

GENDER, RACE, AND CLASS IN PASTORAL PRACTICE
PT 317-3, Spring 2007

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This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.

Description

To a large extent the construction of gender and 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. We will explore the way 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 racial groups in North America according to their patterns in the following areas:

- life cycle issues
- marriage norms
- gender rules and roles
- family functions and processes
- religion and ritual
- values
- mental illness/dysfunction
- attitudes for seeking help

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, and classism for our own lives and develop personal and professional strategies for resisting their destructive effects.

Format

This course will use seminar discussion of readings assigned, video presentations, and experiential exercises.

Technology

A copy of the syllabus will be posted on the blackboard. Reading assignments from the Supplemental text reading assignments will be posted on the Blackboard. Written assignments will be submitted to ltownsend@lpts.edu.

Goals

By the end of the semester, students will be able to:

1. articulate an understanding of the dynamic and complex processes of racial identity,
2. discuss the social construction of gender and gender roles noting as well characteristics that transcend culture,
3. self critically identify their own gender, racial, and class assumptions,
4. describe the nature and effects of racial, gender, and class oppression,
5. develop strategies for effectively resisting racism, sexism, and classism in their personal lives and professional practices,
6. become familiar with at least 4 different racial groups in North America in relation to the categories noted in the description above,
7. relate 1-6 to pastoral practice and marriage and family therapy.
8. demonstrate competence in initiating and sustaining peer dialogue with critical issues central to resisting gender, racial, and class oppression.

Course Requirements

1. Class participation/seminar discussion leadership
2. Reading from assignments and bibliography
3. Genogram project
4. Group Presentation
5. Personal experience of difference (see below)
6. Integration/reflection on experience paper

Requirements:

1. Class participation and seminar discussion leadership.

Students are expected to be in class on time and prepared to discuss assigned readings. One 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, seminar discussions will be led on a rotating basis by class participants. While circumstances may require an adult earner to miss class occasionally, absences more than 10% of the classroom experience affect student learning and consequently the student grade.

2. All reading assignments are available through the bookstore, on blackboard and /or in multiple copies at the reserve desk in the library. Video assignments are available at the reserve desk in the library.

3. A ten to twelve page typed genogram project that shows your own racial and/or ethnic heritage and notes the effects of socio-economic class and gender rules/roles. **Due April 8 at the beginning of class.**

- Construct a four-generation genogram inclusive of your own generation. Use your memory, family records, family interview, or records available through various genealogical services to gain as much information as possible about your 4 generation heritage.
- Identify in each generation the racial and/or ethnic heritage of each person. Include religious, national, regional and any other significant determinants to family and personal identity. Describe family myths/stories about the meaning of racial/ethnic heritage to the family. Outline racial/ethnic and cultural impacts of marriages within the family and any stories in the family regarding these. Identify ways the ethnic/racial heritage(s) of your family is reflected in its values and practices. (more than naming the heritage what difference does it make in family processes and values?)
- Describe any patterns of migration, immigration, or forced relocation and impacts these had on family functioning or family identity.
- Describe the influence of socioeconomic class factors noting changes over time and how these factors were present in marriages and related family rules and values (e.g. Education. Employment, definitions of success, etc.)
- Describe family patterns of male-female interactions, roles and expectations. Identify exceptions and the emotional impact upon the family. Be sure to describe dominant myths about this family's perceptions about gender rules/roles.
- Provide a summary briefly outlining your perception of how the above issues impact the 8 areas noted in the course description (see page 1 of syllabus)

4. Seminar Leadership. Discussion leadership will rotate between class members through the semester. Discussion leaders are expected to have read material carefully and form a plan for how group discussion will be managed. Leaders are encouraged to be creative and to use role plays, case studies, etc. to help the group learn effective gender, class, and racial/ethnic awareness for pastoral practice. One effective way to lead class is to:

- a. Develop a **specific pastoral care/counseling situation which requires gender, class, and racial/ethnic analysis** and write this up as a case study which may be presented in a role play.
- b. Lead the class to:
 - Define the characteristics of the **people seeking care** in the situation (such as: vocation, socioeconomic considerations, racial/ethnic identity, gender factors, family constellations, etc.)

- Identify a caregiver or caregiver team. Use genogram studies, etc. to identify who the **caregivers** are with regard to gender, race/ethnicity, family constellation, socioeconomic class history, etc.)
- Create an effective strategy for pastoral care/counseling directly related to the case, including the gender, race/ethnicity, and class analysis
- Evaluate the strategy by identifying the areas where gender, class, race/ethnicity conflicts and complementarity might occur given the persons seeking care and the team offering care. Identify larger contextual issues of justice, systems of care, etc. that your caregiving team might miss given their particular gender, race, ethnic, and class characteristics.

5. Each class member will participate in some form of activity outside of class that allows her/him to expand their own gendered, ethnic, and/or racial identity through immediate experience of difference. In consultation with the class the experience of difference will be shared during the seminar discussion that the student leads. The student will write up and submit the experience of difference to the professor on the day the student leads the seminar.

6. The Integration/reflection on experience paper asks you to reflect on your personal journey during the course in light of your initial racial identity development status, gender role/role awareness, and socioeconomic class awareness. Use the Hardiman/Jackson Social Identity Development Model to assess your **initial** and **current** status regarding the above 3 facets of your social identity. Be sure to include reflection assignment 5. This paper also will include your personal and professional strategies for resisting racial, gender, and class oppression. The paper should be between 5-8 typed pages in length and is **due the last day of finals**.

Th.M. and D.Min Students

Th.M. and D.Min students taking the course will have additional reading and writing assignments developed in consultation with the instructor.

Evaluation*

Genogram 30%

Seminar leadership** 30%

Experience of difference 10%

Integration Paper 30%

* Assignments are due on the date given in the syllabus. Reflecting school policy, extensions in assignments will not be granted except in the case of serious illness or a family crisis affecting all current courses. Advanced consultation with the professor is required for delayed submission without penalty.

** Traditional grading is likely to undermine the self-disclosure and personal risk necessary to dialogue designed to resist oppression. Criteria for grading papers

- Accurate use of material assigned
- Attention to and ability to engage contributions of classmates
- Willingness to reflect critically on the implications of ideas discussed from readings and presentations
- Ability to engage in practical theological reflection with assignments
- Graduate level writing (use either Chicago/Turabian or APA documentation style)

Inclusive Language

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbol and metaphors) used in class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued creations of God.

Racism is also a pervasive exclusive and oppressive factor in our society that is detrimental to any learning environment. We will use language, symbols, and metaphors that honor our commitment to a racial inclusive community.

Academic Honesty

Fully document any information used in your papers that is not original. When you summarize information be aware that you must summarize in your own words and not retain the original authors style. You may receive assistance with proper documentation of sources at the ***Library and/or the Academic Support Center***.

Required Texts

McGoldrick, M., Pearce, J., & Giordano, J. eds.(2005). *Ethnicity and Family Therapy* 3rd ed. New York: Guildford Press.

York: Guildford Press.

Matsuoka, F. (1998). *The Color of Faith*. Cleveland: United Church Press (Pilgrim Press).

Sue, D. W. & Sue, S. (2003). *Counseling the Culturally Diverse* 4th ed. New York: Wiley.

Akbar, N. (1996). *Breaking the Chains of Psychological Slavery*. Tallahassee, FL: Mind Productions and Associates, Inc.

Butler, L. H. (2006). *Liberating our Dignity, Saving our Souls*. St. Louis: Chalice Press.

Reading From:

Adams, Maurianne, et.al., eds. *Readings for Diversity and Social Justice*. New York: Routledge, 2000.

Boyd, Stephen, ed. *Redeeming Men*. Louisville: Westminster John Knox Press, 1996.

Carr, Anne and Mary Stewart Van Leeuwen, eds. *Religion, Feminism, and the Family*.
Louisville:
Westminster John Knox Press, 1996.

Carter, Betty and Monica McGoldrick, eds. *The Expanded Family Lifecycle* 3rd ed. Allyn & Bacon,
1998.

Comas-Diaz, Lillian and Beverly Greene, eds. *Women of Color*. New York: Guilford, 1994.

Graham, Elaine. *Making the Difference: Gender, Personhood, and Theology*. Minneapolis:
Fortress Press, 1995.

hooks, bell. *Feminism is for Everybody*. Cambridge, MA: South End Press, 2000.

Kimmel, and M. Messner, eds. *Men's Lives* 6th ed. Allyn & Bacon, 2003.

McGoldrick, Monica, ed. *Re-visioning Family Therapy*. New York: Guilford Press, 1998.

Moessner, Jeanne Stevenson, ed. *Through the Eyes of Women*. Minneapolis: Fortress Press,
1996.

Neuger, Christie and James Poling, eds. *The Care of Men*. Nashville: Abingdon Press, 1997.

Pollack, William and Ronald Levant, eds. *A New Psychology of Men*. New York: Basic Books,
2003.

Rothenberg, Paula, ed. *Race, Class, and Gender in the United States* 6th ed. New York: Worth
Publishers, 2003.

Rothenberg, Paula, ed. *White Privilege*. New York: Worth Publishers, 2002.

Solinger, Rickie. *Pregnancy and Power: A Short History of Reproductive Politics in America*.
New York: New York University Press, 2005.

Wijesyesinghe, Charmaine and Bailey Jackson III, eds. *New Perspectives on Racial Identity Development*. New York: New York Press, 2001.

Class Schedule:

*asterisk identifies reading available on Blackboard

2/6 Introduction:

Read: Sue and Sue, 3-91

Class session: Discussion

2/11 Racism, Sexism, Classism, Privilege, and Power

Read: Rothenberg RCG, 7-12; 54-65; 123-143, 177-197*

Rothenberg, WP, 89-96*

Adams et al, 412-418*

Class session : Seminar discussion (Leader_____)

2/13 Social-Economic Class/Classism

View before class: "White Man's Burden"

Read: Carter/McGoldrick, EFL: 88-104*

Rothenberg RCG, 102-114; 255-265*

Do: Social Class questionnaire in Adams et al. 433-434*

Class session: Seminar discussion (Leader_____)

2/18 Social Construction of Gender

Read: E. Graham, 1-34, 214-231*

Stevenson-Moessner, 143-165*

Class session: Seminar discussion (Leader_____)

2/20 Masculinity

View before class: "The Full Monty"

Read: Neuger and Poling, 70-103*

Adams et al, 213-219*

Boyd, 7-18, 156-167, 252-261*

Class session: Seminar discussion (Leader_____)

2/26

Masculinity

Read: Levant, 337-382*

hooks, 67-71 *

Kimmel and Messner, 4- 41*

Class session: Seminar discussion (Leader_____)

2/27

KMFT

3/4

Femininity

View before class: "Waiting to Exhale"

Read: Miller-McLemore in Carr and Stewart Van Leeuwen, 275-293*

Stevenson-Moessner, 304-320*

Comas-Diaz and Greene, 10-20*

Class session: Seminar discussion (Leader_____)

3/6

Femininity

Read: Solinger: 1-25*

Comas-Diaz & Green, 72-138*

Class session: Seminar discussion (Leader_____)

3/11

Gender and Racialization

Read: Solinger, 27-62*

hooks, 55-60*

Butler, 63-78

- 3/13 Construction of Race/Racism
Read: Matsuoka, 1-56
Class session: Video--Power of an Illusion
- 3/20 Racial Identity Theories
Read: Sue and Sue, 205-234; 265-290
Class session: Seminar discussion (Leader_____)
- 3/24-26 Research and Reading
- 4/1 Race and American Experience
Read: Wijeyesinghe and Jackson, 8-31*
Class session: Video—The Color of Fear
- 4/3 Race and African American Experience
Read: Butler, vii-62
Class session: Seminar discussion (Leader_____)
- 4/8 African Americans (**Genogram project due**)
Read: Akbar, *Breaking the Chains of Psychological Slavery*
Video The Psychological Residuals of Slavery
- 4/10 Easter break
- 4/15 Implications for Care and Counseling
Read: McGoldrick, Giordano, Pearce, 117-128
Sue and Sue, 293-308*
Butler, 79-118
Class session: Seminar discussion (Leader_____)
- 4/17 White Americans

View before Class: “Grand Canyon”

Read: McGoldrick, Giordano, and Pearce, 145-172

4/22 White Americans

Read: Sue and Sue, 235-264

Wijeyesinghe and Jackson, 108-128*

Class Session: Seminar discussion (Leader _____)

4/24 Hispanic Americans

View before Class: “Mi Familia” (or “My Family”)

Read: McGoldrick, Giordano, Pearce, 141-182, 214-226

Wijeyesinghe and Jackson, 32-61*

Class Session: Seminar discussion (Leader _____)

4/29 Hispanic Americans

Read: Sue and Sue, 343-362

Edgardo?? **Class Session: Seminar discussion (Leader _____)**

5/1 Asian Americans

View before class: “Joy Luck Club”

Read: McGoldrick, Giordano, and Pearce, 227-295

Wijeyesinghe and Jackson, 67-90

Class Session: Seminar discussion (Leader _____)

5/6 Asian Americans

Read: Sue and Sue, 327-342

Class Session: Seminar discussion (Leader _____)

5/8 Cultural-Contextual Model of Therapy

Read: Sue and Sue, 95-176

Class Session: Seminar discussion (Leader_____)