

**National Multicultural Interpreter Project
Multicultural Interpreter Curriculum Modules:
General Multicultural Knowledge and Sensitivity
Multicultural Interpreting Skill Development
and Decision-Making
in Culturally and Linguistically Diverse Communities**

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1996 DACUM Participants
1997 DACUM Participants

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**National Multicultural Interpreter Project
Multicultural Curriculum for Sign Language Interpreters**

Module Title: Multicultural Knowledge and Sensitivity

Module Description

This module provides an overview to multicultural theory for sign language interpreters, and introduces the cultural communities specifically addressed within the curriculum. It also examines cultural sensitivity through an individual understanding of related definitions; knowledge of the racial/ethnic development theory to include racism and ethnocentrism; an analysis of similarities and differences between cultural groups, and perceptions, values and cultural group interactions.

Participants' Prerequisites

This module is introductory in nature. It builds upon information generally available in general multicultural and diversity studies, intercultural communication, cultural anthropology and related courses.

Instructor Qualifications

The instructor should possess:

A high level of comfort addressing racial, ethnic, cultural, and other issues of diversity related to a wide range of populations and guiding participants through the process of presenting fair and unbiased classroom discussions.

A strong working cultural knowledge and background, both interpersonal and interpreting experiences within the culturally and linguistically diverse communities both Deaf and Hearing.

An ability to recruit and develop a diverse pool of community resources, instructional materials, and presenters to represent both Deaf and Hearing multicultural issues of within a variety of communities.

Assumptions and Principles

There are basic and common needs that all human beings share.

All participants, interpreters and consumers are individuals.

All individuals proceed through racial and ethnic identity development processes.

All people need to understand, appreciate and accept their own identity before understanding others.

Not all people from a racial or ethnic minority group have cultural information about their own group or others.

All interpreters and participants need to be provided access to a common multi-cultural knowledge base.

This curriculum should build a framework for general cross-cultural and culturally-specific knowledge and skills.

All interpreters need strategies for dealing with inter-cultural and intra cultural conflicts.

Learning Objectives -

Multicultural Knowledge Competencies

1. Understand the implications of acculturation, enculturation, and assimilation processes on the individual and various cultural groups. Identify mainstream United States dominant cultural patterns.
2. Explore one's own cultural identity in the context of mainstream United States dominant culture.
3. Demonstrate knowledge of historical contexts of culturally and linguistically diverse deaf and hearing communities within educational, social, legal, medical, vocational, and political systems of the United States dominant culture.
4. Describe different cognitive styles that are culturally specific.
5. Identify the cross-cultural implications of eye contact, physical touch, and gestural systems.
6. Identify the cross-cultural implications of patterns of time, social protocols, and taboos.
7. Identify historical and contemporary cultural patterns related to gender, gender roles, sexual orientation, and physical appearance.
8. Demonstrate knowledge and respect of culturally specific attire, styles, food, celebrations, holidays, religious and spiritual beliefs.
9. Recognize that specific cultural vocabularies have a high emotional content based on specific historical perspectives.
10. Describe the implications of geographical issues such as country of origin, immigration patterns, and current demographics of culturally and linguistically diverse deaf and hearing communities.
11. Discuss the cross-cultural implications of class identification, social and economic status, literacy, and educational achievement.
12. Recognize in-group cultural variation and regional differences.
13. Identify positive contributions made by D/deaf and hearing individuals from culturally and linguistically diverse communities.

Learning Objectives - Multicultural Sensitivity Competencies

1. Describe the impact the effects of oppression, racism, and stereotypes on the individual and the group.
2. Demonstrate awareness of “power balance/imbalance” and the “power of attribution.”
3. Identify stages of cultural and cross-cultural identity for United States white cultures, and non-dominant cultures.
4. Describe the process of cultural and racial identification and bonding, including generational factors.
5. Demonstrate the ability to not impose one’s own value systems, and biases on members from culturally and linguistically diverse communities.
6. Demonstrate attitudes, empathy, listening, and observational abilities with culturally and linguistically diverse communities.
7. Recognize and acknowledge consumers’ rights, choices, and comfort level.
8. Recognize the overt and covert consumer challenges relative to access to interpreter systems and interpreter’s knowledge of the consumer’s culture.
9. Establish rapport following culturally and linguistically appropriate techniques.
10. Make appropriate cultural and linguistic adjustments to accommodate individuals from various ethnic, and cultural backgrounds.
11. Demonstrate an awareness and sensitivity to social protocols, and social introductions.
12. Understand the implications of gender roles and sexual orientation issues, recognize the differences between sexual versus non-sexual “signals,” and communication.
13. Recognize the cultural implications of religious views in various interpreting settings.
14. Compare and contrast culture views of medicine and mental health services in culturally and linguistically diverse communities.
15. Make appropriate, cultural adaptations and participate comfortably in culturally and linguistically diverse communities.

TOPIC OUTLINE

I. Exploring Multicultural Perspectives

- A. Multicultural trends in the United States
- B. Demographic changes in the United States population
 - 1. General census trends
 - 2. Cultural communities
 - a. American Indian and Alaskan Native heritage
 - b. African American, African, and Black heritage
 - c. Asian American and Pacific Islanders heritage
 - d. Euro-American heritage
 - e. Hispanic and Latino(a) heritage
 - f. Other ethnic and cultural communities
 - 3. Trends in culturally, and linguistically deaf, hard of hearing, and Deaf-Blind populations
 - a. School age populations
 - b. Adult populations
 - 4. Views on multiculturalism
 - 5. Pluralistic view from "Melting Pot" to mosaic

II. Appreciating Human Diversity and Culture

- A. Human similarities and differences
- B. Culturally transmitted value systems
 - 1. Culture
 - 2. Enculturation
 - 3. Cultural transmission
 - 4. Group membership
 - 5. Ethnocentrism
 - 6. Culturally determined attitudes and behaviors

III. Challenging the Social Construction of Concepts of Race and Ethnicity

- A. Race as a social construct
- B. Race as a label
- C. Ethnicity and national origin
- D. Implications of geography
 - 1. Countries of origin
 - 2. Regional differences
 - 3. Immigration patterns

IV. Racism, prejudice and stereotypes

- A. Bias and generalization
- B. Prejudice reduction
- C. Challenging stereotypes: positive and negative
- D. Power and status
- E. Minimizing oppression and marginalization

V. Exploring Mainstream Cultural Values - United States Dominant Culture

- A. Definition of the United States dominant culture
- B. Core beliefs and values found in United States dominant culture
- C. Examination of "White Privilege"

VI. Identifying Conflicting Cultural Dynamics within the United States

- A. Processes of assimilation
- B. Processes of acculturation
- C. Processes of enculturation

VII. Understanding Cultural Development, Identification, and Bonding

- A. Racial identity theory
- B. Stages of white, or majority racial identity development
- C. Stages of black racial, and ethnic identity development
- D. Intercultural learning
 - 1. Awareness
 - 2. Understanding
 - 3. Acceptance and respect
 - 4. Appreciation and valuing
- E. Intercultural self development
 - 1. Process of discovery
 - 2. Perceptions of “Wanna Be” behaviors by minority group members
 - 3. Culture shock
- F. In-Group cultural differences
 - 1. Regional styles, urban, and rural
 - 2. Individual and community
- G. Importance of recognition of positive role models and contributions
- H. Current under-representation from each cultural community
 - 1. Education
 - 2. Sign language interpreting
 - 3. Deaf community
- I. Historical contexts of culturally and linguistically deaf people in the United States
 - 1. Educational history of culturally and linguistically deaf individuals
 - 2. Experience of culturally and linguistically deaf individuals in:
 - a. Social systems
 - b. Legal systems
 - c. Medical and mental health systems
 - d. Political systems

VIII. Cross-Culturally Specific Variations in Cultural Patterns, Social Conduct, and Mores

- A. Eye-contact
- B. Physical appearance, attire and expressions of beauty
 - 1. Use and meaning of color
 - 2. Variations in style
- C. Physical touch and spatial boundaries
- D. Cognitive patterns
- E. Patterns of time
- F. Gender roles, and sexual orientation
- G. Implications of class
- H. Social and economic status
- I. Literacy and educational achievement
- J. Social protocols & social taboos
- K. Traditions and customs
- L. Religious and spiritual beliefs
- M. Celebrations and holidays

IX. Exploring Cultural Impact on Sign Language Interpreting

- A. Impact of culture on the implications of disability within diverse communities
- B. Implications of interpreting within major cultural institutions
- C. Impact of cultural power - balance on consumers
- D. Impact of consumers rights, choices, and comfort level

X. Developing Effective Intercultural Communication

- A. Cultural communication patterns
- B. Communication functions
 - 1. Preferred communication channels
 - 2. Ritual communication
 - 3. Rapport building
 - 4. Conveying information
 - 5. Argument
 - 6. Self-disclosure, and taboo topics
- C. Common communication ground
 - 1. Content - factual and emotional
 - 2. Communication timing, setting, location
 - 3. Gestural, and other non-verbal systems
 - 4. Cultural vocabularies
 - a. Cultural group names
 - b. Personal names and titles
 - c. Racial slurs and pejorative terms
 - 5. Derivation of meaning
 - a. Connotations and denotations
 - b. Intentional and unintentional meaning
 - 6. Accents
 - 7. Levels of direct, and indirectness
 - 8. Humor and teasing
- D. Cognitive styles and implications for culturally and linguistically diverse deaf populations
 - 1. Learning styles
 - 2. Hall's high/low context cultural framework

XI. Resolving Cultural Conflicts

- A. Overview of cross cultural conflict
 - 1. Reasons behind the conflict
 - 2. Sources of conflict
 - 3. Behavioral characteristics
 - 4. Conflict resolution
 - 5. Conflict resolutions styles
 - 6. Ways to resolve conflict
- B. Model of intercultural communication
 - 1. Description of behavior
 - 2. Expression of impact
 - 3. Specified behavior
 - 4. Outcome and results

Lecture Notes and Materials - See Attached

Handout Materials and Quotes - See Attached

Suggested Learning Activities

Instructor Caveats:

Establish a classroom climate and communication rules for respecting and valuing all participants' life experiences. If discussing affective domains versus content, allow time for resolution of issues that may arise. Involve experts in diversity training if there is potential for risk to any potential student or groups of students.

Exercise judgment when sending an individual student or groups of students into "in-group" cultural activities for observations. This type of activity is more beneficial when the participant self-selects activities and the organization or group is openly welcoming to non-member participants.

Note that many of these activities can be incorporated into many activities for ASL and interpreting practice. For example - explaining one's family tree is an excellent beginning/intermediate ASL activity that incorporates a more multicultural perspective to a traditional activity of learning family related vocabulary.

Some suggested activities:

1. Diversity definitions and icebreakers - Utilize the resources of readily available multicultural games and training activities that are widely available for experiential learning. Your college diversity office may have trained facilitators that can assist you. Two recommended activities are BaFa BaFa and Econtonos - "A Multicultural Problem-Solving Simulation" by Intercultural Press and A Winning Balance by BNA Communication, Inc.
 - A. Have participants write down as many words as they can think for the letters forming D-I-V-E-R-S-I-T-Y G-A-M-E from 50 Activities for Diversity Training. Key idea - "Diversity is greater than ethnicity and race." Any activity to extend the conceptual definition of diversity beyond the traditional of race and ethnicity.
 - B. Have participants describe as many characteristics that can be used to describe human "diversity." Encourage the concept of shared experiences that have an influence on us as individuals and not as limiting labels.
 - C. Up and Downs - Group activity to acknowledge simultaneous membership in multiple groups and identities. Ask a series of questions, many of these should be relatively non-culturally laden and build "bonded" or shared experiences. How many people were born in December? How many people are the first born? Other questions may be more culturally specific but easily acknowledged in "public". How many of you speak another language? How many of you were born outside of the United States, inside the United States? Discuss the commonality factors, discuss the concepts of questions that are not generally asked in public? Some examples of more guarded information might be political affiliation, sexual orientation, economic status.
 - D. Complete a multicultural profile of activities and interactions. Ask participants to increase the number of categories. Explore the cultural variables in the context of own's family, neighborhood, community, education and life experiences. Participants realize that we all have a cultural and ethnic heritage and we all have similarities and differences. This clearly illustrates how many influencing factors may be present within children and adults who Deaf are consumers of interpreting services. A list of "Personal Cultural Framework" is printed on page 235, Fig. 9-1 in Deaf Plus: A Multicultural Perspective. It is the work of Doris Paez and R. Fletcher Carter first presented in workshops in 1996 at New Mexico State University.

1. Determine own's personal cultural values, attitudes and behaviors: demographic influences (urban, suburban, rural), verbal behaviors, non-verbal behaviors, achievement orientation, educational level, temporal orientations, thinking/cognitive processes, religious spiritual affiliations, leisure activities.
 2. Determine own sense of group membership(s) dominant ethnic identity, U. S. generational context, socio-economic status, decision making/action taking attitudes, cultural observances (holidays, celebrations, ceremonies) family definition (influence of family/kin/clan relationships).
 3. Determine experiences related to majority or minority status. (Language usage, immigration patterns, resident status, experiences with prejudice/racism.)
 4. Transforming life experiences - traumatic events such as death, separation, illness.
- E. Complete a value clarification or diversity awareness inventories. Suggest "Working with People from Diverse Backgrounds" 1990 Carmen Vazquez and Diane Johns available from ODT. Inc. This inventory allows students to select statements such as 1) Time is money or 2) Time is a river. An inventory can assist an individual realize how their attitudes and value systems have developed.
2. Sharing activities
- A. Have participants share their full name. Explain how and why they received their given names and did or did not, receive a middle name. Cultural variations will appear holding clues to cultural rules, religious connections, family trees, or admired pop cultural figures. Engage the students in a discussion of naming protocols for Hispanic, Chinese or other cultural naming systems that may be present in the class. This diversity of names can be used for "fingerspelling practice."
 - B. Have participants complete a Family Tree. Be aware that many students have little or no information past their immediate families. Explore how these ties are "lost". Be aware that students may have personal situations that they may find difficult to share, as well as student's who are proud of specific ethnic and cultural heritages.
3. Guided discussion activities - May be conducted in ASL for language practice.
- A. Complete the "Homework Handout" - Utilize a Dyad - pair two persons who interview each other for 3 minutes each. One person listens only; then the other persons listens only. Sample questions: How do the teachings and role models in your family affect your understanding of racial and ethnic differences? When did you come to realize you were a member of "dominant" or "minority" culture in the United States. Ask for volunteers to debrief their reactions as listeners and interviewees to full group.

Invite them to discuss and share their first remembrance of their personal "discovery" of diversity. Key idea - Early experiences shape our interactions with one another. We all are different in some aspects of our lives. Ask them to discuss an incident that they would have changed the outcome. We can acknowledge positive changes in our behavior and change more.
 - B. Support Group - have similar groups of individuals discuss a topic. Sample: What early memory do you have of learning about or experiencing prejudicial treatment because of color, religion or other factors. What were your reactions and feelings. What effect has that early experience on your adult life? Ask for volunteer to share with the full group.

- C. Triad Listening Model - Videotape Series from Growing Images. This is an in-depth training with videotaped materials and lesson plans. See resources for additional information.

Guidelines for activities: Practice active empathetic listening behaviors.

Each person is given equal time talk. Confidentiality and trust within the group is maintained. A speaker or listener is not criticized. Avoid the impulse to interrupt, interpret or paraphrase, give advice or break in with a similar story.

- D. Personal Experience Panel - Utilize members of the group to serve as panelists to discuss the same topics as above. This activity has the most "risk" to "group" members in self-revelation. This is the reason to invite outside guests speakers or professional diversity specialists.

4. Experiential Activities

Utilize the resources of readily available multicultural games and training activities as "ice breakers" and for experiential learning. Your office of campus diversity may have trained facilitators that can assist you.

- A. There are several cross cultural simulation games that are widely available, such as BaFa BaFa, or Ecotonus.
- B. A Winning Balance from BNA Communications effectively is a packaged program to discuss bias and prejudice.
- C. Use a packaged approach such as Ecotonus or using assigned "cultural norms" have students interview each other. The questions can be "typical" social introductory information. Have students randomly interview each other using questions such as: What is your name? Tell me about your family? What are your hobbies?

Procedure:

Give out cards that provide a cultural specific norms. Each card should have a different set of norms. Prepare 3 or 4 different culture norm sets with one "behavior from each category". As an example the "3X5" card could have:

Avoid "eye contact at all times

Maintain 3 feet of personal space

Smile frequently

Do not initiate conversation only respond when spoken too

Some possible cultural communication behaviors:

Eye contact: no eye contact; look away while talking, look away while listening, looking at the person at all times;

Physical contact: no touching; touch shoulder/arm every time an utterance is made; maintain physical space of less than 18 inches, maintain physical space of 3 ft.

Facial expression: no facial expression, exaggerate facial expression, smile all the time, never smile

Debrief after 10 minutes. Discuss "how did it "feel" to use another cultural norm; what happened to the interactions? Which was more uncomfortable expressively using the other norm; or responding to an unfamiliar one? Where some of the norms your style?

5. Invite culturally and diverse individuals, both Deaf and/or Hearing guest lecturers to discuss specific topics from the outline. If possible, videotape these presentations for later discussion and text analysis in interpreting classes.

6. Show videotapes of the NMIP Cultural and Linguistic Diversity Series and other sources and moderate a discussion on these topics.
7. Invite a panel of culturally and linguistically diverse participants with both Deaf and Hearing members, consumer and interpreters, from the field of interpreting or related fields to address the class.
8. Have a field trip to a local cultural center or event.
9. Attend diversity events on campus or in the community.
10. Invite a presenter on another sign language system used in the community, IE. Mexican Sign Language, Japanese Sign Language, British Sign Language, or conduct a research project on another signed language. Utilize the two-handed British alphabet or another different alphabet for a week instead of the American alphabet to fingerspell answers in class.
11. Invite foreign language interpreters and translators to discuss their work and cultural perspectives.
12. Establish a cultural mentorship with student and community-based organizations both Deaf and Hearing. Encourage attendance of community events, and to develop a cultural informant, and/or team interpreter relationships.
13. Create a connection to a cultural and linguistic Deaf organization; research their website, read the newsletter, and attend local chapter or board meetings; regional and or national conferences. Contact the organizations to see if any members from chapters are in your area and are available for presentations.
14. Read books by authors related to the selected topics. Keep a reflection diary or journal, record cultural learning, values expressed, cultural concepts, and new vocabulary.
15. Students can self-select from “Ways to Experience Diversity for College Student” and maintain a journal of their experiences and observations.
16. Students should maintain an intercultural communication log. Student’s journal entries can discuss inter and intra cultural misunderstandings observed, or experienced. Anecdotes of interactions and other cultural “Ahas!”, lists of cultural vocabulary when encountered.
17. Critique a “Hollywood” movie to identify stereotypes and cultural inaccuracies, compare to a independently produced film or documentary by a member of that cultural group.
18. Write a paper focusing on American Deaf Culture. Compare and contrast to another cultural and linguistic community.
19. Research and create a resource guide of organizations, cultural centers, newsletters, websites of culturally and linguistically diverse groups in your community, state and region.

Instructor/Student Resources

Student Readings, Text and Materials

Recommended Student Readings and Texts

Christensen, K. M., & Delgado, G. L. (EDS.). (2000). Deaf Plus : A Multicultural Perspective. San Diego: Dawn Sign Press.

Jandt, F. E. (1998). Intercultural Communication: An Introduction. Second Edition. Thousand Oaks: Sage Publications.

Jandt, F. E., & Taberski, D. J. (1998). Intercultural Communication Workbook. Second Edition. Thousand Oaks: Sage Publications.

Harrigan, Alice. K. "Interpreters and the Diverse Deaf Community: An Anti-Racist Response pp.101-114. In 1997 RID Journal of Interpretation. Silver Spring, MD: RID Publications.

Humphries, Tom (1993). "Deaf Culture and Cultures" Multicultural Issues in Deafness. Longman Publishing Group.

Samovar, L. A., & Porter, R. E., & Stefani, L. A. (1998). Communications Between Cultures. Third Edition. Belmont: Wadsworth Publishing Company.

Disability, Diversity and Dissemination: A Review of the Literature on Topics Related to Increasing the Utilization of Rehabilitation Research Outcomes among Diverse Consumer Groups.

The Research Exchange Volume 4, Number 1, 1999. Available on the internet at URL <<http://www.ncddr.org/researchexchange/>>

Videotapes - Refer to NMIP Videotape Descriptions

Cultural storytelling. Many cultures use storytelling to share perceptions of their experiences. Select videotapes to practice listening to cultural stories and life experience themes. Have students use large sheets of paper and colored markers to "mind map" the cultural events both positive and negative which impact on the experience of the individual. Use symbols and visual images to graphically represent the story.

Unit	Suggested Module Topics	Suggested Time frame
I.	Exploring Multicultural Perspectives	1 - 3 hours
II.	Appreciating Human Diversity and Culture	2 - 6 hours
III.	Challenging the Social Construction of Concepts of Race and Ethnicity	2 - 6 hours
IV.	Racism, prejudice and stereotypes	1-3 hours
V.	Exploring United States Dominant Culture	1-3 hours
VI.	Identifying Conflicting Cultural Dynamics within the United States	2 - 6 hours
VII.	Understanding Cultural Development, Identification and Bonding	2-6 hours
VIII.	Cross-culturally Specific Variations in Cultural Patterns, Social Conduct and Mores	1-3 hours

IX.	Exploring Cultural Impact on Sign Language Interpreting	2-6 hours
X.	Developing Effective Intercultural Communication	2-6 hours
XI.	Resolving Intercultural Conflict	1-3 hours

Instructor Curriculum References

For a complete listing of all the resources see the NMIP Multicultural Bibliography and Resources 2000 Edition available on the NMIP website, from the NMIP program or the National Clearinghouse of Rehabilitation Training Materials.

Banks, G. (1994) Human Diversity Workshop. Instructor’s Guide and Participant Workbook. Amherst: Human Resource Development Press, Inc.

Cole, J. (1996) Beyond Prejudice: Teaching Tools. Ellensburg: Growing Images.

Dickerson-Jones, Teri. (1993) Activities for Managing Cultural Diversity. Human Resource Development Press: Amherst, Massachusetts.

Grant, C. A., & Billings, G. L. (1997). Dictionary of Multicultural Education. Phoenix: Oryx Press.

Herbst, P. H. (1997) The Color of Words: An Encyclopaedic Dictionary of Ethnic Bias in the United States. Yarmouth: Intercultural Press, Inc.

Lambert, J., & Myers, S. (1994). 50 Activities for Diversity Training. Amherst: Human Development Press.

Mindness, Anna, M.A., CSC, CLIP “Keys to Integrating Cultural Influences in Interpreter Education. Paper presented at the 1998 CIT Conference in Salt Lake City.

Myers, S., & Filner, B. (1997). Conflict resolution across cultures: From talking it out to third party mediation. Amherst: Amherst Educational Publishing.

Myers, S., & Lambert, J. (1994). Diversity Icebreakers: A Guide for Diversity Training. Amherst: Amherst Educational Publishing.

Pedersen, Paul B. and Hernandez, Daniel (1997). Decisional Dialogues in Cultural Context: Structured Exercises. Thousand Oaks: Sage Publications:

Samovar, L. A., & Porter, R. E., & Stefani, L. A. (1997). Communication Between Cultures. Belmont: Wadsworth Publishing Company.

Simmons, G. (1989). Working Together - How To Become More Effective in a Multicultural Organization. Los Altos: Crisp Publications, Inc.

Simons, G. (1994). Questions of Diversity: Assessment Tools for Organizations and Individuals. Amherst: ODT Incorporated.

Summerfield, E. (1997). Survival Kit for Multicultural Living. Yarmouth: Intercultural Press.

Training Materials

A Winning Balance by BNA Communications Inc. 9439 Key West Avenue, Rockville, MD. 20850-3396. Telephone 800-233-6067.

Ecotonos A Multicultural Problem Solving Simulation by Nipporica Associates available from Intercultural Press, Inc. Post Office Box 700, Yarmouth, Maine 04096, USA 207-846-5168.