

Gender, Race, and Class in Pastoral Practice
PT 317-3, Spring 2010
T & Th, 3:00-4:20, Schlegel Hall 121

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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. 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 several racial and minority 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 toward 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, heterosexism, and classism for our own lives and develop personal and professional strategies for resisting their destructive effects.

Goals

Through participation in this course students will have opportunities to:

1. articulate an understanding of the dynamic and complex processes of racial identity development;
2. discuss the social construction of gender, race and class;
3. self-critically identify their own gender, racial, and class assumptions;
4. describe the interlocking 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 of ministry;
6. become familiar with several different racial and minority groups in North America in relation to the categories noted in the course 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.

Use of Inclusive Language

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, see

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source.

Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, see The Code of Student Conduct, 6.11; the Student Handbook, p. 19.

Special Accommodations

Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center (kmapes@lpts.edu) during the first two weeks of a semester and should speak with the instructor as soon as possible to arrange appropriate adjustments. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Attendance

According to the Seminary catalog, students are expected to attend class meetings promptly and regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. Six or more absences (1/4 of the course) will result in a low or failing grade in the course.

Evaluation of written assignments

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources.

Citation Policy:

Citations in your papers should follow the Seminary standard, which is based on these guides:

American Psychological Association. *Concise Rules of APA Style*, 6th ed. Washington, D.C., 2010 or
APA. *Publication Manual of the American Psychological Association*, 6th ed. Washington, D.C., 2010.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 15th ed. Chicago, IL: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center. Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters. Tutors are available to work with you on study habits, reading skills, and writing assignments.

Use of computers/technology in the classroom

Depending on class dynamics, the use of computer and internet technology may be banned from the classroom.

Student's attainment of course goals will be evaluated through the following

Course requirements

Personal experience of difference (written summary folded into the final integration paper)

In consultation with the class, each class member will participate in some activity outside of class that allows her/him to expand their own gendered, ethnic, and/or racial identity through immediate experience of difference.

Participation (10%) evaluated by the following criteria:

- accurate use of material assigned
- attention to and ability to engage contributions of classmates
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt, regular attendance; absences and/or tardiness will seriously impact your participation grade.

In short, everyone in the class is expected to prepare for class thoroughly and participate in discussion. The primary learning goal for the class is the ability to engage in dialogue.

One page paper on pastoral care (5%)

In light of the assigned readings, how does the authors' challenge to become a "multiculturally competent" caregiver in the pursuit of justice affect/expand your initial [the definition you wrote in class to be included in the paper] understanding of the ministry of pastoral care and counseling?

DUE 2/16/10 in class

Two page Racial/Cultural Identity Development paper (10%)

Describe this aspect of your development utilizing either the R/CID model for people of color (see Sue & Sue, Chapter 10) or the White Racial Identity Development (WRID) descriptive model (see Sue & Sue, Chapter 11, pp. 276-282). Include where you would currently locate yourself and why, and briefly discuss catalysts for any movement you have observed between the stages. If you think you've always been at the same place, discuss the reasons for that.

DUE 2/23/10 in class

Three page reflection paper on Claudette Colvin book (15%)

Describe the way her story illustrates the interlocking nature of gender, race, and class (and additional social identities you see as significant) and discuss what you learned about various levels of oppression and how to resist them from reading this.

DUE 3/2/10 in class

Small group discussion leadership (10%)

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, all students will have an opportunity to participate in leading a class discussion.

Discussion leaders are expected to have read the material carefully and form a plan for the period. Consulting McGoldrick, Giordano, and Garcia-Preto's *Ethnicity and Family Therapy*, 3rd ed. will enrich preparation considerably. Leaders are encouraged to be creative and to use film clips or role plays to present a case study which represents the focus group of that day's reading assignments. The goal of the presentation and discussion is to help the group reflect theologically and clinically on interlocking forms of oppression and to learn effective gender, class, and racial/ethnic awareness for pastoral practice. To this end, the case presentation should

- describe the person/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 and identify who they 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 a 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 person(s) offering care. Identify larger contextual issues of justice, systems of care, etc. that caregivers might miss given their particular gender, race/ethnic, class identities.

Note: the small group is also responsible for the class opening devotion

Genogram project (30%)

This is to be a 10-12 page typed paper that shows your own racial and/or ethnic heritage and notes the effects of socio-economic class and gender rules/roles.

DUE April 6 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 four-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. (This involves more than naming the heritage; i.e., what difference does it make in family processes and values?)
- Describe any patterns of migration, immigration, or forced relocation, and the impacts

these have 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 (such as education, employment, definitions of success, etc.).
- Describe family patterns of male-female interactions, roles, and expectations. Identify exceptions to these and the emotional impact upon the family. Be sure to describe dominant myths about the family's perceptions about gender rules/roles.
- Incorporate material from at least one relevant chapter on your ethnic identity from McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto, eds. *Ethnicity and Family Therapy*, 3rd ed. New York: The Guilford Press, 2005. (on library reserve)

Final integration/reflection paper (20%)

In this paper you are to reflect on your personal journey during the course in light of your initial racial/cultural identity development status, gender rule/role, and socioeconomic class awareness. Return to the R/CID and WRID development models in Sue & Sue to reflect on your initial status regarding the above 3 facets of your social identity and ways this status has changed or deepened this semester. *Be to incorporate your "personal experience of difference" course component and describe what you learned from it.* This paper should also include your personal and professional strategies for resisting racial, gender, and class oppression. It should be between 4-5 typed pages.

DUE during exam week, Thurs, May 20 at 12:00 noon. Hardcopy at my office, please.

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

NOTE: 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. Late papers will receive a grade deduction per day.

ALSO NOTE: I reserve the right to modify course assignments if warranted, with due notice provided in writing.

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

Required Texts

Akbar, Na'im. *Breaking the Chains of Psychological Slavery*. Tallahassee, FL: Mind Productions & Associates, Inc., 1996.
ISBN: 0-935257-05-5

Hoose, Phillip. *Claudette Colvin: Twice Toward Justice*. New York: Melanie Kroupa Books, 2009.
ISBN: 978-0-374-31322-7

Kujawa-Holbrook, Sheryl A. and Karen B. Montagno, eds. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press, 2009.
(Referred to as K-H & M in Class Schedule)
ISBN: 978-0-8006-6235-6

Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 5th ed. New York: John Wiley & Sons, Inc., 2007.
ISBN: 978-0-470-98632-2

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.

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

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.

Rothenberg, Paula S., ed. *Race, Class, and Gender in the United States*, 7th ed. New York: Worth Publishers, 2007.

Film: "White Man's Burden"

CLASS SCHEDULE

Th 2/11 Introductions and beginnings

Week 1

T 2/16 **Pastoral theology, social justice, and multicultural counseling**
K-H & M, Chapters 1 & 2, pp. 1-27
Chapter 10, pp. 133-138
Sue & Sue, Chapter 2, pp. 29-52
DUE in class: paper on pastoral care

Th 2/18 **Journey toward multicultural competence and of Racial/Cultural Identity Development**
Sue & Sue, Chapter 1, pp. 5-27
Chapters 10 & 11, pp. 233-283

Week 2

T 2/23 **Social identities and the social construction of difference**
Kirk & Okazawa-Rey, "Who am I?" in Adams Blumenfeld, Castaneda, Hackman, Peters, and Zuniga, pp. 8-14 (CAMS)
Rothenberg, Part I Introduction, pp. 7-12 (CAMS)
Sue & Sue, Chapter 18, pp. 389-401
DUE in class: paper on R/CID or WRID development

Th 2/25 **KAMFT – no class**

Week 3

T 3/2 **Case study: Claudette Colvin**
Hoose
DUE in class: paper on ways in which her story illustrates the interlocking nature of gender, race, and class

Th 3/4 **The "Illusion of Race" and internalized oppression**
Akbar
Omi & Winant, "Racial Formations" in Rothenberg, pp. 13-22 (CAMS)

Week 4

T 3/9 **Social construction of class**
K-H & M, Chapter 3, pp. 29-44
Mantsios, "Class in America – 2006" in Adams, Blumenfeld, Castaneda, Hackman, Peters, and Zuniga, pp. 148-155 (CAMS)
Before class watch film: "White Man's Burden"

Th 3/11 Social construction of gender: “masculinity” and the care of men
 Levant, Chapter 8, pp. 229-251 (Library Reserve, hereafter Lib Res)
 Matthews in Neuger & Poling, Chapter 4, pp. 92-103 (CAMS)
 Orr in Neuger & Poling, Chapter 3 pp.70-91 (CAMS)

Week 5

T 3/16 Social construction of gender: “femininity” and the care of women
 Bohler in Moessner, Chapter 2, pp. 27-49 (Lib Res) _____
 K-H & M, Chapter 4, pp. 45-58 _____
 Sue & Sue, Chapter 25, pp. 469-480 _____

Th 3/18 Social construction and the care of sexual minorities
 H-K & M, Chapter 11, pp. 139-152 _____
 Chapter 17, pp. 227-236 _____
 Sue & Sue, Chapter 23, pp. 443-454 _____

3/23-3/26 RESEARCH AND STUDY WEEK

Week 6

T 3/30 Genogram learnings, etc.

Th 4/1 EASTER BREAK

Week 7

T 4/6 Race relations and the possibility of reconciliation
 View in class: “Meeting David Wilson”
 DUE: Genogram in class

Th 4/8 Care for African Americans _____
 Sue & Sue, Chapter 14, pp. 331-343 _____
 McGoldrick, Giordano, and Garcia-Presto, _____
 Chapter 6, pp. 87-100 (Lib Res) _____

Week 8

T 4/13 Care from the Hispanic and Latina/o Margins
 H-K & M, Chapter 5, pp. 59-72
 Sue & Sue, Chapter 17, pp. 375-388
Guest speaker: Rev. Antonio (Tony) Aja, Coordinator, Hispanic/Latino
 Ministries, Mid-Kentucky Presbytery/Presbyterian Church (USA)

Th	4/15	Care for Immigrants and Refugees	Sue & Sue, Chapters 21 & 22, pp. 423-439	<hr/> <hr/> <hr/>
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Week 9

T	4/20	Care for Indigenous and Indian populations	Sue & Sue, Chapter 9, pp. 209-230 Chapter 15, pp. 345-357	<hr/> <hr/> <hr/>
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Th	4/22	Care for Asian Americans	H-K & M, Chapter 6, pp. 73-88 Chapter 9, pp. 125-130 Sue & Sue, Chapter 16, pp. 359-373	<hr/> <hr/> <hr/>
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Week 10

T	4/27	Practice dimensions of multicultural counseling and care	Sue & Sue, Chapters 7 & 8, pp. 157-207 <i>You are strongly encouraged to attend at least one lecture during the Festival of Theology.</i>	
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Th	4/29	Religious oppression	Sue & Sue, Chapters 19 & 20, pp. 407-422 H-K & M, Chapters 7 & 8, pp. 103-123 Eck in Adams, Blumenfeld, Castaneda, Hackman, Peters, and Zuniga, pp. 240-245 (CAMS) Schlosser in Adams, Blumenfeld, Castaneda, Hackman, Peters, and Zuniga, pp. 246-247 (CAMS)	
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Week 11

T	5/4	Caring for older adults	H-K & M, Chapter 18, pp. 237-251 Sue & Sue, Chapter 24, pp. 455-467	<hr/> <hr/> <hr/>
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Th	5/6	Caring for people with disabilities	H-K & M, Chapter 16, pp. 211-26 Sue & Sue, Chapter 26, pp. 481-496	<hr/> <hr/> <hr/>
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Week 12

T	5/11	Pastoral care: lamentation, loss, and liturgy	H-K & M, Chapters 14, 21, and 22	
Th	5/13	Cycle of liberation, strategies, and wrapping up	Pitt in Rothenberg, "Here. Now. Do Something.," pp. 755-757 (CAMS)	