

MIP Study-Dialogue Group on Whiteness, Winter 2019

Jody Leader & Linda Luz-Alterman

Dates and Times: 6 Tuesday evenings, every two weeks, beginning January 15, 2019: 1/15, 1/29, 2/12, 2/26, 3/12, and 3/26. We will gather at 7pm for hearty appetizers and fellowship. Group starts promptly at 7:30PM and ends at 9 PM.

Location: A private home in Brookline, 7 blocks from Brookline Village.

Enrollment Limit: 15 participants.

Most of us live in communities and work in or with institutions that are part of larger unseen systems of structural systemic oppression that contribute to racial inequity. In this course we will examine materials that demonstrate how ideas of manifest destiny and white supremacy were foundational in the establishment of the United States and its institutions and practices. We will focus on Whiteness as a race and look at our own engagement in the culture of white supremacy, white dominance, white normativity, and white fragility. We will explore the impact of these on our clinical work, consulting work, and teaching.

Part educative, part experiential, this study-dialogue group aims to meet each participant where they are in their awareness of these issues and encourage them to learn from the readings and each other. We will offer articles and videos for reflection and dialogue and also invite participants to question their own role in perpetuating white supremacy.

Intended Audience: Psychoanalysts, psychotherapists, and academics (at least 3 years post graduate school).

Learning Objectives:

Participants will be able to demonstrate how ideas of manifest destiny and white supremacy were foundational in the establishment of the United States and its institutions and practices.

Participants will be able to consider “whiteness” as a racial construct, describe what white privilege is, and identify at least two aspects of their own privilege.

Participants will be able to describe white supremacy culture and list three characteristics of white supremacy culture that are seen in the organizations they are a part of.

Participants will be able to identify at least two key components of their own internalized dominance and discuss how these relate to white supremacy.

Participants will be able to define white fragility and identify at least two ways it may impact their effectiveness as therapists and teachers.

Participants will be able to use relational concepts, such as the normative unconscious and the analytic third, to analyze the ways that race can influence the intersubjective space between therapist and patient.

A Sample of Readings:

Coates, T-N. (2016). The Enduring Solidarity of Whiteness. The Atlantic.
<https://www.theatlantic.com/politics/archive/2016/02/why-we-write/459909/>

DiAngelo, R. (2018). *White Fragility: Why It's So Hard For White People To Talk About Racism*. Boston: Beacon Press.

Esprey, Y.M. (2017). The problem of thinking in black and white: Race in the South African clinical dyad. *Psychoanalytic Dialogues*, 27:1,20-35.

Irving, D. (2014). *Waking Up White, and Finding Myself in the Story of Race*. Cambridge: Elephant Room Press.

McIntosh, P. (1989). *White Privilege: Unpacking the Invisible Backpack*
<https://nationalseedproject.org/white-privilege-unpacking-the-invisible-knapsack>

Faculty

Jody Leader, Ph.D. is a graduate and faculty member at MIP. She is in private practice in Brookline.

Linda Luz-Alterman, Ph.D. is a graduate, supervisor and faculty member at MIP. She is a Lecturer (part-time) in Psychology, Dept. of Psychiatry, Harvard Medical School and teaches and supervises at Cambridge Health Alliance. She is in private practice in Cambridge.

Continuing Education Credits

Psychologists: The Massachusetts Institute for Psychoanalysis (MIP) is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. MIP maintains responsibility for this program and its content. This course has been approved for 9 CEs. Per APA requirements, psychologists must attend 100% of a course in order to be eligible for continuing education credit.

Physicians: The Massachusetts Institute for Psychoanalysis, Inc. is accredited by the Massachusetts Medical Society to provide continuing medical education for physicians.

The Massachusetts Institute for Psychoanalysis, Inc. designates this live activity for a maximum of 9 AMA PRA Category 1 Credit(s)™. Physicians should claim only credit commensurate with the extent of their participation in the activity.

Social Workers: An application for social work continuing education credits has been submitted. Please contact Liz Martin at reachMIP@gmail.com for the status of social work CE accreditation. Per NASW requirements, social workers must attend 80% of a course in order to be eligible for continuing education credit.

LMHC: When an LMHC attends a CE event that has not been approved for CE, an *individual* may seek approval retroactively by meeting the criteria for approval outlined in the MMCEP LMHC Consumer Guidelines and the CMR 262 Regulations for LMHCs. With Retroactive Approval, the CEs can be applied to the CE requirement to renew a license. Visit <http://www.mamhca.org/mmcep/lmhc-ce-guidelines/> for information.

None of the individuals in a position to control the content of the activity have any relevant financial relationships to disclose.