

Building Cross Cultural Competency Where None Exists



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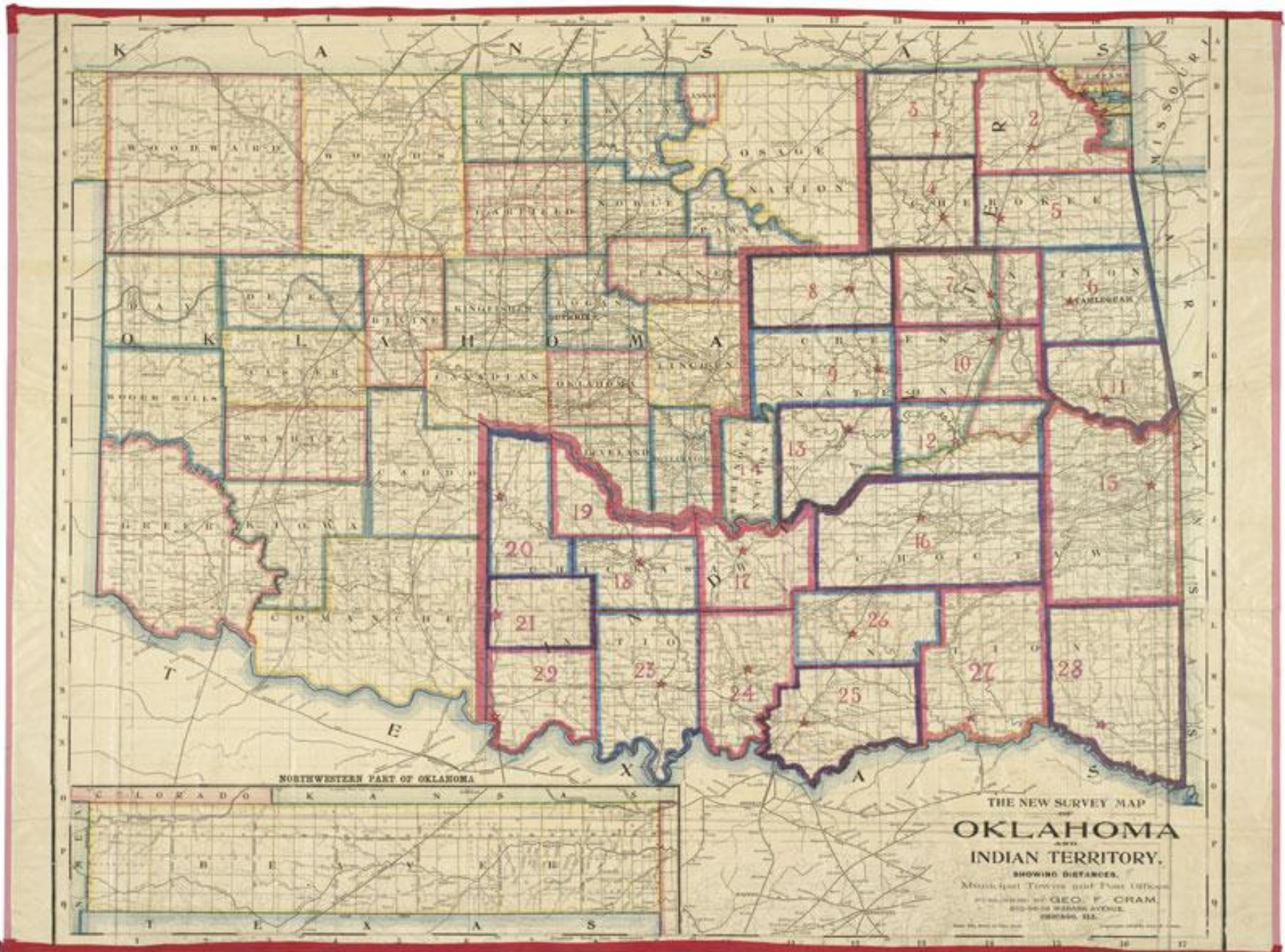
Immigration Law Clinic

Removal Exercise

- Attempt to personalize the experience our American Indian Elders have experienced through historical trauma
- Attempt to demonstrate the distrust of outsiders who are in positions of “authority”
- Attempt to demonstrate the feeling of betrayal at the hands of those who were working in “the best interests” of a group.

The Landscape

- 38 Federally Recognized Tribes
 - Each are unique
 - Laws
 - Governmental Systems
 - Culture
 - Language
 - Religion
 - Mores



The Challenges

- Curriculum in Elementary and Secondary Education
- Media and Movie Portrayal of American Indian People
 - Westerns
 - Mascots
- Personal Bias
- Tribal Diversity in the Classroom
- Political Correctness Paralyzation

Common Themes of Culture

- Treatment of Elders
- Gender Roles
- Taboo Subjects
- Time and Punctuality
- Familial Relationships
- Role of Children in the Family
- Conversational Don't's.
 - Eye Contact
 - Hand-Shaking and other Touching

The Methods

- Experience Demonstration
 - Removal Exercise
- Visual Aids
- Storytelling

Apache Children Arriving at Boarding School in Traditional Dress



PHOTOGRAPH BY U.S. ARMY SIGNAL CORPUS,

Same Children Four Months Later



PHOTOGRAPH BY U.S. ARMY SIGNAL CORPS,
COURTESY OF THE ARIZONA HISTORICAL FOUNDATION

Introduction to OUR CLIENTS

Boarding School Experience

+ Historical Trauma from our Elders

= Severe Distrust of Non-Indians and
the legal system!

Client Interaction

- The best way to teach cultural competency...
- But it's also the most risky!

Introduction to Our Clients' Families

- Scrubbing the Perception
- Educating Students on Reality
- “How is an Indian supposed to look?”

ALL OF THESE PEOPLE ARE INDIAN



THESE CHILDREN ARE INDIAN



AND SO ARE THESE CHILDREN.



The Product

- Students who recognize the unique cultural differences between Indians and non-Indians, who know how to comport themselves within acceptable standards.
- Students who can challenge their own understanding of Indian history and culture.
- Students who can utilize their legal skills in a diverse environment, as self aware practitioners who value delivery of appropriate service

How can we best use these discussions of race and culture

As effective teaching moments?

Immigration Law Background

- Adjustment Interview:
- Def. interview at which a random, non-judge adjudicator has lots of discretion to decide whether someone gets a green card

- Clinician takes two students to observe an adjustment interview at USCIS.
- While the client was successful and obtained his green card, the adjudicator made some comments that the clinician thought were racially charged.

- The interviewing officer was a white female, mid-40's.
- The client was a 21-year-old Mexican male, whose mother brought him to the U.S when he was six years old, pursuant to a visitor's visa.

- The adjudicator stated that she would approve the application, congratulated the client, but then added some warnings. “It is common within the Hispanic community for men to beat their wives. You need to know that if that happens, you could be deported. You are just a guest here. So don’t hit your wife!” she said, emphasizing with her hand, finger pointed, toward the 21-year-old Mexican client.

Small Groups

- Clinician
- Student
- Observer / Reporter

Please simulate a discussion of this adjustment interview within your small groups, considering how you would react as a student and how to address the topic of race as a clinician.

Later Self-Reflection

- During self-reflection, I found out that my students did not identify that they were racially charged remarks, and they did not see anything wrong with what the adjudicator said.
- How best to address this with students?