



RETHINKING GLOBAL CONTEXTS

EQUITY, INTERSECTIONALITY, AND
CITIZENSHIP IN HIGHER EDUCATION



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OVERVIEW

- recent events worldwide contribute to global tensions; educational and social justice remain far from reach
- definitions and enactments of multiculturalism and equity vary greatly, and sometimes perpetuate or mask the marginalization of communities of color
- theories of intersectionality and citizenship address gaps in mainstream enactments of multiculturalism

PURPOSE

- promote discussion about how theories of intersectionality and citizenship can achieve increased equity and support diversity and decolonization in global higher education

RETHINKING GLOBAL CONTEXTS

MULTICULTURAL EDUCATION

- when grounded in dominant interests and assumptions, multiculturalism is challenged by globalization and cosmopolitanism
- “multicultural education provides sensible and concrete guidelines for action, within the existing context of schools and society, that can lead to increased equity for all students” (Banks, 2006, p. 188).

INTERSECTIONALITY AND CITIZENSHIP

- global citizenship is integral to multicultural education (Banks 2004, 2008)
- Nussbaum (2002) frames the construct of citizenship as a series of concentric circles (e.g. cultural, regional, national, global identifications, etc.)
- globalization and decolonization can be complimentary

RETHINKING IDENTITY AND CITIZENSHIP

- the notion of “cultures in transition” evokes the multiple ways in which cultures—as well as the identities that they recursively shape and inform—interact with factors such as socioeconomic class, politics, and citizenship (Caraballo, 2012)
- globalized notions of identity can overlook the reality and significance of the continuous crossing of figurative and literal borders, whether across nations or communities

TRANSCULTURAL CITIZENSHIP

“possesses more explanatory power than global citizenship...for understanding our commitment to both global *and* local” identities and cultural contexts (2015, p. 85).

IN PRACTICE: RETHINKING CIVIC ENGAGEMENT

- educators can build upon socioeconomic trends and educational perspectives
- access to technology and the prevalence of digital networks lead to cross-cultural interactions
- example: blogging and internet networking contribute to new forms of international civic participation among transnational Ghanaian youth (Knight-Diop, 2011)

ONGOING AND EMERGING COLLABORATIONS

Between Queens College (US) and Cape Peninsula University of Technology (CPUT):

- student and faculty exchanges
- scholar exchange among faculty in division of education
- Critical friends group for graduate education students engaged in participatory action research as part of their professional development

LOOKING AHEAD

- theories of intersectionality and citizenship can function as a lens to examine multiple perspectives, discourses and practices in global higher education
- such a lens can assist educators, scholars, and researchers to address some of the existing gaps in higher education curriculum, pedagogy, and research

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