

**PT 3173**  
**GENDER, RACE, AND CLASS IN PASTORAL PRACTICE**  
**Spring 2008**  
**Monday, 2:00-4:50, Schlegel Hall Room 122**

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Office Hours by appointment

*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. Email will be used for submitting written assignments no later than 11:00 on the day the assignment is due. The email address is ewalker@lpts.edu.

## Goals

Through participation in this course 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 your 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 these learnings 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

## Specifics

1. Class participation is crucial. 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 March 31 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. Group Presentation--small groups of students will prepare a role play/case study to demonstrate effective gender, class, and racial/ethnic awareness for pastoral practice. These will be presented in the last class sessions as noted in the syllabus. The presentation will:

- 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.
- 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, class characteristics.

Each team member is expected to summarize what was learned from this experience. Each team member will submit a 2-3 page typed write-up of their own case analysis in response to the material presented to the instructor at the time of the class presentation.

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, May 16, no later than 11:00 am. Graduating Seniors will submit their papers May 13, no later than 11:00am.**

### **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\***

Participation	10%
Genogram	30%
Group case study/seminar leader**	20%
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. Criteria for grading:

- 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, Monica, John Pearce, and Joseph Giordano, eds. *Ethnicity and Family Therapy* 3<sup>rd</sup> ed. New York: Guildford Press, 2005.

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

Sue, Derald Wing and S. Sue. *Counseling the Culturally Diverse* 4th ed. New York: Wiley, 2003.

Rothenberg, Paula S. *Race, Class and Gender in the United States*, seventh edition. New York, Worth Publications.

Stalvey, Lois. *The Education of a WASP*. University of Wisconsin Press, 1989.

### **Reserved/Supplemental Texts**

All required text

McGoldrick, Monica. *Re-Visioning Family Therapy, Race Culture, and Gender in Clinical Practice*. New York; Guildford Press. 1998

Tatum, B. Daniel. "Talking About Race, Learning About Racism: The application of Racial Identity Development Theory in the Classroom" *Harvard Educational Review* 62/1 (Spring 1992): 1-24.\

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* 3<sup>rd</sup> ed. Allyn & Bacon, 1998.

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

Delgado, Richard and Jean Stefancic, eds. *Critical White Studies*. Philadelphia: Temple University Press, 1997.

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

- Kimmel, and M. Messner, eds. *Men's Lives* 6<sup>th</sup> ed. Allyn & Bacon, 2003.
- 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. *White Privilege*. New York: Worth Publishers, 2002.
- Wijesyesinghe, Charmaine and Bailey Jackson III, eds. *New Perspectives on Racial Identity Development*. New York: New York Press, 2001.

### **Class Schedule**

February 11    **Introduction: Crossing Boundaries: Race, Class, Gender–Visible and Invisible**

Read: L. Stalvey, *The Education of a Wasp*

February 18    **“Crash” Racism, Sexism, Classism: Privilege and Power**

View before class: “Crash”

Read: Rothenberg RCG: 12-116

Rothenberg, WP: 89-96, 103-110

Delgado and Stefancic: 291-303

Adams et al: 412-418

**Seminar discussion leader** \_\_\_\_\_

February 21-22        KAMFT Spring Conference, Clifton Center, Louisville, KY

February 25    **Social-Economic Class/Classism**

View before class: “White Man’s Burden”

Read: Carter/McGoldrick, EFL: 88-104

Rothenberg RCG: 119-207; 284-296; 305-315

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

**Seminar discussion leader** \_\_\_\_\_

**Social Construction of Gender**

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

Stevenson-Moessner: 143-165

Adams, et. al., pp. 203-219

**Seminar discussion leader** \_\_\_\_\_

March 3        **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  
Rothenberg RCG: 65-92  
Kimmel and Messner: 4- 41  
Pollack and Lavant: 129-228

**Seminar discussion leader** \_\_\_\_\_

March 10

**Femininity**

View before class: “Waiting to Exhale”

Read: Carr and Stewart Van Leeuwen: 275-293

Stevenson-Moessner: 304-320

Comas-Diaz and Greene: 10-20

Comas-Diaz and Greene: 72-138

**Seminar discussion leader** \_\_\_\_\_

March 17

**Social Construction of Race/Racism**

Read: Matsuoka: 1-56

Rothenberg RCG: 119-178

Adams, et. al.: 61-103

**Class session: Video--Power of an Illusion**

**Seminar discussion leader** \_\_\_\_\_

**Racial Identity Theory**

Read: Tatum: “Talking About Race, Learning About Racism” 1-24

**Seminar discussion leader** \_\_\_\_\_

March 31

**Race and American Experience**

**Class session: Video—The Color of Fear**

**Seminar discussion leader** \_\_\_\_\_

**Race and African American Experience**

Read: Wijeyesinghe and Jackson: 8-31

Pollack and Levant: 337-382

Adams, et. al., pp. 241

**Video - The Psychological Residuals of Slavery**

**Seminar discussion leader** \_\_\_\_\_

**March 24-28 RESEARCH AND STUDY WEEK**

April 7

**African Americans**

**(Genogram Project Due)**

View before class: “Soul Food”

Read: McGoldrick, Giordano, Pearce, pp.77-100

McGoldrick, ed., RFT, pp. 91-117, 177-228

Sue and Sue: 293-308

**Seminar discussion leader** \_\_\_\_\_

**White Americans/Families of European Origin**

View before Class: “Grand Canyon”

Read: McGoldrick, et. al. pp. 501-533

McGoldrick, ed., RFT, Chapter 11-13, pp.145-175, 295-343

Wijeyesinghe and Jackson: 108-128

**Seminar discussion leader** \_\_\_\_\_

April 14

**Slavic Families**

Read: McGoldrick, et. al., pp.711-755

McGoldrick, ed., RFT , pp414-432

**Seminar discussion leader** \_\_\_\_\_

**Middle Eastern Families**

Read: McGoldrick, et. al., pp. 423-499

**Seminar discussion leader** \_\_\_\_\_

**Genogram assignments are due at 11:00 am**

April 21

**Jewish Families**

McGoldrick, et .al., pp. 667-707

Adams, et. al., pp.133-181

View before class: “My Big Fat Greek Wedding”

**Seminar discussion leader** \_\_\_\_\_

**Asian Americans**

View before class: “Joy Luck Club”

Read: McGoldrick, et. al., pp. 269-289

Sue and Sue: 327-342

Wijeyesinghe and Jackson: 67-90

**Seminar discussion leader** \_\_\_\_\_

April 28

**Hispanic Americans**

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

Read: McGoldrick, et. al., 153-165, 229-268

Sue and Sue: 343-362

Wijeyesinghe and Jackson: 32-61

**Seminar discussion leader** \_\_\_\_\_

**American Indian and Pacific Islanders**

Read: Sue and Sue, Chapter 12, pp. 309-325

McGoldrick, et. al., pp. 43-74

**Seminar discussion leader** \_\_\_\_\_

- May 5           **Social Construction of Disability**  
Read: Sue and Sue, Chapter 19  
          Adams, et. al., pp.319-366  
          **Seminar discussion leader**
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- May 12           Research & Study
- May 16           Final paper due in my office before 11:00 a.m.

### **Appendix A: MFT Core Competencies**

- 1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context).
- 1.2.3 Recognize issues that might suggest referral for specialized evaluation, assessment, or care.
- 1.2.4 Consider cultural and socioeconomic factors in mental health service delivery.
- 1.3.10 Develop a workable therapeutic contract/plan with clients.
- 1.4.2 Evaluate intake policies and procedures for completeness and contextual relevance.
- 1.5.2 Collaborate effectively with clients and other professionals.
- 2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; couple processes; family development and processes (e.g., family dynamics, relational dynamics, systemic dynamics); co-morbidities related to health and illness; substance use disorders and treatment; diversity; and power, privilege, and oppression.
- 2.1.7 Understand the limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.
- 2.3.1 Diagnose and assess client problems systemically and contextually.
- 2.3.3 Provide assessments and deliver developmentally appropriate services to clients, such as children, adolescents, elders, and persons with special needs.
- 2.3.8 Elicit a relevant and accurate biopsychosocial history to understand the context of the client's problems.

- 4.3.3 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
- 4.5.1 Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case).