

PRE 875: Cross Cultural Counseling JRP 144 Tuesdays 4:30 -7:00 pm

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Office Hours: By Appointment

Lecture: 720 JRP, Tuesday 4:30 pm - 7:00 pm

Required Texts: Diamond, J. (1999). Guns, Germs, and Steel. Norton & Company.

Wing Sue, D. & Sue, D. (2003). Counseling the Culturally Diverse.
Wiley.

Course Objectives:

To teach awareness – of one’s own culture, religion, race, gender role, orientation and how that interacts with others’; of power and privilege; of social psychological, anthropological, and neurological bases of prejudice, stereotyping, and discrimination.

To share knowledge – of the characteristics and needs of American minorities as well as the varieties of cultural responses across the world to major life passages, relationships, work, and healing.

To develop skills – for implementing multicultural competencies, for connecting across cultural divides, for providing counseling services that are culturally appropriate, needed, and desired by minority and international clients.

Course Requirements:

1. Write your own cultural life story, and relate it to what you have learned from Guns, Germs, and Steel.
 - A. Draw a lifeline, and describe critical events that made you aware of your race, gender, class, sexual orientation, religious differences.
 - B. Include a genogram.
<http://www.genopro.com/genogram/>

25% Due 1/20

2. Learn a language other than your own well enough to present yourself in a courteous

way and to offer help and translation services to a client who speaks that language. We suggest Chinese, Spanish, Korean, Arabic, Farsi, Bosnian, Taiwanese, Hindi, Urdu, Navajo, Lakota, Haitian French, Creole, Portuguese, Vietnamese, Cambodian, Thai, Polish, Slovak, Czech, Hungarian or Russian. Present this with your group in class, as a roleplay, and record the impact of this experience in an individual paper. Provide a list of the phrases you learned, a description of customs related to introductions and to helping professionals, and describe where and in what circumstances people speaking that language might live in the US, and what you learned from the experience. 25% Due 2/10

3. Engage in a cultural immersion experience, in which you are the minority in a culture unknown to you. Record your experiences in a 5 page essay and be prepared to present your experience in class. 25% Due 3/24

4. For each chapter in the Sue and Sue book, fill out the Worksheet provided on Blackboard to quiz yourself over key points. 25%

Course Grades:

A : 90% - 100%	B- : 70% - 74%
A- : 85% - 89%	C+ : 65% - 69%
B+ : 80% - 84%	C : 60% - 64%
B : 75% - 79%	

Students with Disabilities:

If you have learning, sensory, physical or other disabilities and feel that you need special assistance in lecture, reading, testing, or any other work in this course, please contact Dr. Kerr to discuss your specific needs as soon as possible.

Schedule of Classes: *The schedule is subject to change*

Date: Topic:

1/20	Introductions and class organization/ Experiential exercise: Cultural identity Read Part 1 & 2 of Guns, Germs, and Steel for next week
1/27	Privilege, power, and identity. Barb Kerr. Discussion, exercise on Guns, Germs, Steel Part 1 & 2. Read Parts 3 & 4 of Guns, Germs, and Steel. Write: How Geography Affected My Ancestors
2/3	Read Counseling Culturally Diverse, Chapters 1 & 2 Healing and Helping Across Cultures. Barb Kerr

Read CCD, Chapters 3 & 4. Write: Rites of Passage in My Culture: Birth, Coming of Age, Courtship, Marriage, Midlife, Death.

- 2/10** Love, courtship and marriage across cultures... Zeb Lim
- 2/17** Rites of Passages Across Cultures. Barb Kerr
Read CCD, Chapters 5 & 6.
- 2/24** Theories of Identity Development and Acculturation. Barb Kerr
Take test of identity development; group interpretations
Read CCD , Chapter 7 & 8. Write: My Stereotypes and Prejudices and What I Want to Do
- 3/3** Psychology of Stereotyping and Prejudice. Experiential exercise: The Headband
Game. Read CCD, Chapter 9 & 10.
- 3/10** Language and Culture. Zeb Culture
Language presentations.
Reading TBA.
- 3/17** SPRING BREAK. Time to relax and renew yourself for the journey ahead.
- 3/24** Language Presentations.
Read CCD 11 & 12.
- 3/31** Cross Cultural Counseling: Competencies. Experiential exercises: Incompetent Counseling, or What Not to Do.
Write: A roleplay involving culturally different counselor and client
Read CCD 13, 14 & 15.
- 4/7** Cross Cultural Counseling: Role Plays Zeb Lim
Read CCD 16 & 17.
- 4/14** Cross Cultural Counseling: Role Plays
Read CCD 18 & 19.
- 4/21** Immersion, Culture Shock, Reverse Culture Shock. Barb and Zeb.
Presentations on Immersion Experiences
- 4/28** Presentations on Immersion Experiences
- 5/5** Perplexities and Unresolved Issues. Closing rite of passage.
- 5/12** Hand in Final Paper by Email by 5:00 pm

How to Succeed in This Class:

1. Come to class with an open mind and an open heart.
2. Be respectful of other's opinion, whether you agree or disagree with that particular point of view. Learn to agree to disagree.
3. Be willing to share your own diversity with the class whenever appropriate.
4. Be willing to take calculated risks (eg. talk to people of a different culture, immerse yourself in different cultural experiences) as you open up to diversities around you, and around the world.
5. Ask questions. We are all ignorant to a certain degree. This class is to help you dispel your ignorance and be more tolerant and understanding of others who are/may be different from you.
6. Feel free to talk to Dr. Kerr or Zeb to discuss any experiences in class or outside of class that is relevant to the class that bothers or arouse your curiosity. And this would include talking to your fellow classmates whenever appropriate.
7. Understand that developing cross-cultural/multicultural understanding is a life-long process. It does not start with this class or ends with this one class.

The primary mission of the School of Education is to prepare leaders in education and human services fields.

As stated in the School Code: Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.