Internationalizing Your DE&I Curriculum

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Why Internationalize Your DE&I Curriculum?

- Diversity, Equity, and Inclusion
  - Embraces a comprehensive exploration of DE&I issues—locally and globally
    - Illustrates DE&I as global and not just a U.S. concern
  - Expands local DE&I issues through a global lens—what are we missing through just a U.S. perspective?

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“As a Chinese, I grew up in a surrounding which has a lot of bias. Do you know what kind of prejudice there is in China? There is prejudice of based on where you live, your education level, income level, gender, and ethnic groups (there are 56 ethnic groups in China, and it is not race issues). In my opinion, the prejudice of based on where you live is the most universal problem. Because there are lots of kinds of dialects in China, even in the same province like Guangdong province has three dialects, people can easily judge where you from by the language. Some businessmen will deceive customers and sell them things at a higher price, because they are not local resident. In addition, different areas have different economic development level, so prejudice of living area actually includes income prejudice.”
Why Internationalize Your DE&I Curriculum?

• College demographics shifting to an increased immigrant and multilingual community.

• Curriculum should reflect student demographics
Why Internationalize Your DE&I Curriculum?

- Embraces our international and immigrant student influence
  - Opens space for their perspectives and voices
  - Invites reciprocity of learning between cultures
  - Counters hegemonic elements in education: “We impart Western knowledge and they absorb it”
  - Increases overall inclusion when teaching DE&I
“Have you ever thought what leads people to prejudice? I had never thought about it seriously mainly because prejudice, especially based on race is not something familiar to me. I was born and grew up in Japan which is a small island country and has practically one ethnic group. When I came here, the United States, which was the first time for me to go abroad, I was surprised that there are various races of people and prejudice is caused by that. I read the article *Causes of Prejudice* ...”
Example

• Reflection: international student from China in English 97, winter 2018

“I lived in China for 17 years before I came to the United States. Although I have studied in international school since I was in the primary school until I came to GRC, I didn’t have lots of friends or classmates of different races: most of my friends are Chinese, so there was not much prejudice about races that happened around me. However, there were also some other kinds of prejudice happened in China such as the prejudice of gender. The idea of ‘males are better than females’ are still in most of the Chinese’s mind, especially in the villages or the place which are falling behind. ... This is a very serious problem of prejudice.”
Why Internationalize Your DE&I Curriculum?

• Adds relevance to new topics, making it easier to learn and apply them.
  • Link new content to familiar cultural context to engage existing schema.
  • Help students apply new content to their home/native culture when they return.
“When I was in the seven-grade, some of my classmates were pointing and calling another classmate ‘Bac Ky.’ Bac Ky means people from the north, but it has a negative meaning and is usually used to make fun of the North people because of the difference in tones, voices, and behaviors. When the boy heard those words, he became angry and hit the classmates around him. After class, I came home and asked my grandmother why those words made him angry. My grandmother told me there is a prominent event in Vietnam history, which is the unification day in 4/30/1975. Before that day, Vietnam was separated into two areas, which is South Vietnam (Saigon) and North Vietnam. Although we have been unified for about 37 years (counted in 2012), discrimination still exists between South Vietnamese and North Vietnamese. The reason South Vietnamese said ‘Bac Ky’ was because of the Vietnam history. Most of the South people did not want unification between South and North Vietnam because they didn’t like communism. Through that event, it reminds me the movie Selma and Causes of Prejudice ...”
Why Internationalize Your DE&I Curriculum?

- Enhance and Expand Critical Thinking around DE&I
  - Expand domestic student understanding of DE&I issues by adding a global perspective
  - Expand international and immigrant student understanding of DE&I issues by relating global to U.S. perspectives
  - Encourage self reflection

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“A year back, when I first came to American, there was a time when I had a shocking experience. It was the time when I went to Disney Land for the first time. There were lots of people in wheelchairs. They could not only totally explore the amusement park, but also get on the rides and enjoy the park. After I watched these people, I thought back to myself. Without notice, I had prejudice over certain people then I thought about what caused myself to be prejudiced. I could find my answer through the essay *Causes of Prejudice*...”
Why Internationalize Your DE&I Curriculum?

- Increases communication and problem-solving skills around DE&I
  - Student cross-cultural dialogue on DE&I globally
  - Student cross-cultural problem-solving on DE&I globally

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How to Internationalize Your DE&I Curriculum?

- Expand Existing Assignments: Include Global Perspectives
  - Research Paper
  - Critical Autoethnography
  - Annotated Bibliography
  - I-Search Paper
  - Seminar Discussion

- Create New Units: Global Perspectives on Language
  - Global Englishes
  - Code Meshing
  - Code Switching
  - Multilingualism

- Other DE&I topics
  - Open these to international perspectives, too
How to Internationalize Your DE&I Curriculum?

• Engage Student Teams in Problem-based Learning
  • Pair domestic students with international and immigrant students
  • Assign projects that require multiple perspectives
  • Foster cross-cultural communication in teams
  • End goal = a team project/product
How to Internationalize Your DE&I Curriculum?

• Curriculum Development Methods
  • International Studies Research Lab (ISRL) through the University of Illinois

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“Heads Up” Issues

International Students

• May have no knowledge of U.S. race relations
• May not have previously studied or discussed DE&I issues in home country
• Often come to U.S. holding stereotypes based on media portrayals
• Questioning power structures often taboo/dangerous
• Unaware of how they are stereotyped
• Address fixed mindset
“Heads Up” Issues

Immigrant Students

• Various amount of time in the U.S. = various knowledge levels of race relations
• Mediating between home and school = cultural tensions, “in between”
• Parental/community expectations immediately felt
• May not feel safe discussing DE&I (singled out, highlights difference, etc.)
Recap

- Think locally... then think globally
- Start small and expand
- Be curious and open
- Make room for student voices
- Embrace ambiguity
- Be prepared to provide background knowledge and define terms
Sources


Sources Continued


Sources Continued


