



MCFT563/CPSY 590: Treatment Issues in MCFT: Place, Time and Environmental Justice

Time & Day: Saturday, January 16 & 30; 9am-5pm

Place: York 115

Instructor: Teresa McDowell, Ed.D.

Office hours: Call CPSY office 503-768-6060 to schedule an appointment

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COURSE DESCRIPTION

This course integrates critical geography into the practice of family therapy focusing on the impact of space and place; offering "family cartography" as a therapeutic tool. Participants explore 1) privacy, personal space, social interactions, 2) safety in community and social life, 3) relationships between social class and mobility, 4) history of race and segregation, and 5) dynamics of boundaries and resistance.

COURSE OBJECTIVES

Participants will

1. Gain a better understanding of the impact of space on mental and relational health;
2. Expand their understanding of the dynamics of power and privilege in relationship to quality of space,
3. Have working knowledge of environmental justice in relationship to therapeutic practice, and
4. Explore using at least one practical tool for critically examining the relationship between space, place, and social justice.

ASSIGNMENTS

1) Class Preparation

Participants are expected to complete the assigned readings and to synthesize and apply them in class. 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. **(10 points)**

Choose between one of the following exercises. Please pick one that you have not completed in a previous class:

2) Family Cartography Map and Paper

Class participants will work in pairs to complete a family of origin cartography. Specific instructions for completing this map will be offered in class.

Along with the map itself, participants are to complete a double-spaced, 5 to 8 page paper describing their map, briefly addressing the following questions (**80 points, DUE 1/30/16 in class**):

- Describe the setting – physical environment, town and neighborhood - in which you grew up.
- What kinds of social interactions were available to you in this setting? Where were you and your family able to go and not go in this setting? How safe did you feel? What level of privacy and personal space did this setting provide?
- How did this setting affect your family life? You as an individual?
- Describe the power dynamics in this setting. Include race, class, gender, sexual orientation, abilities, nation of origin, language and any other signifiers that are relevant.
- How did these power dynamics affect you and your family? In what ways did you and/or your family members participate in the oppression or marginalization of others? How were you and your family oppressed or marginalized?
- Describe the physical environment and climate in the area in which you were raised.
- How did the climate affect your family life? You as an individual?
- Describe the home in which you lived.
- What kinds of social interactions were available to you in and around your home? In what areas of the home did you spend the most time and why? Where were you able to go and not go in your home and why? How safe did you feel in various spaces in your home? What level of privacy and personal space did this setting provide?
- Who was in your family? Who had the most power? How was the power enacted?
- How do these power dynamics reflect the broader power dynamics in your community?
- Describe the climate(s) in your family. Who controlled the climate and how?
- How did this climate affect relationships in the family? How did this climate affect you as an individual?
- What spaces on your map reflect sites of oppression? Describe the relationships in these sites.
- Where are sites of resistance? Describe the relationships in these sites.
- How did you and/or your family resist oppression? Where, what and how did you learn to resist oppression?
- What types of resiliency did you develop as a result of this geography?

OR

2) Community Cartography Map and Paper

Class participants who chose this option will work in pairs to complete a critical cartography of the Portland area. Specific instructions for completing this map will be offered in class.

Along with the map itself, participants are to complete a double-spaced, 5 to 8 page paper describing their map, briefly addressing the following questions (**80 points, DUE 1/30/16 in class**):

- Describe the setting – physical environments and neighborhoods on your map. Chose four areas of Portland from your map to compare and contrast.
- What kinds of social interactions are available to those living in these settings? Where are children, adolescents, adults and families able to go and not go in these settings? How safe is each? What level of privacy and personal space does each setting provide?
- How might these settings affect family life?
- Describe the power dynamics in these settings. Include race, class, gender, sexual orientation, abilities, nation-of-origin, language and any other signifiers that are relevant.
- How might these power dynamics affect individuals and families?
- What opportunities are available in these settings, e.g., work, school, shopping? What differences might there be in mobility to cross settings, e.g., busses, individual transportation, etc.? Which groups have the greatest mobility and why? Which groups undergo the greatest surveillance and why? Which locations enjoy the best environment and which suffer the worst environmental conditions and why?
- Describe typical homes in these areas. In what ways might homes and yards in each area provide opportunities and/or create limitations?
- What spaces on your map reflect sites of oppression? Describe the dynamics of oppression in these spaces.
- Where are sites of resistance? Describe the dynamics of resistance in these spaces.

3) Sharing Your Map in Class

During the final afternoon of class you will share your map with a small group. Be prepared to describe what you learned and answer questions. **(10 points, DUE 1/30/16)**

GRADING

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

NOTE: Late assignments will be graded down 5 points per day.

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

Jan 16, AM – Topics

Foundations of Critical Geography; Space, Place, Surveillance, Segregation - Mental and Relational Wellbeing; Time, Space and Privilege; Mobility

Jan 16, PM - Topics

Colonizing Internal and External Spaces; Borderlands; Mapping Space; Space as a Social Class Issue; Sacred Spaces

Jan 16 Readings

Dolan-Del Vecchio, K. & Lockard, J. (2004). Resistance to colonialism as the heart of family therapy practice. *Journal of Feminist Family Therapy*, 16(2), 43-66.

Gray, M. & Coates, J. (2013). Changing values and valuing change: Toward an ecospiritual perspective in social work. *International Social Work*, 56(3), 356-368.

Hudson, C. (2012). Disparities in the geography of mental health: Implications for social work. *Social Work*, 57(2), 107-119. DOI 10.1093/sw/sw001

Jensen, A. (2011). Mobility, space and power: On the multiplicities of seeing mobility. *Mobilities*, 6(2), 255–271.

McDowell, T. (2015) *Applying Critical Social Theory in Family Therapy Practice*. Chapter 6

Tohe, L. (2007). Hweeldi Beehaniih: Remembering the long walk. *Wicazo Sa Review*, 22(1), 77.

Jan 30, AM – Topics

Environmental Justice in Family Therapy Practice; Spaces of Resistance; Third Space

Jan 30, PM – Topics

Sharing Maps

Jan 30 Readings

Dominelli, L., (2013). Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22, 431-439.

DOI: 10.1111/ijsw12024

Magistro, C. (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi_Nagy's Contextual Therapy. *Journal of Systemic Therapies*, 33(3), 17-28

Miller, S.E., Hayward, R.A., Shaw, T.V. (2012). Environmental shifts for social work: A principles approach. *International Journal of Social Welfare*, 21:270-277.

DOI: 10.1111.j.1468-2397.2011.00848.x

Suggested Reading:

Soja, E. (2010). *Seeking spatial justice*. Minneapolis: University of Minnesota Press.

