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**LEWIS & CLARK COLLEGE**

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**GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
CPSY/CORE 902: CULTURE AND COMMUNITY: CHIAPAS  
FALL 2011 AND WINTER BREAK 2012**

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Instructor: Tod Sloan, with co-instructor and field coordinator Charlotte Saenz  
Office: Rogers Hall 436

CATALOGUE DESCRIPTION

An intensive international or intercultural immersion course designed to raise awareness of issues in personal and community well-being in a particular community or region. After pre-visit briefings and readings, students visit professionals at schools, clinics, and NGOs to learn about cultural and social realities of the community or region. The visit is followed by systematic reflection on implications for local practice and the understanding of one's own self and society. Interdisciplinary approaches and interprofessional collaboration are emphasized.

COURSE DESCRIPTION

This course explores contextual self-of-the-therapist and/or educator and enhances cultural competence through immersion in another culture. Participants begin meeting several months before the immersion trip to gain cultural and historical knowledge of the country they will be visiting. This includes searching and reading literature, sharing information with each other, attending related cultural events, meeting with the in-country guide when possible, and preparing in other ways as needed. Each participant is encouraged to deeply consider her or his own "growing edges" relative to cultural competence and to track these throughout the experience. The trip itself includes learning from professionals through lectures, engaging in cultural events, collaborating with local professionals, evaluating cross-cultural education, and so on.

Throughout this course, we will use a postcolonial, critical multicultural, transnational lens to understand ourselves in relation to global issues, as well as power and cultural issues between countries.

COURSE OBJECTIVES

Participation in this course will:

1. Challenge cultural encapsulation;
2. Encourage developing cultural meta-perspectives;
3. Expand participants' repertoires for solutions to individual, family and community problems and education, with emphasis on interprofessional collaboration
4. Encourage and provide opportunities to dismantle own biases and stereotypes;

5. Address U.S. privilege relative to global relations;
6. Develop a stronger sense of global responsibility;
7. Increase humility and self-awareness; and
8. Gain knowledge about the life world of specific groups.

It is expected that moving in the direction of these goals will improve the quality of each participant's work in her or his local context with members of groups who are both similar and different from oneself.

### COURSE REQUIREMENTS

1. Attend pre-trip meetings and orientation class.
2. Prepare for journey through researching various aspects of the culture we are visiting;
3. Complete all required pre-journey tasks (e.g., passport, visa, medical care, information sheets, etc.)
4. Attend all activities during the immersion journey; take notes and keep a journal;
5. Be responsible and accountable to the group and to our hosts;
6. Maintain openness to the experience;
7. Complete a 10-page paper that describes pre-trip expectations, challenges, and questions; catalogs key observations and learning while in the other setting; and examines the implications of the experience for one's future professional practice.

### NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### COURSE SCHEDULE

The following offers a general sense of the activities we are likely to engage in and the dates for each. The following is a tentative plan for travel:

Sept. 24 – Overview and Briefing, 10 am – 5 pm, LC campus

Jan 2 – Travel to San Cristobal, Chiapas, Mexico

Jan 3-7: Daily lectures, dialogues and guided visits to cultural centers, schools, clinics, craft cooperatives, arts groups, Zapatista communities, Acteal (site of 1997 massacre), indigenous marketplace.

Jan 8 – Palenque ruins  
Jan 9 – free  
Jan 10 – travel to PDX

## PEDAGOGY

International courses rely heavily on informal, experiential learning. While study groups and readings will help prepare students, the key to deep cultural learning is processing and engaging in ongoing dialogue that reflects on self-in-context relative to in-country experience. All students are expected to openly and enthusiastically engage in daily dialogue groups throughout the trip. .

## READINGS

Required:

- Gloria Muñoz Ramírez (2008). *The Fire and the Word: A History of the Zapatista Movement*. SF: City Lights.

Optional selections from the following, according to interests:

- Benjamin, Thomas. *A Time of Reconquest: History, the Maya Revival, and the Zapatista Rebellion*. *The American Historical Review*, Vol. 105, no. 2 (April 2000): pp. 417-450.
- Eber, Christine and Kovic, Christine, *Women of Chiapas: Making History in Times of Struggle and Hope*. Routledge Publishers, 2003.
- Gibler, John, *Mexico Unconquered: Chronicles of Power and Revolt*, City Lights Books, 2008, Ch. 6.
- O'Donnell, Kathryn, "Mayan Women's Struggle for a Life with Justice and Dignity in Chiapas, Mexico." *American Sociological Review*, August 16, 2004. (20 pages) Available online.

## ASSESSMENT OF STUDENT LEARNING

Final course grades will be based on a composite of the following:

Active participation in **pre-trip orientation** session and information sharing (20%)

**Participation in trip activities**, especially in daily debriefings and inquiry (50%)

**Reflection paper** described above under Course Requirements (30%) – criteria for evaluation include clarity of writing, integration of reading material, seriousness of reflection about the cross-cultural encounter, and quality of examination of implications for future practice. (due Jan. 30, 2012)