

# Gender, Race, and Class: Engaging Intersectionality

PC 3173, Spring 2017  
Wednesdays 10:00 am – 12:50 pm  
Nelson 119

## Instructors

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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:

life cycle issues

marriage norms

gender rules and roles

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

<u>By the end of the semester, students will:</u>	<u>Student learning outcomes (SLO) &amp; MFT Competencies (MFTC)</u>	<u>Assessment Signature Assignments</u>
Articulate an understanding of the dynamic and complex processes of racism, sexism, and classism	<p>MDIV SLO 4: Students will demonstrate the ability to reflect critically and self-critically on relationships between Christian faith and various forms of systemic injustice.</p> <p>MFT 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.</p> <p>MFTC: 1.2.1 Recognize contextual and systemic dynamics</p> <p>1.3.1 Gather and review intake information...balanced attention to individual, family, community... contextual factors</p> <p>2.1.1: Understand principles of human development, sexuality, gender,...couple and family processes</p>	Class Participation Case Study Circle Preparation Assignment
Demonstrate self-critical awareness of their own gender, racial, and class assumptions	<p>MDIV SLO 4 (above) MFT SLO 4 (above)</p> <p>MFTC: 3.4.5 Monitor personal reactions to clients and treatment processes</p> <p>5.4.2 Monitor attitudes...personal issues...to ensure they do not impact therapy adversely or create vulnerability to misconduct</p>	Class Participation Circle Preparation Assignment Circle Preparation Assignment
Demonstrate knowledge of the interlocking, socially constructed nature and effects of racial, gender, class, and religious oppression in a diverse, multicultural, and interfaith world	<p>MDIV SLO 3: Students will be able to think theologically and ethically in relation to particular traditions and contemporary needs.</p> <p>MDIV SLO 5: Students will acquire the knowledge and skillsets necessary for the practice of Christian ministry</p> <p>MDIV SLO 4 (above) MFT SLO 4 (above)</p> <p>MFTC: 1.2.1 (above)</p> <p>2.2.3 Develop hypotheses regarding relationship patterns...and the influence of extra-therapeutic factors on client systems</p> <p>6.3.2 Use current MFT and other research to inform clinical practice</p>	Class Participation Case Study Circle Preparation Assignment
Demonstrate the ability to initiate and sustain dialogue with critical issues central to resisting gender, racial, and class oppression	<p>MDIV SLO 3, 4, &amp; 5 (above)</p> <p>MFT SLO 4 (above)</p> <p>MFTC: 4.3.8 Empower clients and their relational systems to establish effective relationships with each other and larger systems</p> <p>4.5.1 Respect multiple perspectives</p>	Class Participation Circle Preparation Assignment Circle Processes Project

## Course Requirements

### 1. Class Preparation and Participation (15%)

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. 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. This will be assessed in the following ways:

- 1) 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 or topic.* 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 p.m. the evening before the class session.**
- 2) In class: openness to reflect critically on the implications of ideas discussed from readings and presentations; accurate use of material assigned.

### 3) Pastoral Care/Therapy Case Study (20%)

Each Student will respond to a case study regarding an issue they may be presented in their service as a helper. Students will be required to review and apply relevant course and outside information to the situation and provide a clear response to the situation presented in the case study.

### 4) Circle Preparation Assignment (25%)

Each student will be required to complete a short (4-5 page) written and oral assignment that consults course resources in order to plan the process assignment. Students will turn in the 3-4 page assignment to the instructors and provide an oral presentation of their assignment to a small group in the course. Students will review the four stages of organizing a talking circle presented in Pranis, 2005 and create a plan for carrying out each stage. For this assignment students will answer the following questions:

- What type of circle will one construct?
- How will one contextualize the process?
- How will one orient participants?
- What are desired outcomes?
- What are ground rules?
- What knowledge bases inform the purpose of the circle?
- How does intersectionality inform the circle process?

### 5) Circle Process Project (40%)

Each student will be required to lead a talking circle with a group of at least 5 individuals regarding an issue related to the course (race, gender, class, sexuality, oppression, intersectionality, etc.) over the course of the semester. The talking circle could be led by one individual or students may pair with one other person for this project. Once the circle is held students must write a 10 -12 page paper about this experience. A detailed rubric will be provided later in the semester.

**Required text:**

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

**Highly Recommended Reading:**

- Pranis, K. (2005). *Little book of circle processes: A new/old approach to peacemaking*. Skyhorse Publishing, Inc.

**CAMS**

- Comas-Diaz, L. (2008). 2007 Carolyn Sherif award address: Spiritas: Reclaiming womanist sacredness into feminism. *Psychology of Women Quarterly*, 32(1), 13-21.  
<http://www.socsci.uci.edu/~castellj/clfm/webdocs/Week%204/Required/Spirita-%20Reclaiming%20Womanist%20Sacredness%20into%20Feminism.pdf>
- DiAngelo, R. J. (2016). My Class Didn't Trump My Race: Using Oppression to Face Privilege. In P.S. Rothenberg (ed.) *Race, Class, and Gender in the United States, 10<sup>th</sup> ed.* (181-189) New York: Guilford Press. New York: Worth Publishers.
- Johnson, A. (2010). The Social Construction of Difference. In M. Adams, W.J. Blumenfeld, R. Castaneda, W.W. Hackman, M.L. Peters, & X. Zuniga, eds. *Readings for Diversity and Social Justice, 2<sup>nd</sup> ed.* (15-20). New York: Routledge.
- Lorber, J. (2016). Night to His Day: The Social Construction of Gender. In P.S. Rothenberg (ed.) *Race, Class, and Gender in the United States, 10<sup>th</sup> ed.* (38-46) New York: Guilford Press. New York: Worth Publishers.
- Mantsios, G. (2016). Media Magic: Making Class Invisible. In P.S. Rothenberg (ed.) *Race, Class, and Gender in the United States, 10<sup>th</sup> ed.* (562-569) New York: Guilford Press. New York: Worth Publishers.
- Mock, M. (2008). Visioning Social Justice: Narratives of Diversity, Social Location and Personal Compassion. In M. McGoldrick and K. Hardy (Eds.) *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice* (2nd ed.). (425-441) New York: Guilford Press.
- Reuss, A. (2016). Cause of Death: Inequality. In P.S. Rothenberg (ed.) *Race, Class, and Gender in the United States, 10<sup>th</sup> ed.* (393-397) New York: Guilford Press. New York: Worth Publishers.
- Tatum, B.D. (2010). The Complexity of Identity: Who Am I? In M. Adams, W.J. Blumenfeld, R. Castaneda, W.W. Hackman, M.L. Peters, & X. Zuniga, eds. *Readings for Diversity and Social Justice, 2<sup>nd</sup> ed.* (5-8). New York: Routledge.
- Thurman, H. (1976). *Jesus and the Disinherited*. Beacon Press. Chapter 5 only (pp.79-99)

**Library Reserve**

- Adams, M., Blumenfeld, W.J., Castaneda, C. Heather W. Hackman, Madeline L. Peters, and Ximena Zuniga, eds. *Readings for Diversity and Social Justice, 2<sup>nd</sup> ed.* New York: Routledge, 2010.
- Thurman, H. (1949). *Jesus and the Disinherited*. Beacon Press.
- Sue, Derald Wing and David Sue. *Counseling the Culturally Diverse: Theory and Practice*, 5<sup>th</sup> ed. Hoboken, NJ: John Wiley & Sons, Inc., 2008.
- Pranis, K. (2015). *Little book of circle processes: A new/old approach to peacemaking*. Skyhorse Publishing, Inc.

<b>Course Schedule 2017 (subject to change)</b>	
<b>Topic</b>	<b>Readings/Assignments</b>
2/8 <b>Introduction to the Course Oppression Identity</b>	<ul style="list-style-type: none"> <li>• KM Introduction</li> <li>• Mock (2008)</li> <li>• Johnson (2010)</li> <li>• Tatum (2010)</li> </ul>
2/15 <b>The Role of Spirituality in Engaging Difference</b>	<ul style="list-style-type: none"> <li>• KM Ch. 3, 8, ,9, 10</li> <li>• MH Ch.5</li> <li>• Thurman Ch. 5 (79-99)</li> </ul>
<b>2/17 Campus-wide viewing of documentary “The 13<sup>th</sup>”</b> <a href="https://www.youtube.com/watch?v=V66F3WU2CKk">https://www.youtube.com/watch?v=V66F3WU2CKk</a>	
2/22 <b>Conversations about difference</b>	<ul style="list-style-type: none"> <li>• The Little Book of Circle Processes</li> </ul>
<b>2/24-2/25 Black Church Studies Consultation: Mass Incarceration/Restorative Justice</b>	
2/29 <b>Race and Racism Experiences of People of Color</b>	<ul style="list-style-type: none"> <li>• MH Ch. 16 &amp; 20</li> <li>• KM Ch. 2, 6, &amp; 8</li> </ul>
3/1 <b>African Americans, Racial Identity, and Racism</b>	<ul style="list-style-type: none"> <li>• KM Ch. 4</li> <li>• MH Ch. 9</li> </ul>
3/8 <b>Social construction of gender: Masculinity</b>	<ul style="list-style-type: none"> <li>• Lorber (2016)</li> <li>• Schrock (2009)</li> <li>• MH 21 &amp; 22</li> <li>• KM Ch. 17</li> </ul>
<b>3/13-3/17 Research and Study</b>	
3/22 <b>Social construction of gender: Femininity</b>	<ul style="list-style-type: none"> <li>• MH Ch. 12</li> <li>• Comas-Diaz (2008)</li> </ul>
<b>3/26-3/28 Festival of Theology/ Alumni Reunion</b>	
3/29 <b>Sexuality and Intersectionality</b>	<ul style="list-style-type: none"> <li>• KM Ch. 11 &amp; 19</li> <li>• MH Ch. 25 &amp; 26</li> </ul>
4/5 <b>Class Inequality</b>	<ul style="list-style-type: none"> <li>• DiAngelo (2016)</li> <li>• Reuss (2016)</li> <li>• The New Face of Hunger  <a href="http://www.nationalgeographic.com/foodfeatures/hunger/">http://www.nationalgeographic.com/foodfeatures/hunger/</a> </li> </ul>
4/12 <b>Class, Power &amp; Privilege</b>	<ul style="list-style-type: none"> <li>• Mantsios (2016)</li> </ul>
<b>4/13-4/14 Easter Recess</b>	
4/19 <b>Circle Process Presentations</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
4/26 <b>Circle Process Presentations</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>
5/3 <b>Course Wrap Up</b>	<ul style="list-style-type: none"> <li>• No required reading</li> </ul>
<b>5/8-5/9 Research and Study</b>	
<b>5/10-5/12 Finals</b>	

## **Course Policies**

**Student responsibility**- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

**Classroom Behavior** - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary. You are expected to adhere to the following principles during class: 1) no text messaging, phone calls, emailing, or surfing the internet; and 2) no side conversations irrelevant to the class.

**Issues of Privacy and Confidentiality** - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

**Inclusive/Expansive Language** – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

**Attendance Policy**- According to the Seminary catalog, students are expected to attend class meetings 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) may result in a low or failing grade in the course.

**Late work** – No make-up work for unexcused absences will be accepted. Late work will not be accepted unless the instructor is notified within 24 hours of the due date and the student is able to provide written documentation to verify the excuse. Acceptable excused absences include death of an immediate family member, an obligatory school function or illness with a doctor's note. In order for these absences to be excused, students must provide documentation of their absence. If you have an excused absence, you will be allowed to make-up assignments that you missed as a result of your absence. Arrangements for make-up assignments are to be coordinated with the instructors. Assignments are due at the beginning of class unless otherwise specified.

**Writing guidelines** - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 6th edition. If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

**Drop/Withdrawal** - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

**Academic Honesty** - All work turned in to the instructor 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, Student Handbook, p. 16.

**Special Accommodations** - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.