifaceted Problems ↻



Ongoing. It's not enough to bring a more diverse population to Macalester. How can we do more to support and foster the success of traditionally underserved populations?

Conceptualizations of Internationalism, Multiculturalism, Community Engagement, and the Origins of the IGC: Campus Critique

"As Institute takes form, diversity questions persist," Rebecca DeJarlais and Eliot Brown, *The Mac Weekly*, December 9, 2005

"The role of multiculturalism in the Institute for Global Citizenship has served as a point of contention since its plans were first released over a year ago.... All sides seem to recognize that the project, still in its infancy, could serve as a defining feature of the college, and thus the subject has fueled the debate over multiculturalism's role at Macalester.... Criticism of a perceived international bias at the institute adds to a history of dissatisfaction from multicultural advocates at Macalester...."

Food for Thought/Understanding our Contexts: Additional articles and letters in *The Mac Weekly*

- ["Institute for Global Studies and Citizenship,"](#) Rebecca DeJarlais, October 21, 2005
- ["Dissent and the Global Institute: moving forward,"](#) Seth Schlotterbeck, '06, January 27, 2006
- ["A range of views: What function should the Institute for Global Citizenship serve?"](#) November 9, 2007
- ["A critical examination of global citizenship,"](#) Andrew Pragacz, March 13, 2009
- ["Global citizenship – brought to you by apartheid?"](#) Sarah Levy, '12, November 13, 2009