intercultural

transcending culture & power in american higher education

greg tanaka

The Intercultural Campus Transcending Culture And Power In American Higher Education

Kenneth J. Saltman

The Intercultural Campus Transcending Culture And Power In American Higher Education:

The Intercultural Campus Gregory Kazuo Tanaka, 2003 In a post 9 11 nation that is gripped by race fear this book presents an approach to diversity that promotes peace and understanding across difference Discussing studies conducted over an eight year period The Intercultural Campus reveals the underlying sources of racial fragmentation on college and university campuses and outlines a new framework for diversity Citing the results from an innovative four year project that completely transformed the culture of a university Greg Tanaka describes specific programs that all campuses should implement when admitting diverse classes Signaling a larger shift for progressives away from binary essentialized notions of identity to individual agency or subjectivity this book advances a social change philosophy based in interdependence and highlights the skills that future U S leaders will need to interact successfully with others in our diverse global society The Struggle for Justice, Equity, and Peace in the Global Classroom McClean, Marva, 2023-06-23 In the current state of global upheaval with the rallying call for human rights and justice for people who have been historically marginalized the curriculum must be decolonized to ensure that children identified as marginalized and at risk are receiving an equitable education that is based on respect and acceptance of their cultural heritage as well as their human rights The Struggle for Justice Equity and Peace in the Global Classroom investigates the global classroom as a site of transformation for educators who dare to take action to replace oppressive and repressive practices with emancipatory strategies grounded in critical consciousness The book s contents convey the pluralism that defines America and the world investigating how educators can re envision the future through an engagement with the past and an understanding of how the historical continuities of racial intolerance and social injustice continue to impact classroom teaching and the outcomes of children whose lives are shaped by the aftermath of slavery and oppression Covering topics such as colonial education inclusive classrooms and student agency this premier reference source is an excellent resource for teachers school administrators literary scholars community activists teacher educators preservice teachers researchers and academicians Black Lives Matter in US Schools Boni Wozolek, 2022-07-01 Winner of the 2023 Outstanding Book Award presented by the Division B of the American Educational Research Association Black Lives Matter in US Schools critically examines the relationship between schooling and sociocultural abolitionist movements such as BlackLivesMatter Aligning with a long history of education scholars who have insisted on the enmeshed nature of schools and society the book addresses the role of various forms of curricula that perpetuate anti Blackness while simultaneously shaping Black ways of being knowing and doing While its focus tends toward issues of normalized violence Black Lives Matter in US Schools is equally concerned with possibilities for justice stemming from curricular change and affects like hope and love that are central to radical acts of resistance to oppression Themes range from critical literacies to IQ tests from Afro surrealism to historiography as the book strategically tacks between traditional forms of qualitative and quantitative research and more personal narratives Black Lives Matter in US Schools

speaks powerfully against the continued onslaught of inequities in schools and their communities working to create space for forms of learning that are responsible to and for Black lives Schooling and the Politics of Disaster Kenneth J. Saltman, 2010-06-10 Schooling and the Politics of Disaster is the first volume to address how disaster is being used for a radical social and economic reengineering of education From the natural disasters of the Asian tsunami and the hurricanes in the Gulf Coast to the human made disasters in Iraq Afghanistan Haiti Sudan Indonesia the United States and around the globe disaster is increasingly shaping policy and politics This groundbreaking collection explores how education policy is being reshaped by disaster politics Noted scholars in education and sociology tackle issues as far ranging as No Child Left Behind the War on Terror Hurricane Katrina the making of educational funding crises in the US and the Iraq War to bring to light a disturbing new phenonmemon in educational policy The Psychologically Literate Citizen Dana Dunn, 2013-01-01 The concepts of psychological literacy and the psychologically literate citizen promise to invigorate a new global approach to psychology education They pose a basic question What attributes and capabilities should undergraduate psychology majors acquire Many psychological organizations have defined psychological literacy by guidelines and lists of student learning outcomes but although psychology educators across the globe have been working towards helping students to acquire these attributes over the past 50 years educators have only recently explicitly delineated attributes and learning outcomes and sought to develop appropriate learning teaching and assessment strategies including whole program approaches The contributors to this volume argue that psychological literacy is the most important outcome of an undergraduate psychology education and that psychologically literate citizens use their knowledge of psychology to problem solve in ethical and socially responsible ways that directly benefit their communities In this book a rich variety of international perspectives contribute to the development of the two key concepts of psychological literacy and the psychologically literate citizen Authors provide practical guidance for classroom psychology educators as well as curriculum developers and reviewers Ultimately they make the case for a paradigm shift in psychology education Handbook of Research on Race, Gender, and the Fight for Equality Prescott, Julie, 2016-03-31 Diversity in the workforce can be attributed to both a popular cultural shift and legislative intervention Despite these forces discrimination endures in all aspects of Western society from education to employment Unequal pay and opportunities for promotion are symptoms of a systematic discrimination of individuals based on race and gender The Handbook of Research on Race Gender and the Fight for Equality provides a critical look at race gender and modern day discrimination Focusing on workplace and educational dynamics the research found within this book addresses equal opportunity and diversity requirements from a myriad of perspectives This book is an essential reference source for professionals and researchers working in equality as well as managers and those in leadership roles Handbook of Multicultural Counseling J. Manuel Casas, Lisa A. Suzuki, Charlene M. Alexander, Margo A. Jackson, 2016-05-26 Celebrating its 20th anniversary The most internationally cited resource in the arena of multicultural counseling the Handbook of

Multicultural Counseling by J Manuel Casas Lisa A Suzuki Charlene M Alexander and Margo A Jackson is a resource for researchers educators practitioners and students alike Continuing to emphasize social justice research and application the Fourth Edition of this best seller features nearly 80 new contributors of diverse backgrounds orientations and levels of experience who provide fresh perspectives to every chapter Completely updated this classic text includes new chapters on prevailing social issues and covers the latest advances in theory ethics measurement clinical practice assessment and more

Multicultural Education ,2005 Intercultural Communication Education and Research Hamza R'boul,Fred Dervin,2023-05-12 Seeking to uncover underlying epistemic invisibilities in generating intercultural communication education and research knowledge and to open up space for envisaging interculturality alternatively this book reexamines and problematizes the assumptions and ontologies in the conceptual systems of interculturality In enunciating and critiquing what has been largely endorsed normalized and taken for granted this volume brings to the fore different changing and situated understandings of intercultural ontologies and epistemologies in terms of premises workings and objectives unveiling the entangled factors and contexts that have delimited and circumscribed the realm The authors believe that the field would benefit from some cognitive and sensory dissonance while reengaging effectively with notions to move forward In particular they endeavour to de monumentalize and disrupt the very conceptual tenets that may have rendered interculturality myopic repetitive monolithic and aseptic in expanding the epistemic concerns of the intercultural especially in the English language This book will be an essential read for scholars and students of the sociology of education educational philosophy and intercultural education and also for all readers interested in the broad field of interculturality

Our Underachieving Colleges Derek Bok,2009-02-28 Drawing on a large body of empirical evidence former Harvard President Derek Bok examines how much progress college students actually make toward widely accepted goals of undergraduate education His conclusions are sobering Although most students make gains in many important respects they improve much less than they should in such important areas as writing critical thinking quantitative skills and moral reasoning Large majorities of college seniors do not feel that they have made substantial progress in speaking a foreign language acquiring cultural and aesthetic interests or learning what they need to know to become active and informed citizens Overall despite their vastly increased resources more powerful technology and hundreds of new courses colleges cannot be confident that students are learning more than they did fifty years ago Looking further Bok finds that many important college courses are left to the least experienced teachers and that most professors continue to teach in ways that have proven to be less effective than other available methods In reviewing their educational programs however faculties typically ignore this evidence Instead they spend most of their time discussing what courses to require although the lasting impact of college will almost certainly depend much more on how the courses are taught In his final chapter Bok describes the changes that faculties and academic leaders can make to help students accomplish more Without ignoring the

contributions that America's colleges have made Bok delivers a powerful critique one that educators will ignore at their peril <u>Learning to Speak, Learning to Listen</u> Susan E. Chase, 2011-03-15 Over the past three decades colleges and universities have committed to encouraging embracing and supporting diversity as a core principle of their mission But how are goals for achieving and maintaining diversity actually met What is the role of students in this mission When a university is committed to diversity what is campus culture like In Learning to Speak Learning to Listen Susan E Chase portrays how undergraduates at a predominantly white urban institution which she calls City University a pseudonym learn to speak and listen to each other across social differences Chase interviewed a wide range of students and conducted content analyses of the student newspaper student government minutes curricula and website to document diversity debates at this university Amid various controversies she identifies a defining moment in the campus culture a protest organized by students of color to highlight the university s failure to live up to its diversity commitments Some white students dismissed the protest some were hostile to it and some fully engaged their peers of color In a book that will be useful to students and educators on campuses undergoing diversity initiatives Chase finds that both students willingness to share personal stories about their diverse experiences and collaboration among student organizations student affairs offices and academic programs encourage speaking and listening across differences and help incorporate diversity as part of the overall mission of the university One Paradiam, Many Worlds Mitchell Rosenwald, 2009-10-02 One Paradigm Many Worlds Conflict Resolution across the Disciplines surveys how the paradigm of collaborative conflict resolution shapes a variety of disciplines Conflict resolution examines the theory research strategies and spirit that accompany subscription to this win win approach to conflict In the past few decades such a collaborative approach has emerged to challenge existing win lose paradigms to approaching conflict that are predicated on some form of violence and unacknowledged unchanging power differentials By challenging these existing paradigms One Paradigm Many Worlds documents and instructs on the merits of the collaborative approach to conflict resolution It promises a broad and contemporary examination of how this paradigm both influences and holds the potential to influence a number of different professional and academic disciplines The text is organized in four sections They focus on the application of conflict resolution in the human services elementary secondary education higher education and a range of other disciplines philosophy communication international relations With such a breadth contained in the text One Paradigm Many Worlds unifying core is the centrality of conflict resolution as a paradigm supportive of cooperation positive communication and relationship to self to others to organizations and institutions and to society Educational Leadership for Ethics and Social *Justice* Anthony H. Normore, Jeffrey S. Brooks, 2014-01-01 The purpose of this book is to examine and learn lessons from the way leadership for social justice is conceptualized in several disciplines and to consider how these lessons might improve the preparation and practice of school leaders In particular we examine philosophy anthropology sociology economics political science public policy and psychology Our contention is that the field of educational leadership might consider taking a step

backward in order to take several forward That is educational leadership researchers might re examine social justice both in terms of social and individual dynamics and as disciplinary specific multidisciplinary and interdisciplinary phenomenon By adopting this approach we can connect and extend long established lines of conceptual and empirical inquiry and thereby gain insights that may otherwise be overlooked or assumed This holds great promise for generating refining and testing theories of social justice in educational leadership and will help strengthen already vibrant lines of inquiry That is rather than citing a single or a few works out of their disciplinary context it might be more fruitful to situate educational leadership for social justice research in their respective traditions. This could be carried out by extending extant lines of inquiry in educational leadership research and then incorporating lessons gleaned from this work into innovative practice For example why not more clearly establish lines of educational leadership and justice research into the Philosophy of Social Justice Economics of Social Justice Political Studies of Social Justice Sociology of Social Justice Anthropology of Social Justice and the Public Policy of Social Justice as focused and discrete areas of inquiry Once this new orientation toward the knowledge base of social justice and educational leadership is laid we might then seek to explore some of the natural connections between traditions before ultimately investigating justice in educational leadership through a free association of ideas as the worlds of practice and research co construct a new language they can use to discuss educational leadership Such an endeavor may demand reconceptualization of both the processes and products of collaborative research and the communication of findings but it will demand a breaking down of methodological and epistemological biases and a more meaningful level and type of engagement between primary and applied knowledge bases The SAGE Encyclopedia of Intercultural Competence Janet M. Bennett, 2015-03-23 In 1980 SAGE published Geert Hofstede's Culture's Consequences It opens with a quote from Blaise Pascal There are truths on this side of the Pyrenees that are falsehoods on the other The book became a classic one of the most cited sources in the Social Science Citation Index and subsequently appeared in a second edition in 2001 This new SAGE Encyclopedia of Intercultural Competence picks up on themes explored in that book Cultural competence refers to the set of attitudes practices and policies that enables a person or agency to work well with people from differing cultural groups Other related terms include cultural sensitivity transcultural skills diversity competence and multicultural expertise What defines a culture What barriers might block successful communication between individuals or agencies of differing cultures How can those barriers be understood and navigated to enhance intercultural communication and understanding These questions and more are explained within the pages of this new reference work Key Features 300 to 350 entries organized in A to Z fashion in two volumes Signed entries that conclude with Cross References and Suggestions for Further Readings Thematic Reader's Guide in the front matter grouping related entries by broad topic areas Chronology that provides a historical perspective of the development of cultural competence as a discrete field of study Resources appendix and a comprehensive Index The SAGE Encyclopedia of Intercultural Competence is an authoritative and rigorous

source on intercultural competence and related issues making it a must have reference for all academic libraries
Got Here: The Role of Critical Mentoring and Social Justice Praxis ,2020-06-29 In 2018 24% of first time graduate school enrollments were members of minoritized populations while attrition rates continue to signal a blocked pathway to doctoral degree and assistant professorship attainment How We Got Here The Role of Critical Mentoring and Social Justice Praxis Essays in Honor of George W Noblit is a collective effort of scholars of education to deploy critical mentoring and social justice praxis to disrupt this pattern of institutional failure Critical mentoring rejects meritocratic discourses that deny the politicized racialized gendered and ableist spaces of higher education Social justice praxis centers the knowledge and struggle of doctoral students with multiple intersectional identities as interdisciplinary bodies of praxis These positionings speak back to institutional isms with the aim of broadening the participation of folx conventionally held in the margins of academia This volume is presented as a definitive collection that holistically honors nearly 40 years of critical mentoring and social justice praxis with George W Noblit which each contributor has carried into their own work Contributors are Silvia Cristina Bettez Heather Bower Ashley S Boyd Mary Kay Delaney Josh Diem Deborah Eaker Rich Courtney George Beth Hatt Sherick Hughes Rhonda Jeffries Michael E Jennings Alison LaGarry Monica McKinney Jason Mendez Hillary Parkhouse Summer Melody Pennell Marta Sanch z M Billye Sankofa Waters Amy Senta Amy Swain and Luis Urrieta Jr

Cross-Cultural Collaboration and Leadership in Modern Organizations Erbe, Nancy D., Normore, Anthony H., 2015-06-29 As many organizations expand it becomes increasingly important to implement collaboration and leadership practices that help ensure their overall success Being able to work and lead effectively in diverse settings can greatly benefit individual employees and the organization as a whole Cross Cultural Collaboration and Leadership in Modern Organizations provides an interdisciplinary analysis of how organizations can responsibly embrace complex problem solving and creative decision making Providing essential practical tools and critical guidelines this publication is a necessary reference source benefiting business professionals managers researchers and students interested in leadership and collaboration strategies and their application to various disciplines such as human resources management professional development organizational *Understanding and Preventing Campus Violence* Michele A. Paludi, 2008-04-30 The recent development and education shootings at Virginia Tech brought issues surrounding campus violence to the forefront once again But campuses have always had problems with stalking sexual harassment bullying rape robbery burglary and intimate partner violence among other things In fact the incidence rates of campus violence are quite startling For example the incidence of sexual harassment among undergraduate students ranges between 20 and 80 percent each year Between 8 and 15 percent of college women say they have been raped And battering occurs in up to a third of all couples in dating relationships in the U S Fortunately there are solutions to the problem of campus violence In Understanding and Preventing Campus Violence Michele Paludi and a host of experts detail preventive procedures as well as methods to stay safer on campus In

Understanding and Preventing Campus Violence experts in law HR employment policy psychology criminal justice and education offer sage real world advice to campus administrators parents students and employees on how to prevent and manage campus violence It offers insights into the reasons behind violent acts prevention techniques methods students can use to protect themselves and therapeutic techniques for the following types of violence Bullying Sexual harassment Cyberstalking and cyberharassment Intimate partner violence Rape Homicide Robberies and other violent crimes The book also addresses the legal responsibilities of schools as well as the psychological fallout on people in the aftermath of violence Featuring interviews with student victims and providing sample policies and training programs Understanding and Preventing Campus Violence will help students learn to spot situations of potential violence help teachers use classroom excercises to raise awareness and prevent future violence and help college administrators and managers learn to safeguard Intersecting Cultures in Music and Dance Education Linda Ashley, David the people and assets in their care Lines, 2016-05-25 This volume looks forward and re examines present day education and pedagogical practices in music and dance in the diverse cultural environments found in Oceania The book also identifies a key issue of how teachers face the prospect of taking a reflexive view of their own cultural legacy in music and dance education as they work from and alongside different cultural worldviews This key issue amongst other debates that arise positions Intersecting Cultures as an innovative text that fills a gap in the current market with highly appropriate and fresh ideas from primary sources The book offers commentaries that underpin and inform current pedagogy and bigger picture policy for the performing arts in American Educational Research Association Annual Meeting education in Oceania and in parallel ways in other countries Program American Educational Research Association, 2004 Minutes of the Stated Faculty Meeting Stanford University. School of Education, 2003-10

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