PRE 875: Cross Cultural Counseling

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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 biological 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.

Requirements:
1. Learn a language other than your own well enough to present yourself in a courteous way, to describe yourself and your work. Present a counseling role play with a partner in which you greet that person, engage in small talk, describe yourself, describe counseling, and ask if it is all right to continue in English or if the person would like an interpreter. Please choose a language that you do not know, and that it is realistic that you might encounter it in your future work. 25%
2. Engage in a cultural immersion experience, in which you are the minority in a culture unknown to you. It is preferable that you volunteer at least one day with an American minority group or an international group engaged in a project. Record your experiences on Blackboard Discussion, and be prepared to present your experience in class. 25%
3. How Geography Affected My Ancestors. A. Provide a cultural genealogy for yourself B. relate it to what you have learned from Guns, Germs, and Steel in your short paper. 25%
4. Choose a film, novel, or play that has a compelling protagonist who is a member of a minority group. A. Write a final paper in which you describe that special population and their needs B. Explain counseling and assessment strategies that you would use if this person were your client. Present during the last two class sessions. (More guidance will be provided during the semester). 25%
Schedule of classes: *The schedule is subject to change*

1/19 Introductions and class organization/ Experiential exercise: Cultural identity
Read Part 1 & 2 of *Guns, Germs, and Steel* for next week.


2/2 Presentations on geography and ancestors
Read *Us and Them* for next week.

2/9 Toward Tyranny video, discussion of *Us and Them*


2/23 Interpersonal Communication in Cross Cultural Relationships.
Read Ch. 3 and 4 Jun for next week.

2/23 Sexism and Heterosexism
Read Chapters 5 and 6 Jun for next week.

3/9 Religion and Spirituality: Rites of Passage
Social class across cultures
Read chapters 7,8,9 Jun for next week

3/16 Spring Break

3/23 Language presentations.
Read Chapters 10, 11, 12 for next week.

3/30 Theories of Identity Development and Acculturation. Take test of Identity Development; group interpretations. Read Ch. 13, 14 for next week.

4/6 Healing and Helping Across Cultures. Barb Kerr
Demonstration of cross-cultural strategies. Choose client role.


4/20 Cross Cultural Counseling: Appropriate assessment

4/27 Presentations
Final Paper is due on Final Exam Day.  

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.

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.

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 experiences as a minority or majority with the class whenever appropriate – but do not expect minorities in any category to speak for all.

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. In addition, 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.