

## **GENDER, RACE, AND CLASS IN PASTORAL PRACTICE PT 317-3**

**Elizabeth J. Walker**  
**Schlegel Hall, 204**  
[ewalker@lpts.edu](mailto:ewalker@lpts.edu)

Office Hours by appointment

### **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 with particular attention 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.

### **Student Learning Outcomes (SLO)**

Through participation in this course students will be able to:

1. Articulate an understanding of the dynamic and complex processes of racial identity, (2, 3, 4, 5)
2. Demonstrate knowledge of the social construction of gender and gender roles noting as well characteristics that transcend culture, (2, 4, 5)
3. Demonstrate knowledge to critically identify their own gender, racial, and class assumptions, (2, 3)
4. Demonstrate knowledge of the nature and effects of racial, gender, and class oppression, (2)
5. Develop strategies to effectively resist racism, sexism, and classism in their personal lives and professional practices, (1, 5)
6. Demonstrate knowledge of at least 4 different racial groups in North America in relation to the categories noted in the description above, (2)
7. Integrate knowledge to pastoral counseling practice and marriage and family therapy, (1, 5)

8. Demonstrate competence and effective strategies to initiating and sustain peer dialogue with critical issues central to resisting gender, racial, and class oppression. (1, 2, 3, 4, 5)

### **Methodology**

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.

### **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*.

### **Course Requirements**

1. Attendance and class participation.
2. Seminar and discussion leadership.
2. Written assignments.
3. Reading from assignments and bibliography.
4. Genogram project.
5. Group presentation.
6. Personal experience of difference. (see handout)

7. Integration/reflection on experience paper.

**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*, 5<sup>th</sup> ed. New York: John Wiley & Sons, Inc., 2007.  
ISBN: 978-0-470-98632-2

**Reserved/Supplemental Texts**

Required text

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.

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*, 3<sup>rd</sup> ed. New York: W.W. Norton & Co., 2008.

- McGoldrick, Monica, Joe Giordano, and Nydia Garcia-Preto, eds. *Ethnicity and Family Therapy*, 3<sup>rd</sup> ed. New York: The Guilford Press, 2005.
- Moessner, Jeanne Stevenson and teresa Snorton, editors. *Women Out of Order . . .* Fortress Press, 2009.
- 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.
- Robinson-Wood, Tracy. *The Convergence of Race, Ethnicity, and Gender: Multiple Identities in Counseling*. New Jersey: Pearson, 2009.
- Rothenberg, Paula S., ed. *White Privilege*. New York: Worth Publishers, 2002.
- Rothenberg, Paula S., ed. *Race, Class, and Gender in the United States*, 7<sup>th</sup> ed. New York: Worth Publishers, 2007.
- Wijesyesinghe, Charmaine and Bailey Jackson III, eds. *New Perspectives on Racial Identity Development*. New York: New York Press, 2001.

**Film:**

White Man's Burden

### Grading Rubric for Written and Oral Assignments

Grade	Conceptual	Rhetorical	Thesis	Development and Support	Structuring	Language
A	Has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: reflect multicultural awareness; ideas original, often insightful, going beyond ideas discussed in lecture and class.	Commands attention with a convincing argument with a compelling purpose; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic and clinical discipline and genre; anticipates the reader's needs for clinical data, explanation, and context .	The writing is controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight.	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evidence.	Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt.	Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor or technical errors.
B	Shows a good understanding of the texts, ideas and methods of the assignment; reflects multicultural analysis; goes beyond the obvious; may have one minor factual or conceptual inconsistency.	Addresses audience with a thoughtful argument with a clear purpose; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context	Clear, specific, arguable thesis central to the essay; may have left minor terms undefined	Pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail	Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs	A few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format
C	Shows an understanding of the basic ideas and information involved in the	Presents an adequate response; pays attention to the basic elements of the writing situation; shows	Provides general thesis or controlling idea; may not define several	Only partially develops the argument; shallow analysis; some ideas and generalizations	Some awkward transitions; some brief, weakly unified or undeveloped	More frequent wordiness; unclear or awkward sentences; imprecise use of words or over-reliance on passive

	assignment; reflects multicultural analysis; may have some factual, interpretive, or conceptual errors.	sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for information, explanation, and context	central terms.	undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing.	paragraphs; arrangement may not appear entirely natural; contains extraneous information.	voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately.
D	Shows inadequate command of course materials or has significant factual and conceptual errors; reflects poor cultural sensitivity; confuses some significant ideas.	Shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate.	The thesis is vague or not central to argument; central terms not defined.	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources.	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas.	Some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format
F	Writer lacks critical understanding of lectures, readings, discussions, or assignments.	Shows severe difficulties communicating through academic writing.	No discernible thesis.	Little or no development; may list disjointed facts or misinformation; uses no quotations or fails to cite sources or plagiarizes.	No transitions; incoherent paragraphs; suggests poor planning or no serious revision.	Numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet requirement .