



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 563: Treatment Issues in MCFT: Racism and White Privilege

Time & Day: Thursday, October 16th, 2008, 9:00am – 3:00pm

Place: Rogers 105

Instructors: Drs. Brown & McDowell

Contact Information: teresamc@lclark.edu; albrownc@lclark.edu

COURSE DESCRIPTION

This course explores the use of critical race theory, feminist discourses, and post-colonial frameworks to challenge White privilege and support racial equity in the practice of family therapy.

COURSE OBJECTIVES

This course will help participants develop a working knowledge of 1) critical approaches to understanding racism and White privilege, 2) the importance of acknowledging the impact of, and talking about, race in therapy, and 3) self-of-the-therapist relative to racial awareness.

ASSIGNMENTS

Class Preparation

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Participants are also expected to arrive with the first course assignment completed. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience.

Demonstration that reading assignments have been completed is worth 10 points.

Initial Assignment

Write a 3-4 page reflection paper on your racial development and interconnected social identity. Refer to the articles by Blitz and Brown to help you think through your journey and organize your thoughts.

This assignment is worth 40 points and due the first day of class

Final assignment

Your final assignment is to critique two articles within the family therapy or broader counseling literature on White privilege and/or race. Each critique should be 2-3 pages in length, including a brief overview of the article and the main points the author(s) make relative to race and the practice of therapy followed by a critique from a critical race theory perspective. A template for the critique will be provided in class.

This assignment is worth 50 points (25 points for each critique) and is due on Nov 13th

GRADING

A = 93-100

B = 83-87

C = 73-77

A- = 90-92

B- = 80-82

C- = 70-72

B+ = 88-89

C+ = 78-79

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

COURSE SCHEDULE & READINGS

COMPLETE ALL READINGS AND FIRST ASSIGNMENT BEFORE CLASS

***THIS READING WILL BE AVAILABLE IN ELECTRONIC COURSE RESERVES VIA THE LIBRARY WEB PAGE**

ALL OTHER READINGS ARE AVAILABLE ON MOODLE

Morning Session (9:00 a.m. – 11:30 a.m.)

Topics:

Welcome and introductions

Examining White privilege

Critical Race Theory

Racial experiences of family therapists in training

Readings:

- Blitz, L. (2006). Owing Whiteness: The reinvention of self and practice. *Journal of Emotional Abuse*, 6(2/3), 241-263.
- Brown, A. (2008). I too am feminist: The journey of a black male transformative feminist family therapist. *Journal of Feminist Family Therapy* 20(1), 1-20.
- Dressner, L. & Brown, A.L. (2007). Unveiling white privilege- A case of selective amnesia resulting from white privilege. *New Jersey AAMFT Newsletter*.
- McDowell, T. (2004). Exploring the racial experience of therapists in training: A critical race theory perspective. *The American Journal of Family Therapy*, 32, 305-324.
- McIntosh, P. (1990). White privilege: unpacking the invisible knapsack. *Independent School*, 49 (2), 31-36.

Lunch Break (11:30am – 12:30 p.m.)**Afternoon Session (12:30 p.m. – 3:00 p.m.)****Topic:**

Raising critical consciousness: Race, gender, sexual orientation, class & privilege

Readings:

- Hernandez, P., Almeida, R. and Dolan-Delvecchio, K. (2005). Critical consciousness, accountability and empowerment: Key processes for helping families heal. *Family Process*, 44, 105-119.
- Laszloffy, T., and Hardy, K. (2000). Uncommon strategies for a common problem: Addressing racism in family therapy. *Family Process*, 39, 1, 35-50.
- McDowell, T., Fang, S., Gomez Young, C., Khanna, A., Sherman, B., & Brownlee, K. (2003). Making space for racial dialogue: Our experience in a MFT training program. *Journal of Marital and Family Therapy*, 29(2), 179-194.
- *Utsey, S.O., Bolden, M.A. & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M., Suzuki, L.A. and Alexander, C.M. (2001). *Handbook of Multicultural Counseling (2nd ed.)*(pp.311-336). Thousand Oaks, CA: Sage Publications.