DEVELOPING RESIPWÒK PARTNERSHIP AS A FORM OF NEOCOLONIAL INTERVENTION

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GLOBALIZATION AND UNIVERSITY INTERNATIONALIZATION

Institutional Response
International History

- Political engagement of universities
  i.e. Western colonialism, WWI & II, Vietnam, Space Race

- Globalization: Flow of capital, people, information, & culture

- Modernization = increased flows

- Increased flows = Unique entities with shared interests
  i.e. communities of practice, special interest groups

- Rationales: socio-cultural, political, economic, and academic
Ethics of Engagement

Recognizing the intersection of globalization and education requires institutions of higher education to consider the nature of globalized society, the pandemic social issues that stem from it, and institutional response to these issues. It is a matter of education, social responsibility, political engagement, and economic stability. Finally, universities must recognize that communities, too, have socio-cultural, political, economic, and academic rationales for adapting to a more globalized world, that is, a flattened world. Similarly, ISL/GSL is a pedagogy with potential as an academic, economic, political, and socio-cultural intervention for student learning and the dominant narrative of neocolonialism in post-colonial countries.
ISL PEDAGOGY
Design and Evolution
Pedagogical Intersections

ISL

Study abroad

Service learning

International Education
Pedagogical Context

ISL

Internationalization

Global awareness
Global Learning Dimensions

International Service Learning
Pedagogical Evolution

Power and Privilege
- Escobar, 1994; Fanon, 1952; Galeano, 1992; Keith, 2005; Mitchell, 2008; Ogden, 2007; Prins & Webster, 2010; Rodney, 1972; Rahnema & Bawtree, 2005

Reflective Practice

Learning and Assessment
- Bringle and Hatcher, 2011; Eyler & Giles, 1999; Wiggins & McTighe, 2005

Global Service-Learning
- Bringle, Hatcher, & Jones, 2011; Crabtree, 2008; Grusky, 2000; Kiely, 2004, 2005

Intercultural Development
- Braskamp, Braskamp, & Merrill, 2009; McAllister, Whiteford, Hill, Thomas, & Fitzgerald, 2006; Morais & Ogden, 2010; Paige, 1993

Community-Driven Development
- Amizade, 2012; Chisholm, 2003; Community-Campus Partnerships for Health, 2001; Irie, Daniel, Cheplick, & Philips, 2010; Kiely & Nielson, 2002; Korten, 1989; Kretzmann & McKnight, 1983; Sigmon, 1979; Stoeger & Tryon, 2009

Health and Safety
- Center for Disease Control, 2012; Forum on Education Abroad, 2012; International Volunteer Programs Association, 2012; US State Department, 2012

Global Civic Engagement
NEOCOLONIALISM
A critique of ISL pedagogy
Terminology

COLONIALISM
The direct political, economic and educational control of one nation over the other (Altbach, 1971)

POSTCOLONIALISM
The historical ending of colonialism; a “gradual process of disengagement with the colonial experience” (Crossley & Tikly, 2004)

NEOCOLONIALISM
The remaining aspects of colonial entrenchment are a form of indirect colonial control referred to as neocolonialism (Altbach, 1971; Chomsky & Herman, 1979; Sartre, 1964).
ISL Critique

“ISL brings together various frameworks where colonialist ideologies still linger… it is vital that all participants acknowledge and work through and against these imperialistic ideas and actions” (Kahn, 2011, p. 115).

• Perpetuate privilege and paternalism
• Sustain prejudicial thinking and behaviors
• Reproduce unequal power structures
Postcolonial Discourse

• Colonization is a broad imposition of dominant groups over less-dominant groups that occurs when dominant groups identify others as peripheral and therefore lesser.

• Reproduction of inequitable power dynamics, referred to as imperial relationships, through “the spreading of dominant values, such as the culture, language and ideas of the donor society [that] lends to the dominance through ideology” (Pluim & Jorgenson, 2012, p. 29).
RESIPWOSITE
Neocolonial Intervention Through Mutual Exchange
- Cultural brokers
- Co-education

- Negotiation of Partnership Standards

- Relationship
  - Trust
  - Length of time
  - Persistence

- Capacity to Give and Receive

- Selection and Choice

- Organizational resources
- Organizational philosophy
- Training of participants
- Persistence

- Response to Earthquake Dignity