

## **CF 821: Psychoanalytic Perspectives on Race, Racialization and Social Class**

### **Course Description:**

This course dissects the social construction of difference, particularly as it relates to race and social class. We will explore how these social constructions operate within ourselves, our patients, and in the broader world. Psychoanalytic literature will be used to expand thinking about constructions of difference. Specifically, we will look at how unconscious processes are at work on societal and intrapsychic levels and how these processes promote and deter various ways of being. We will consider how these dynamics influence our clinical work and how they influence society at large. Finally, we will examine how socially constructed notions about race and social class maintain social injustices and how we, as clinical social workers, can engage and combat these dynamics.

### **Sequence Program Learning Objectives:**

1. Develop and deepen students' knowledge of seminal psychodynamic theory, including Freudian foundations, object relations, self-psychology, and relational theory in both their classic forms and contemporary elaborations.
2. Acquire knowledge of contemporary models of development and their fit with traditional and contemporary psychoanalytic theories of development.
3. Promote students' abilities to creatively and productively use psychodynamic concepts and developmental concepts to inform their understanding of various clinical and socio-cultural phenomena.
4. Advance students' capacities to reflect on conceptual knowledge as embedded within discrete historical, socio-cultural, intellectual, and philosophical contexts and traditions.
5. Inspire the development of a scholarly attitude in students, including intellectual curiosity and rigor, the open and critical examination of ideas, and complexity and independence of thought.

### **Course Learning Objectives:**

- To integrate psychoanalytic thinking with an understanding and awareness of categories of difference
- To become familiar with one's own biases and prejudices as they relate to categories of difference and to examine how these dynamics influence his or her clinical work

- To be able to think critically about social constructions and challenge the status quo, both personally and professionally, in efforts to de-construct difference and promote social justice

**Course Requirements and Assignments:** All readings are required. It is expected that students be prepared to discuss the readings as well as their own personal and professional experiences during class meetings to help produce and integrate a variety of perspectives regarding the course material.

Grading is based on the following: \*

Class Participation: 20/% Individual

Presentation: 40%

Final Paper: 40%

*Individual Presentations:* Each student will be asked to present during a scheduled class session where he or she will discuss his or her own experiences (countertransference) as they relate to social class and race. This discussion should include how each student’s own social position influences his or her interactions with others, particularly patients, and also how the social position of others influences these interactions. I am aware of the anxiety around explicit discussions surrounding experiences, biases, and how they inform countertransference. Yet, it is my hope that we will establish an atmosphere of intimacy and trust that allows for this dialogue. The objective is not to single out individuals, but instead to recognize that we all have reactions, biases, and struggles; and the more familiar we can become with these biases the better we can be as clinicians in general.

*Final Paper:*

Final paper will be essay formate based on the presentations, lectures, and other assigned readings will be given during the semester. Final paper will be in response to clinical material. This paper is in the service of applying our class learning to clinical material. Papers should be 7-10 pages typed, double spaced in APA Manual Style Format including in-text citations as necessary and fitting to support your points. Include at the end of reference list. Papers should also conform to the style guid in the “Institute for Clinical Social Work Systems Manual which is located on the ICSW website in the academic resources section. Except under truly extraordinary circumstances, MISSED EXAMS CANNOT BE MADE UP.

<b>Class Participation</b>	<b>20 Points</b>
<b>Individual Presentation</b>	<b>40 Points</b>
<b>Final Paper</b>	<b>40Points</b>

**\*Two or more unexcused absences can result in a failing grade.**

Except in cases of extreme personal emergency (requiring permission from the instructor before the last class day), there will be no “incompletes” given for the class.

## Grading Rubric:

### Class Participation: 20 points

Grade A (18-20)	Grade B (15-17)	Grade C (12-14)	Grade D (9-11)	Grade F (below 9)
Student demonstrates verbal evidence of reading assigned materials more than 90% of the time. Student demonstrate the ability to raise questions regarding the materials, as well as the capacity to relate clinical experience to concepts presented in assigned readings.	Student demonstrates verbal evidence of reading assigned materials more than 90% of the time. Student demonstrate the ability to raise questions regarding the materials, as well as the capacity to relate clinical experience to concepts presented in assigned readings.	Student demonstrates verbal evidence of reading assigned materials more than 90% of the time. Student demonstrate the ability to raise questions regarding the materials, as well as the capacity to relate clinical experience to concepts presented in assigned readings.	Student demonstrates verbal evidence of reading assigned materials more than 90% of the time. Student demonstrate the ability to raise questions regarding the materials, as well as the capacity to relate clinical experience to concepts presented in assigned readings.	Student demonstrates verbal evidence of reading assigned materials more than 90% of the time. Student demonstrate the ability to raise questions regarding the materials, as well as the capacity to relate clinical experience to concepts presented in assigned readings.

## Individual Presentations: 40 points

Grade A (36-40)	Grade B (31-35)	Grade C (26-30)	Grade D ( 21-25)	Grade F (below 21)
<p>Provides a short overview of the case with questions for discussion. Follows the case presentation guidelines as outlined in the syllabus. Demonstrates understanding of the treatment process, including understanding of themes, content, notable emotional moments, emotional tenor and nonverbal communication. Has the skills to verbally address and play with fantasies, challenges and dynamics specific to the case.</p>	<p>Provides a short overview of the case with questions for discussion. Follows the case presentation guidelines as outlined in the syllabus. Demonstrates understanding of the treatment process, including understanding of themes, content, notable emotional moments, emotional tenor and nonverbal communication.</p>	<p>Provides a short overview of the case. Does not engage the class in a group discussion in an attempt to explore the treatment process and challenges around the therapeutic relationship.</p>	<p>Fails to provide an overview of the case. Fails to demonstrate understanding of the treatment process.</p>	<p>No presentation</p>

**Final Paper: 40 points**

Grade A (36-40)	Grade B (31-35)	Grade C (26-30)	Grade D (21-25)
<p>Uses essay format. Demonstrates the use of correct grammar and spelling. The ideas are explained clearly and the connections between ideas are explicit. Work presents an overall understanding of the dynamics of the case. Identifies important issues that arise in the content, relational dynamics within the session, transference and countertransference dynamics, any major preoccupations, pertinent events that occur in and out of the sessions. Identifies client's major conflicts, capacities and/or deficits, interpersonal and relational dynamics, and defensive patterns. Work demonstrates not only mastery of the material but fluency with the material and the capacity to use the ideas creatively.</p>	<p>Uses essay format. Demonstrates the use of correct grammar and spelling. The ideas are explained clearly and the connections between ideas are explicit. Work presents an overall understanding of the dynamics of the case. Identifies important issues that arise in the content, relational dynamics within the session, transference and countertransference dynamics, any major preoccupations, pertinent events that occur in and out of the sessions. Identifies client's major conflicts, capacities and/or deficits, interpersonal and relational dynamics, and defensive patterns. Student attempts but has trouble fully articulating the hows and whys of the case.</p>	<p>Uses essay format. Demonstrates the use of correct grammar and spelling. Work represents a basic grasp of the concepts but does not show any evidence of understanding the hows and whys of the case.</p>	<p>Fails to demonstrate the ability to formulate a case study. Information is simply listed rather than written out in essay form.</p> <p><b>GRADE F (below 21)</b> <b>No paper</b></p>

## Respect for Diversity and Inclusion

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

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## **Gender Pronouns and Name on Roster**

During the first meeting as the class introduces themselves, students may choose to share their name and gender pronoun. If a student would only like to introduce themselves by name, without pronouns, that is also completely fine. If a student does not wish to be called by the name listed on the roster, they are asked to please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

### ***Students with Special Needs:***

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. Students are also encouraged to contact the Disability Services Coordinator (Dean of Students or Director of the Master's Program). The Disability Services Coordinator will retain and document all requests made by students for accommodation.

### ***Student Evaluation and Grades:***

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in

the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

### **Grading Policy:**

***Incompletes:*** An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

***Late papers:*** A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

### **Attendance:**

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

### **Student Code of Academic and Professional Conduct**

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written

presentations to consultants, and/or to teachers and fellow students during class discussions.

### **Distance Classroom Etiquette: Netiquette**

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All students are expected to:

1. Show respect for the instructor and for other students in the class.
2. Respect the privacy of other learners.
3. Express differences of opinion in a polite and rational way.
4. Maintain an environment of constructive criticism when commenting on the work of other students.
5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
6. Use appropriate grammar and structure in on-line communication
7. New use all caps since this is the equivalent of yelling in the online environment.

### **Plagiarism Policy**

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

*Plagiarism Defined:* “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

*Reusing Your Own Work:* Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-

plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

## **Course Outline**

### **Class 1: Thinking About Difference**

Solomon, B. (2012, Spring). Thinking about social justice – and the production of social difference. *American Association for Psychoanalysis in Clinical Social Work Newsletter*, 4-5, 16-17.

Moodley, R. & Palmer, S. (2006). Race, culture and other multiple constructions: an absent presence in psychotherapy. In R. Moodley & S. Palmer (Eds.), *Race, culture and psychotherapy* (pp. 11-26). New York, NY: Routledge.

Dalal, F. (2006). Culturalism in multicultural psychotherapy. In R. Moodley & S. Palmer (Eds.), *Race, culture and psychotherapy* (pp. 36-45). New York, NY: Routledge.

Pérez Foster, R.(1996). What is a multicultural perspective for psychoanalysis?. In R. Pérez Foster, M. Moskowitz, & R.A. Javier (Eds.), *Reaching across boundaries of culture and class: Widening the scope of psychotherapy* (pp. 3-20). Northvale, NJ: Jason Aronson Inc.

Ruiz, G. (2015) Crossing the Border Within: Migration, Transience, and Analytic Identity. In Nayar-Akhtar, Monisha (Ed), *Identities in Transition: The Growth and Development of a Multicultural Therapist*. (pp. 125-135). London, UK: Karnac Books.

Summers, F. (2013). Creating a life from two cultures. In *The psychoanalytic vision: The experiencing subject, transcendence, and the therapeutic process* (pp. 160-179). New York, NY: Routledge.

### **Class 2: Normative Unconscious**

Layton, L. (2002). Cultural hierarchies, splitting, and the heterosexist unconscious. In S. Fairfield, L. Layton, & C. Stack (Eds.), *Bringing the plague: Toward a postmodern psychoanalysis* (pp. 195-223). New York, NY: Other Press.

Layton, L. (2013, November). Enacting distinction: Normative unconscious processes in the clinic. Keynote address at the Tavistock Centre, *Turning a blind eye: Working with "race", culture, and ethnicity in practice*. London, UK.

Walls, G. (2006). The normative unconscious and the political contexts of change in psychotherapy. In L. Layton, N.C. Hollander, & S. Gutwill (Eds.), *Psychoanalysis, class, and politics: Encounters in the clinical setting* (pp. 118-128). New York, NY: Routledge.

### **Class 3: Social Class**

Altman, N. (1993). Psychoanalysis and the urban poor. *Psychoanalytic Dialogues*, 3, 29-49. (PEP)

Holmes, D.E. (2006). The wrecking effects of race and social class on self and success. *The Psychoanalytic Quarterly*, 75, 215-235. (PEP)

Javier, R.A. (1996). Psychodynamic treatment with the urban poor. In R. Pérez Foster, M. Moskowitz, & R.A. Javier (Eds.), *Reaching across boundaries of culture and class: Widening the scope of psychotherapy* (pp. 93-113). Northvale, NJ: Jason Aronson Inc.

### **Class 4: The Therapist as a Racialized and Socially-Classed Subject**

Leary, K. (1997). Race, self-disclosure, and "forbidden talk": Race and ethnicity in contemporary clinical practice. *The Psychoanalytic Quarterly*, 66, 163-189. (PEP)

Altman, N. (2000). Black and white thinking: A psychoanalyst reconsiders race. *Psychoanalytic Dialogues*, 10, 589-605. (PEP)

Leary, K. (2000). Racial enactments in dynamic treatment. *Psychoanalytic Dialogues*, 10, 639-653. (PEP)

### **Class 5: Racial Dynamics**

Eng, D.L. & Han, S. (2000). A dialogue on racial melancholia. *Psychoanalytic Dialogues*, 10, 667-700. (PEP)

Hamer, F.M. (2014). Anti-black racism and the conception of whiteness. In S. Akhtar (Ed.), *The African American experience: Psychoanalytic perspectives* (pp. 217-228).

Fanon, F. (1952). The lived experience of the black man. *Black skin, white masks* (pp. 89-119). New York, NY: Grove Press.

### **Class 6: Interpersonal Processes of Difference**

Dalal, F. (2002). Racism, the vicissitudes of racialized differences. *Race, colour and the processes of racialization: New perspectives from group analysis, psychoanalysis and sociology* (pp. 200-227). New York, NY: Routledge.

Dalal, F. (2006). Racism: Processes of detachment, dehumanization, and hatred. *The Psychoanalytic Quarterly*, 76, 131-161. (PEP).

Ruiz, G. (2018). Race, Gender, and Analytic Fluidity. To be published in Davis, M., Blom, I., Eteazady, H. (Eds): *Current Trends in Psychoanalytic Theory and Technique: The Second Century of the Talking Cure*. Lanham, MD: Lexington Books.

### **Class 7: Taking Up the Social in Clinical Practice**

Tolleson, J. (2009) Saving the world one patient at a time: Psychoanalysis and social critique. *Psychotherapy and Politics International*, 7(3): 190–205.

Winograd, B. (2014). Black psychoanalysts speak. PEP Video Grants, 1:1. (PEP)

Walls, G. (2004). Toward a critical global psychoanalysis. *Psychoanalytic Dialogues*, 14(5), 605-634. (PEP)