

## ***PSY 4425 - The Dynamics of Race and Ethnicity in Psychotherapy***

### **I. Course Information**

**Course:** PSY 4425 - The Dynamics of Race and Ethnicity in Psychotherapy

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 24406 - D01

**Semester and Year:** Fall 2021

**Course Start and End Dates:** 08/23/2021 - 12/12/2021

**Building and Room:** The Commons - 123A

### **II. Instructor Information**

**Professor:** Dr. Victor Osmond Wallen

**Email:** vwallen@nova.edu

**Phone:** 954 471 8591

### **III. Class Schedule and Location**

Day	Date	Time	Location	Building/Room
T	08/24/2021 - 12/07/2021	1:30 PM - 4:20 PM	Ft Lauderdale/Davie Campus	The Commons- 123A

### **IV. Course Description**

The course examines the historical development of the concept of race as a concept used to marginalize vulnerable populations. Additionally, the course examines the role of governmental policies to ensure that racial disparities become enshrined in American institutions. Finally, the course looks at the sociological and psychological impact that racism has had on white Americans and other ethnic groups.

### **V. Course Objectives / Learning Outcomes**

- 1: Demonstrate the history of how race became to marker for the marginalization of vulnerable populations.
- 2: Understand the concepts of intersectionality, critical race theory, and the primacy of race and racism in United States culture.
- 3: Show the complicity of governmental policies in the development and maintenance of racist policies in institutions such as education, housing and the carceral state.
- 4: Demonstrate how human service disciplines such as religion, anthropology, psychology and sociology were essential in the installation of racist ideology in the psyche of the general population.
- 5: Understand the experiences of oppression and privilege from the perspective of diverse populations such as BIPOCS (Blacks and Indigenous Peoples of Color), sex, gender, and national origin.
- 6: Delineate the relationship between economic systems, poverty, and hunger.
- 7: Understand the deleterious psychological impact of racism on white Americans and other minority groups.

### **VI. Materials and Resources**

**Book Url:** [NSU Book Store](#)

**Section Required Texts and Material:**

Applebaum, Barbara (2010) *Being White, Being Good*, Lexington Books

Delgado & Stefancic (2012) *Critical Race Theory, An Introduction*, New York University Press  
Fanon, Frantz (1952) *Black Skins, White Masks* Grove Press  
Medlock et al (2019) *Racism and Psychiatry Contemporary Issues and Interventions*. Humana Press  
Morrison, Toni (1992) *Playing in the Dark* Harvard University Press  
Morrison, Toni (1970) *The Bluest Eye*. Vintage Books

## VII. Course Schedule and Topic Outline

### Course Schedule:

#### Weeks 1-3

#### The historical development of the concept of race as a concept used to marginalize vulnerable populations

History	Psychology
<b>Week 1 8/24</b> Introductions; Course overview Shaping the narrative: Sarup: 101-119 Idowu: 108- 136 <b>Week 2 8/24</b> LaTouche 117 -140; 268 -299 Black Marxism 9-43 <b>Week 3 8/31</b> St. Clair Drake, Vol. 2, 1-34 Goldenberg: The curse of Ham <a href="https://www.sas.upenn.edu/~dmg2/comsalz3%20as%20publ.%20with%20additions.pdf">https://www.sas.upenn.edu/~dmg2/comsalz3%20as%20publ.%20with%20additions.pdf</a> Stone 42-119 Stannard 57-62	<b>Week 2 8/24</b> Applebaum: Being White, Being Good PP. 1-117 Leong: Racial Capitalism <b>Week 3 8/31</b> Sylvia Wynter NHI Hook: Critical Psychology 4,5 Stone: Reinforcement of Patriarchy

DuBois: Black Reconstruction

DuBois: The Souls of Black Folk

Douglass: My Bondage and my Freedom

**Paper 1. What evidence would you put forth to justify calling the period from the fifth to the fifteenth centuries in Europe the Dark Ages?**

**Paper 2. Patriarchy and the Bible were the two principal institutions which were used in the marginalization of women, children, and the poor during the middle ages and the renaissance. What evidence would you put forth to justify such an assertion?**

Philosophy and race	Psychology
<b>Week 4 9/7</b> Eze 6-10 Mueller: Herrenvolk Democracy: <a href="https://justincmueller.com/2016/05/16/concepts-of-note-what-is-herrenvolk-democracy/">https://justincmueller.com/2016/05/16/concepts-of-note-what-is-herrenvolk-democracy/</a> Vickery: 'Herrenvolk' Democracy and Egalitarianism in South Africa and the U.S. South: Mills White Ignorance: Degler: Slavery and the genesis <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1076.9972&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1076.9972&amp;rep=rep1&amp;type=pdf</a> <b>Week 5 9/14</b> Perry/Allen: Class Struggle Albion's Seed 783-898	<b>Week 4 9/7</b> Applebaum 119-153 Bonilla-Silva: Rethinking Racism Dalal: Racism: Processes of detachment <b>Week 5 9/14</b> Collins: Toward a new vision Kathleen White: Surviving Hating Gladwell: Outliers: 161- 176

Roediger: Wages of Whiteness

Allen: Invention of the White Race 2 vols  
 Anderson: Herrenvolk Democracy: The rise of the Alt-Right in Trump's America  
 Glaude: Democracy in Black  
 Brown: A vagabond's tale

**Paper 3.** There are some who believe that the Bacon rebellion was the trigger for instituting black as the marker for slavery. Degler suggests that it was a more widespread and gradual phenomena that finally took hold in the late 17<sup>th</sup> century. How do you think that Dalal's article contributes to the discussion?

**Paper 4.** When Lincoln said that this is a nation “of the people, by the people, and for the people”, how would you counter the argument that “the people” did not include black and brown people. How could you demonstrate that the effort of the settlers was to reproduce on these shores the racial and class attitudes of Europe?

**The role of governmental policies to ensure that racial disparities become enshrined in American institutions.**

Policy	Impact
<b>Week 6 9/21</b> Lipsitz: 1 -117 Katznelson 1- 141	<b>Week 6 9/21</b> Coddling of the American mind Moon: White enculturation Picower: Unexamined Whiteness; hegemonic understandings

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Addison, Kenneth: Racism: A cornerstone of American Privilege

Benz: 100 must know Statistics

Oliver & Shapiro: Black Wealth, White Wealth

**Paper 5:** Chattel slavery was instituted by the government. When it was found to be disruptive to the Union it was dismantled by the civil war. However, arrant racism was maintained by the escape clause of the 13<sup>th</sup> amendment. Identify three current governmental practices that you would say are vestiges of the spirit of the 13<sup>th</sup> amendment, and what would be your recommendation for their dissolution.

Policy	Impact
<b>Week 7 9/28</b> Rothstein: 3-151 Blackmon: Slavery by another name	<b>Week 7 9/28</b> Altman, Cushman, Gump: Black & White Thinking Altman: How white people Suffer Pulido: Geographies of race

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Pinder: Whiteness and the future of Race Relations

Leary: In the eye of the storm

Ellison: The Invisible Man

Gould: The Mismeasure of Man

### Sociological impact that racism has had on white Americans and other ethnic groups.

**Paper 6. Dr. Martin Luther King Jr. called for a revolution of values. The values that King referred to was militarism, materialism, and white supremacy. Here we have the values of the white frame, hegemonic understandings, and the notion of Herrenvolk and Untermensch. What do you think are the current values which hamstringing our progress and how do those values prevent us from imaging ourselves differently?**

Policy	Impact
<b>Week 8 10/5</b> Hook: Critical Psychology: 4, 5 Fanon: Black Skins, White Masks <a href="#">Kimberle Crenshaw: Demarginalizing the Intersection of Race and Sex</a> Crenshaw, Kimberle: The Urgency of Intersectionality TED Talk	<b>Week 8 10/5</b> Suchet: A Relational Encounter with race Eng & Han: A dialogue on racial melancholia Morrison: The Bluest Eye

Wyrick: Fanon for beginners

Mota-Lopes: Re-reading Fanon: Language, Violence

Hansen: Frantz Fanon

Jamison, D.: Fanon Revisited

<https://www.youtube.com/watch?v=omPUaAr0pLU&list=PLihw73WB3vpTMZGIORpkaUvgau2f4xqE5>

<https://www.youtube.com/watch?v=zyQ7MaApc30&list=PLihw73WB3vpTMZGIORpkaUvgau2f4xqE5&index=7>

Policy	Impact
<b>Week 9 10/12</b> Feagin: The white racial frame Ch. 5, 6 Metzl: Dying of whiteness	<b>Week 9 10/12</b> Suchet: Unravelling Whiteness Altman: Whiteness

Adams: The unbearable lightness of being white

Van Gorder: Pedagogy for the children of the oppressors

Swartz: Oedipus Matters

Swartz: The power to name

Feagin& Cobas: Latinos/as and White Racial frame

<https://www.youtube.com/watch?v=cRV4I7e0R0>

### Psychological impact that racism has had on white Americans and other ethnic groups.

**Paper 7. Suchet, Moon, Altman and others suggest that understanding, acknowledging, and overcoming the pejorative impact of race on the white therapist is essential doing effective therapy with minority populations. What processes would you recommend for implementation in the curriculum to accomplish this objective?**

Policy	Impact
<b>Week 10 10/19</b> Caruth: Unclaimed Experience Cultural Trauma, pp. 31-111 Gump: Reality Matters Holmes: Culturally Imposed Trauma Keval: Understanding the Trauma	<b>Week 10 10/19</b> Ahmed: Declarations of whiteness Layton: Transgenerational Hauntings Layton: Racial Identities Tanner: Whiteness is a white problem Pinder: Colorblindness, post-raciality and whiteness chap. 4
<b>Week 11 10/26</b> White too long Brueggemann: <a href="https://www.youtube.com/watch?v=NcqICjwVmS8">https://www.youtube.com/watch?v=NcqICjwVmS8</a> Lifton: Thought reform Chap.3, 22 Kaschak: Little White Lies	<b>Week 11 10/26</b> Jacobs: Learning to love White Shame and Guilt Stoval: Whiteness on the couch Morrison: Playing in the Dark

Wilkerson: The Warmth of other Suns

Pinder: The Politics of Race

Frankel: Exploring Ferenczi's Concept of Identification

### Intersectionality, Critical Race Theory and Structural Racism

### **Race and Ethnic Conflict: Contending views on Prejudice, Discrimination and Ethnoviolence**

**Paper 8. Intersectionality, Critical Race theory and Structural Racism are three paradigms which are used to evaluate the racial/political system in the United States. This differs significantly from the ideas in the text Race and Ethnic Conflict. Give the reasons for the approach which you think offers more hope for racial comity in the United States.**

<u>Issues</u>	<u>Interventions</u>
<b>Week 12 11/2</b> Delgado & Stefancic: Critical Race Theory Winant: New Politics of Race: 81-107; 129-149 Davids: Internal Racism, Chap. 6 Tricia Rose: How Structural Racism Works <a href="https://www.youtube.com/watch?v=918LntPKTm0">https://www.youtube.com/watch?v=918LntPKTm0</a>	<b>Week 12 11/2</b> Straker: Race for Cover Leary: Racial Enactment in Dynamic Treatment Davids, chap. 8 O' Loughlin, Michael: Cultural Captures

### Further reading:

[Harvey: Whiteness and Morality](#)

[Kendi: How to be anti-racist](#)

<u>Issues</u>	<u>Interventions</u>
<b>Week 13 11/9</b> <a href="#">Racism in mind: 127-178</a> <a href="#">Racism &amp; Psychiatry 3-34</a> <a href="#">Miller &amp; Josephs: Whiteness as Pathological Narcissism</a>	<b>Week 13 11/9</b> <a href="#">Racism &amp; Psychiatry 87-103</a> <a href="#">Powell: Race, African Americans, and Psychoanalysis</a> <a href="#">Leary: Race, Self-Disclosure and Forbidden talk</a>

### Further reading:

[Young, Robert: Psychoanalysis and Racism: A loud Silence](#)

[Wilkerson: Caste](#)

<a href="#">Issues</a>	<a href="#">Interventions</a>
<a href="#">Week 14 11/16</a> <a href="#">Racism &amp; Psychiatry, Chap. 3.4</a> <a href="#">Pulido: Geographies of Race, 1 &amp; 2</a> <a href="#">Bonds: Race &amp; ethnicity, 1 &amp; 2</a> <a href="#">Bonds &amp; Inwood: Beyond white privilege</a>	<a href="#">Week 14 11/16</a> <a href="#">Racism &amp; Psychiatry: 141 -179</a> <a href="#">Stoute: Racial Socialization</a> <a href="#">Holmes: The Wrecking effects of race</a>

**[Further reading:](#)**

[DiAngelo: White Fragility](#)

<https://www.youtube.com/watch?v=0-AxOR0ms0A>

[https://www.youtube.com/watch?v=ie\\_kdQJSxQY](https://www.youtube.com/watch?v=ie_kdQJSxQY)

<https://www.youtube.com/watch?v=n17YkhLWybY>

<https://www.youtube.com/watch?v=QKiB0APdxTo>

<a href="#">Prison Industrial Complex</a>	<a href="#">Impact</a>
<a href="#">Week 15 11/30</a> <a href="#">The Carceral State</a> <a href="#">WaQuant: Punishing the poor (z-lib.org)</a> <a href="https://www.youtube.com/watch?v=v0wZjkHTLy4">https://www.youtube.com/watch?v=v0wZjkHTLy4</a> <a href="https://www.youtube.com/watch?v=KoumuRRwOqY&amp;t=124s">https://www.youtube.com/watch?v=KoumuRRwOqY&amp;t=124s</a> <a href="#">Examining Loïc Waquant's (2009) book, Punishing the Poor. - YouTube</a>	<a href="#">Haney: The Psychological Impact of Incarceration</a> <a href="#">Gottschalk: Hiding in Plain Sight</a> <a href="#">Mayer: Punishing the Poor</a>

**[Further reading:](#)**

[Vaughns et.al: The Police, Black and Hispanic boys](#)

[Wacquant: The global firestorm of law and order](#)

**Paper 9** *“I learned so much by undergoing the apprenticeship myself. This feeling lodged deeply into your viscera. What it taught me is that morality is not a sense of abstract principles that you learn by discussing or being taught. Morality is something that we learn with our body. It’s an ethic of sacrifice that regulates the boxer’s life. It’s an ethic that you imbibe directly by certain exercises, by coming to the gym at a certain time, and a certain place. So morality is something that you drill into your body very profoundly.” Loïc Waquant 8/23/2013*

As a sociologist, Waquant had transformational experiences for the study of the carceral state by becoming a boxer among individuals who had been released from prison. There is a very high rate of BIPOCs who have been incarcerated. How might psychologists be best trained to be of service to them so that an optimal therapeutic alliance might be developed?

**Paper 10:** Lacan sees language as the path through which the culture inhabits the individual. His concept of the “name-of-the-father” makes normative the masculine imperatives of the culture. Thus, our everyday speech unconsciously incorporates the racialized imperatives of “the father”. In therapy, what strategies would you recommend ensuring that the therapist does not support the hostile meta-narratives of the

**cultures' racialized language?**



## VIII. Assessments

**Paper 1.** What evidence would you put forth to justify calling the period from the fifth to the fifteenth centuries in Europe the Dark Ages?

**Paper 2.** Patriarchy and the Bible were the two principal institutions which were used in the marginalization of women, children, and the poor during the Middle Ages and the Renaissance. Discuss

**Paper 3.** There are some who believe that the Bacon rebellion was the trigger for instituting black as the marker for slavery. Degler suggests that it was a more widespread and gradual phenomena that finally took hold in the late 17th century. How do you think that Dalal's article contributes to the discussion?

**Paper 4.** Lincoln said that this is a nation "of the people, by the people, and for the people." How would you counter the argument that "the people" did not include black and brown people? Expand your answer by giving evidence that the effort of the settlers was to reproduce on these shores the racial and class attitudes of Europe

**Paper 5.** Chattel slavery was instituted by the government. When it was found to be disruptive to the Union it was dismantled by the civil war. However, arrant racism was maintained by the escape clause of the 13th amendment. Identify three current governmental practices that you would say are vestiges of the spirit of the 13th amendment, and what would be your recommendation for their dissolution.

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**Paper 7.** Suchet, Moon, Altman and others suggest that understanding, acknowledging, and overcoming the pejorative impact of race on the white therapist is essential for doing effective therapy with minority populations. What processes would you recommend for implementation in the curriculum to accomplish this objective?

**Paper 8.** Intersectionality, Critical Race theory and Structural Racism are three paradigms which are used to evaluate the racial/political system in the United States. Currently, there is much outcry against teaching those ideas. How could a therapist use its salient ideas such as "whiteness as property" "intersectionality", and "interest convergence" as a roadmap for personal development? Give the reasons why such an adventure offers hope for racial comity in the United States

**Paper 9** "I learned so much by undergoing the apprenticeship myself. This feeling lodged deeply into your viscera. What it taught me is that morality is not a sense of abstract principles that you learn by discussing or being taught. Morality is something that we learn with our body. It's an ethic of sacrifice that regulates the boxer's life. It's an ethic that you imbibe directly by certain exercises, by coming to the gym at a certain time, and a certain place. So, morality is something that you drill into your body very profoundly." Loic Waquant 8/23/2013

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## IX. Grading Criteria

Grade	Points or Percentage Earned	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	88-89	3.50
B	83-87	3.00
B-	80-82	2.75
C+	78-79	2.50
C	73-77	2.00
C-	70-72	1.75
F	Below 70	0.00

## X. Course Policies

### General Policy:

This class will be taught through discussion and dialogue. Ample opportunity will be provided for students to raise questions, share stories, and learn collaboratively, in our learning community. This is your class, and I will do anything I can to make this a meaningful, and worthwhile learning experience for you. Since much of the learning in class will occur through the activities that occur in class, it is essential that you attend class, and that you take the responsibility of being prepared for class by having done the necessary reading and writing.

The purpose of this course is to explore the dynamics of race in psychotherapy. Students are introduced to both historical and contemporary attitudes towards vulnerable populations with particular emphasis on how the historical has influenced the contemporary, and mechanisms of intergenerational transmission of those attitudes. A fundamental clinical purpose of the course is to engage students with the experience of understanding the building blocks of the racialized narrative and its impact on selected therapists. For students interested in psychodynamic psychotherapy this course will provide opportunities to have the kind of psychic experience therapists have when they work with patients who have suffered the trauma of a racialized existence. For students who may have anxiety about their capacity to be with suffering, trauma, and pain, the course will provide a space in which those feelings can be worked through.

For students interested in their own histories, opportunity will be provided to inquire into historically transmitted attitudes within their group of origin and the ways in which these narratives may manifest themselves in their current lives.

## XI. University Policies

**Academic Integrity:** The University is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in

- any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
  3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code.
  4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgement.

**Instructor's Statement:** The instructor reserves the right to adjust the syllabus schedule as necessary to meet the needs of this particular class. Changes will be communicated with students in a timely manner. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor. Please remember to retain your syllabi after completion of the program; as it may be required in the future for certification and/or licensure purposes.

**Personal Counseling:** If you find that issues such as personal problems, career indecision, and time management difficulties are adversely impacting your successful progress at NSU, please contact the NSU Henderson Student Counseling Services at (954) 262-7050 or (954) 424-6911 for assistance. All NSU students are provided ten sessions at no charge.

**Tutoring:** Writing support is available through NSU's tutoring services. The tutor can assist with brainstorming and research, APA style, grammar, structuring, and formatting of papers. For more information, please call (954) 262-8350 or visit the tutoring website at <http://nova.edu/tutoring-testing/tutoring-services/>.

**Disability Services:** Candidates seeking accommodations under the Americans with Disabilities Act should contact the Office of Student Disability Services prior to the commencement of classes to discuss their needs. To obtain more information from the Office of Student Disability Services, please call (954) 262-7185, email [disabilityservices@nova.edu](mailto:disabilityservices@nova.edu), or visit their website at <http://nova.edu/disabilityservices>.

**NSU'S Veterans Resource Center (VRC):** links veterans with university and community resources, as well as provides a welcoming environment for student-veterans to meet, relax, and gather. The VRC is located on the second floor of the Rosenthal Building in Room 218. The room is open from 7:00 a.m. to 10:00 p.m., seven days a week. For more information about NSU's Veterans Resource Center, please contact Kelsey De Santis NSU's Veterans Resource Center Coordinator email [kd835@nova.edu](mailto:kd835@nova.edu) or [vrc@nova.edu](mailto:vrc@nova.edu), call (954) 262-FLAG (3524), or visit [nova.edu/veterans](http://nova.edu/veterans).

**Cellular Phone Policy:** The university recognizes the growing trend regarding student possession of cellular phones and electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded.

