

Gender, Race, and Class in Pastoral Practice PT 317-3, Spring 2015

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Course description

To a large extent the construction of gender, the rules and practices of diverse racial and ethnic groups, and the differences shaped by socioeconomic class demonstrate the cultural relativity of family life. In this course we will critique our own internalization of these “rules” and practices and pursue gender and multicultural perspectives that encourage and affirm respect for the diversity in various family systems in an interfaith world. We will explore the ways sexism, racism, and classism function oppressively, limiting possibilities for well-being in family systems and shaping the context for care. Using the lenses of gender, race, and class, we will examine several racial and minority groups in North America according to their patterns in the following areas:

<p>life cycle issues marriage norms gender rules and roles family functions and processes</p>	<p>religion and ritual values mental illness/dysfunction attitudes toward seeking help</p>
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We will consider the implications of such differences for appropriate interventions and continuing care in pastoral practice and family therapy. We will give particular attention to discerning the oppressive effects of racism, sexism, heterosexism, and classism for our own lives and develop personal and professional strategies for resisting their destructive effects.

<u>By the end of the semester, students will:</u>	<u>Student Learning Outcomes (SLO) & MFT Competencies (MFTC:)</u>	<u>Assessment Signature Assignments</u>
<p>Articulate an understanding of the dynamic and complex processes of racial identity development</p>	<p>SLO 4: Graduating students will be able to use a multicultural approach to Marriage and Family Therapy that attends appropriately to religious, cultural, racial, economic, gender, and sexual orientation diversity in client systems, client-therapist systems, supervisory systems, and broader social systems. MFTC: 1.2.1 Recognize contextual and systemic dynamics 1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes...</p>	<p>Racial/Cultural Identity Paper (Rubric)</p>

Demonstrate self-critical awareness of their own gender, racial, and class assumptions	SLO 4 MFTC: 3.4.5 Monitor personal reactions to clients and treatment processes 5.4.2 Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct	Genogram Project (Rubric) Racial Identity Paper (Rubric) Final Integration Paper (Rubric)
Demonstrate knowledge of the interlocking, socially constructed nature and effects of racial, gender, class, and religious oppression in a diverse, multicultural, and interfaith world	SLO 4 MFTC: 1.2.1 (above) 2.2.3 Develop hypotheses regarding relationship patterns...and the influence of extra-therapeutic factors on client systems 6.3.2 Use current MFT and other research to inform clinical practice	Racial/Cultural Identity Paper (Rubric) Group Presentation (Rubric) Class Participation
Demonstrate the ability to initiate and sustain peer dialogue with critical issues central to resisting gender, racial, and class oppression	SLO 4 MFTC: 4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems 4.5.1 Respect multiple perspectives	Group Presentation (Rubric) Class Participation (Grade of B or better)
Demonstrate ability to identify racial, gender, class and religious oppression in pastoral ministry and articulate a strategy of resistance.	SLO 1: Graduating students will be able to conduct multicultural, evidence-based therapy with individuals, couples and families that meets entry-level professional standards. SLO 4 MFTC: 1.2.1 Recognize contextual and systemic dynamics 1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors 2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes... 3.4.5 ...monitor personal reactions to clients and treatment processes... 4.3.1 Match treatment modalities...to client's needs, goals and values 4.3.2 Deliver interventions in a way that is sensitive to special needs of clients 4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems	Final Integration Paper (Rubric) Group Presentation (Rubric)
<p>Multicultural Therapy Definition: Multicultural Therapy, according to D. W. Sue and Torino (2005, p 3) “..can be defined as both a helping role and process that uses modalities and defines goals consistent with the life experiences and cultural values of clients, recognizes client identities to include individual, group, and universal dimensions, advocates the use of universal and culture-specific strategies and roles in the healing process, and balances the importance of individualism and collectivism in the assessment, diagnosis, and treatment of client and client systems.” Multicultural competence as a therapist includes: (1) therapist awareness of personal assumptions, values and biases, (2) understanding the worldview of diverse clients, and (3) facility with appropriate strategies and interventions consistent with the life experiences and values of culturally different clients. (Sue & Sue 2008)</p>		

Evidence-based Practice Definition: EBP is a "...practice-friendly approach to using research to enhance family therapy" (Gehard, 2010, 133). This approach looks to research to help clinicians make decisions in therapy about care for individual clients, couples and families. Evidence-based practice will (1) look to research for information about what treatments are most effective for specific problems, (2) critically examine that research for its validity and applicability to specific cases, and (3) evaluate how effective a selected method is for specific clients, couples and families (for example, using the ORS/SRS).

Course requirements

RUBRICS and full descriptions of the assignments are in APPENDIX C.

I. Personal experience of difference

In consultation with the class, each class member will participate in some activity outside of class that allows her/him to expand his/her own gendered, ethnic, and/or racial identity through an immediate experience of difference. **A summary of this experience must be included in your final integration paper.**

II. Preparation and Participation (10%) evaluated by the following criteria:

- Preparation for class: complete the *Session Evaluation Form*. ***This form requires a 100-200 word reflection/summary of reading and two questions that arise from reading.*** Session evaluation forms are turned in at the end of each class session. **Questions are to be emailed to professors no later than 10:00 a.m. the morning of the class session.**
- In class: openness to reflect critically on the implications of ideas discussed from readings and presentations; accurate use of material assigned.

In short, students are expected to be in class on time and prepared to discuss assigned readings. A crucial skill needed to resist racial, gender, and class oppression is the ability to initiate and sustain productive dialogue about critical issues.

III. Racial/Cultural Identity Development paper (25%) **DUE 2/26/13 in hardcopy in class**

IV. Group presentation, class discussion facilitation (15%)

A crucial skill needed to resist racial, gender, and class oppression is the ability to initiate and sustain productive dialogue about critical issues. To develop this skill, all students will have an opportunity to participate in leading a class discussion.

V. Genogram project (25%)

Be sure to read Hardy & Laszloffy article, pp. 227-237

Write a 10-12 page, double-spaced typed paper that describes your own racial and/or ethnic heritage and notes the effects of socio-economic class and gender roles/roles.

DUE April 7 at the beginning of class.

VI. *Final integration/reflection paper (25%)*

Be sure to incorporate your “personal experience of difference” course component and describe what you learned from it.

DUE during exam week, Thurs, May 16 at 12:00 noon. Submit electronically on CAMS.

Main Texts:

Kujawa-Holbrook, Sheryl A. and Karen B. Montagno, eds. (2009). *Injustice and the care of souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press. (Referred to as K-H & M throughout the syllabus)

McGoldrick, M. & Hardy, K. V. (2008). *Re-visioning family therapy: race, culture and gender in clinical practice*, 2nd ed. New York: Guilford.

***Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 5th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2008.

Also on reserve in the library:

Adams, Maurianne, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, eds. *Readings for Diversity and Social Justice*, 2nd ed. New York: Routledge, 2010.

Ayvazian, Andrea. “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change.” In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, pp. 684-690. New York: Worth Publishers, 2010.

Barndt, Joseph. *Understanding & Dismantling Racism: The Twenty-first Century Challenge to White America*. Minneapolis: Fortress Press, 2007. Pp. 13-53.

Bohler, Carolyn Stahl. “Female-Friendly Pastoral Care.” In *Through the Eyes of Women*, edited by Jeanne Stevenson Moessner, 27-49. Minneapolis: Fortress Press, 1996.

Collins, Patricia Hill. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge, 2005. pp. 1-21.

Eck, Diana. “Afraid of Ourselves.” In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 240-245. New York: Routledge, 2010.

- Hardy, Kenneth V. and Tracey A. Laszloffy. "The Cultural Genogram: Key to Training Culturally Competent Family Therapists." *Journal of Marital and Family Therapy* 21, no. 3 (July 1995): 227-237.
- Kirk, Gwyn and Margo Okazawa-Rey. "Identities and Social Locations." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 8-14. New York: Routledge, 2010.
- Lacock, Michelle Oberwise and Carol Lakota Eastin. "We Hold Out Stories in Blankets: Pastoral Care with American Indian Women." In *Women Out of Order: Risking Change and Creating Care in a Multicultural World*, edited by Jeanne Stevenson-Moessner & Teresa Snorton, 93-112; 376-379. Minneapolis: Fortress Press, 2010.
- Leary, Joy DeGruy. *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*, 114-143. Milwaukie, OR: Uptone Press, 2005.
- Lee, K. Samuel. "Much Depends on the Kitchen: Pastoral Practice in a Multicultural Society." In *Healing Wisdom: Depth Psychology and the Pastoral Ministry* edited by Kathleen J. Greider, Deborah van Deusen Hunsinger, and Felicity Brock Kelcourse, 34-54. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2010.
- Lee, K. Samuel. "Engaging Difference in Pastoral Theology: Race and Ethnicity." *The Journal of Pastoral Theology* 19, no. 2 (Winter 2009): 1-20.
- Levant, Ronald F. "Toward the Reconstruction of Masculinity." In *A New Psychology of Men*, edited by Ronald F. Levant and William S. Pollack, 229-251. New York: Basic Books, 1995.
- McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Intervention*, 3rd ed. New York: W.W. Norton & Co., 2008.
- McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto, eds. *Ethnicity and Family Therapy*, 3rd ed. New York: The Guilford Press, 2005.
- Mantsios, Gregory. "Class in America – 2009." In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, 177-192. New York: Worth Publishers, 2010.
- Matthews, Donald H. "Love and Work among African American Men." In *The Care of Men* edited by Christie Cozad Neuger and James Newton Poling, 92-103. Nashville: Abingdon Press, 1997.
- McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." 1988.
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=4&cad=rja&ved=0CEUQFjAD&url=http%3A%2F%2Fwww.nymbp.org%2Freference%2FWhitePrivilege.pdf&ei=FwsYUYWrE4r00QGvjYHAAw&usq=AFQjCNHc4ofQVRK9tZKwkqYpK_hXr1K13w&sig2=QfEh57QrxtCWrycSmL9ZBA
- Orr, Judith L. "Hard Work, Hard Lovin', Hard Times, Hardly Worth It: Care of Working-Class Men." In *The Care of Men* edited by Christie Cozad Neuger and James Newton Poling, 70-91. Nashville: Abingdon Press, 1997.

Pitt, William Rivers. "Here. Now. Do Something." In *Race, Class, and Gender in the United States*, 8th ed., edited by Paula S. Rothenberg, 703-705. New York: Worth Publishers, 2010.

Schlosser, Lewis. "Christian Privilege." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 246-247. New York: Routledge, 2010.

Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 6th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2013.

Tatum, Beverly Daniel. "The Complexity of Identity." In *Readings for Diversity and Social Justice*, 2nd ed., edited by Maurianne Adams, Warren J. Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, 5-8. New York: Routledge, 2010.

APPENDIX B – SEMINARY AND COURSE POLICIES

SEMINARY POLICIES – See Student Handbook for policies on use of inclusive language, academic honesty, citation, attendance, and special accommodations. (NOTE FOR COAMFTE: These policies are normally inserted but removed due to space limitations for the self-study.)

Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

ADDITIONAL COURSE POLICIES

Classroom Discussion

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

Late papers

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Use of Electronic Devices in Class

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others. Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will affect the student's course participation grade.

APPENDIX C –Comprehensive Rubric**Gender Race and Class
Comprehensive Rubric**

Assessment Rubric: (Note to COAMFTE: Rubrics for assessing SLOs and Marriage and Family Therapy core competencies have been removed to meet self-study space limits. See SIE rubric which is used for all case studies in the MFT Program and see 1 sample comprehensive course rubric Bookmarks. All rubrics can be provided upon request.)

Gender Race and Class Aggregated Rubric Scores

Signature Assignment	Rac Id Pap Assig	Grp Pres Assig					Gen Assig				Class Part Assig				Integ Pap Assig						
	I.1	I.2	I.3	II.1	II.2	II.3	II.4	II.5	III.1	III.2	III.3	III.4	IV.1	IV.2	IV.3	IV.4	V.1	V.2	V.3	V.4	V.5
Student																					
1																					
2																					
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7																					
8																					
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10																					
11																					
12																					
13																					
Mean Score																					
SLOs	4	4	NA	1	4	1, 4	4	1, 2	4	4	NA	NA	4	NA	4	NA	4	4	4	NA	NA
MFTCs	6.3.2	3.4.5 5.4.2	NA	1.2.1 2.2.3 4.3.2	6.3.2 4.5.1 1.3.1	4.3.1 4.3.2 4.3.8	4.5.1	1.2.1 2.2.3 3.2.1	1.2.1 2.2.3 5.4.2	6.3.2	3.4.5 NA	NA	4.3.8 5.4.1	NA	4.5.1	NA	2.1.1 4.3.2 6.3.2	, 1.2.1 3.4.5	, 4.3.1 4.3.2	NA	NA