

**Workshop Manual 6-19-15**

**PROGRAM Number: #333**

**PROGRAM TITLE:** Class Conscious: Class and Classism in UU Life- a Curriculum Overview

**SCHEDULED DAY & TIME:**

Friday 6/26/2015, 3:00 PM - 4:15 PM 75 Minutes

**FACILITY AND ROOM:**

OCC -- Oregon Ballroom 204

**PROGRAM DESCRIPTION** Sample videos, interactive activities, and readings from this free 8 hour curriculum, which assists congregations to include people of all class backgrounds and prepare for social action. Hear a description of UU's for Just Economic Community's curriculum. Both curricula are recommended in the "Escalating Inequality" action issue study guide.

**SPEAKERS** Suzanne Zilber, Carl McCargo, Kellie C. Kelly, Linda Barnes

Next page is table of items and times.

**The entire Class Conscious curriculum is available at**

**[www.uufames.org/content/class-conscious](http://www.uufames.org/content/class-conscious)**

Outline for this workshop.

GA Workshop		
1. Gathering attention to start the program	P1	2 min Suzanne
2. Chalice Lighting		1 min Kellie
3. What participants can gain		1 min Suzanne
4. Presenter Introductions		5 minutes- all 4
5. Why this matters and Workshop goals	P2-4	3 min Suzanne
6. Covenant	P5	1 minutes – Carl
7. Why is class hard to discuss – quick audience participation		3 min Linda
8. Video Clip – People Like Us		10 minutes Kellie
9. Paired Discussion of Emotions in Video		3 min Kellie
10. Lecturette on Emotions	P6	1 min Kellie
11. Read Around samples		5 min Carl
12. Large group discussion		5 min Carl
13. Employed but still Homeless video		6 min Linda introduces
14. Large group discussion		5 min Linda
15. Overview of Class Conscious Curriculum	P 7-9	3 min Suzanne
16. UUJEC Curricula	Ps Carl Wants	15 min Carl
17. Thank you and encouragement to attend the last panel on class issues	P 10& 11	2 min Suzanne

**I. Welcome:** Suzanne 2 minutes

**Powerpoint page 1:**

<p style="text-align: center;"><b>Class Conscious: Class and Classism in UU Life – A Curriculum Overview</b></p> <p style="text-align: center;"><b>Suzanne Zilber Carl McCargo Kellie C. Kelly Linda Barnes</b></p> <p style="text-align: center;"><b>3:00 PM to 4:15 PM</b></p>
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**II. Chalice Lighting:** Kellie

**FACILITATOR:**

Sometimes, the vision we share  
for compassion and community  
is bigger than our actual hearts.

Often, our hopes for a just society  
that is both free and responsible  
exceeds what we actually do to create it.

But may we never let our failing and floundering  
keep us from seeking, again and again,  
to live out in concrete deeds  
the hopes and dreams of our collective heart.

May the light of this flame give us courage for the journey.

*The Vision we Share*, by Eric Hausman, Deutsche Unitarier Religionsgemeinschaft  
*From the UU Class Conversations worship resources and the International Council of  
Unitarians and Universalists* [http://www.icuu.net/resources/chalice\\_archives/GLC\\_2011.pdf](http://www.icuu.net/resources/chalice_archives/GLC_2011.pdf)

**III. What we hope participants will gain** 1 minute

Suzanne: We are here to encourage you to engage your congregation in becoming more class sensitive and knowledgeable about economic inequality. Our hope is that

by doing this work, your congregation will be a vibrant welcoming and inclusive community that grows ( if you want to grow) and is able to engage in well informed social justice actions.

**IV. Introduction: Presenter introductions 1 minute a piece: 5 minutes. (WHO)**

(Suzanne will take an extra minute to share that UUJEC's workshop was not selected, so she invited them to present with her)

**Instruction to Presenters:** Very briefly share why you are interested in class and economic inequality issues. Can include personal story. **Please script this and time yourself to one minute.**

**V. Why UUs should care about These issues 3 minutes (Why) Suzanne**

(If not already covered by introductions-) Last year, the delegates at General Assembly voted to engage in a Study Action process around Escalating Inequality. This four year process will culminate into a Statement of Conscience which the association can use for advocacy work and we hope that study will turn into specific actions to create change.

After the vote, the Commission on Social Witness gathered resources into a Study Guide and published that in December. They recommended materials from Class Conscious, UU's for a Just Economic Community, UU Class Conversations and the Wisdom Path, which was developed by the UUA. Since not all of you got to hear the pitch last year as to why this all is important, here it is!

**FACILITATOR:** Our Unitarian Universalist Principles state that we

- affirm the inherent worth of every person
- value compassion, justice and equity in human relations, and
- support the use of democratic processes in our congregations and society

Given these principles, we are concerned about the impact of social class and classism on our relationships, democratic processes, and the pursuit of peace, liberty and justice for all.

UU's have a long history of involvement in social justice issues and we want to tool ourselves for social action on the issue of economic inequality. Our work to address escalating inequality needs to address our congregations as well as the larger community. Class issues are not outside of us, they are us. Class awareness creates communities in which people from all social classes feel understood

and valued and **will allow our congregations and our faith to grow.**

Because all oppressions intersect, dealing with class connects us with issues of race, gender, disability access, democracy, and the environment.

### Powerpoint page 2

- affirm the inherent worth of every person
- value compassion, justice and equity in human relations, and
- support the use of democratic processes in our congregations and society

### Powerpoint page 3

#### Looking Inward

- Inclusivity and diversity in our Congregations
- Growth of our Association

#### Looking Outward

- Class sensitive partnering with community organizations
- Social justice actions to decrease inequality

### Powerpoint page 4

Because all oppressions intersect, dealing with class connects us with issues of

race  
gender  
disability access  
democracy  
the environment

We are here today to explore curricula that give us language and concepts that will enable us to enter discussions about class and economic inequality with **less anxiety** and **greater sensitivity**. We hope you can open your congregational culture such that people from all class backgrounds will feel included and engaged. Once your congregation is equipped with class and

classism awareness, you can be more effective in selecting and implementing social justice action around these issues.

**FACILITATOR Introduction of the Workshop:** (WHAT AND HOW)

**FACILITATOR:** Here are our **learning goals** for you in today's workshop.

**Powerpoint page 5**

Our Overall Goal- Inspire you to fully Review and use Resources to pursue the study of class, classism, and inequality in your congregations and organizations.

Workshop Goals

1. Learn about the Class Conscious curriculum
2. Increase awareness about class, classism and inequality
3. Learn about curricula developed by UUs for a Just Economic Community

**V. Covenant:** Carl 1 minute

**FACILITATOR:** To ensure that our work together today is conducted with sensitivity, we need to view ourselves as going on an exploration together and be gentle with ourselves. Let's review this covenant:

**Powerpoint slide 6**

Covenant

- Share from life experience, use I statements
- Listen deeply and assume good intentions
- It's OK to say "pass" to reading out loud or sharing
- All questions are welcome
- Confidentiality

**VII. Why is Class hard to discuss:** Suzanne 3 minutes

Quick hand raising shout out responses - Why are class and classism not talked about? **Group discussion:**  
43minutes

**FACILITATOR: Why is class not talked about?**

Let group generate responses then **only if necessary** fill in with material below.

**Why is class not talked about or hard to talk about?**

**Crib notes of below material.**

- **Denial that classes exist**
- **Belief in meritocracy- that people get what they deserve**
- **Class is based on behavior rather than an unchangeable feature like race or gender**
- **Fear conflictual conversations**
- **Have negative feelings about class related stuff**
- **Unawareness**
- **Don't feel they know enough about it**

**FACILITATOR:** Americans as a group like to think of ourselves as less affected by class formalities than other cultures like British or Indian. Americans have struggled around how to talk about many issues of diversity such as gender, race and sexual orientation but have had some success in those areas. Will Barratt (2011) suggests that social class is about hierarchy – who is better, and that gender, ethnicity etc are about difference, about belonging to some category. Many can presume the behavioral innocence of someone who belongs in a particular category, but in the realm of class, it is assumed **that behavior has contributed to where the person lives on the hierarchy. Unexplored value assumptions** contribute to our social class hierarchy constructions, such as **materialism** and **assuming upward mobility is good**. We also avoid class related discussions because of the high risk of eliciting **strong emotions** in such dialogues. We **lack a common language** and understanding to approach our discussions. Our hope is that today's workshop will offer the beginnings of a common language and understanding.

In general the format of Class Conscious is to ask people to have a solo reflective experience through a worksheet or video, then share in pairs or trios, and then have a large group discussion. Some of our activities will follow that format or be a truncated version of that format.

How many of you attended the workshop offered earlier this afternoon by UU Class Conversations? Class Conscious starts similarly - with an activity that asks participants to reflect on their past to jointly create a list of class indicators- which

are the ways we know people occupy certain class cultures. We will not do that today, since they did it! We will now move into a different activity sequence from the Class Conscious curriculum.

**VIII. Emotions and Class**                      **total 17 minutes for items 8-10**                      **Kellie**

**Video clip:** Opening Sequence : People Like Us Video 9 minutes  
[http://www.youtube.com/watch?v=nU5MtVM\\_zFs](http://www.youtube.com/watch?v=nU5MtVM_zFs)

Purpose: Application for identifying emotional issues in class.

**FACILITATOR:** Emotions are a big component of class experience. We are going to watch a video clip. Please find a writing utensil and please write down on the notecard the different emotions that are expressed by the people in the film AND emotions that you experience while watching. It is common for people to feel judgmental at some point, just notice what it is about for you. We will then look at those emotions in a framework.

(I will bring note cards that Carl and I can pass out for people to write on if they need them )

**Show the video!**

**IX. Paired discussion of what emotions people noticed in the video**      3 minutes Kellie

**FACILITATOR:** Please turn to the person next to you and share one or two emotions that you felt or witnessed during the video.

Give them notice to switch soon at 1 minute.

**X. Emotions and Social Class** 1 minute Mini-Lecture Kellie

Purpose: Put their video experience in a framework that will help them understand why class issues elicit certain emotions.

**FACILITATOR:** We bring a variety of emotions to our experiences of social class. Psychology offers us one framework to understand our emotional reactions to people.

When we meet someone for the first time, we automatically make two judgments: whether they're a friend, and whether they have power.

These two judgments then affect our emotions toward the other person according to psychologist Susan Fiske in her book, Envy Up, Scorn Down. She found across different countries that primary emotions around social class are PITY, PRIDE, DISGUST and ENVY.

Other emotions that are elicited around class issues are: ENTITLEMENT, SHAME, ANGER and GUILT. The most dangerous emotion in human relations is CONTEMPT – in fact, marriages that are high in expressed contempt don't make it. Contempt is some combination of **anger and disgust**.

**Now go to powerpoint (do not put it up until she is done lecturing)**

Powerpoint page 7

**Is this person a FRIEND?**  
**Does this person have POWER?**

**EMOTIONS CLASS ELICITS**

**PITY**  
**PRIDE**  
**DISGUST**  
**ENVY**  
\*\*\*\*

**SHAME**  
**GUILT**  
**ENTITLEMENT**  
**ANGER/RESENTMENT**  
**CONTEMPT**

So with all these powerful emotions, one can understand why people may want to avoid these issues.

**XI. Read Arouds on Congregational Classism 5 minutes CARL**

**FACILITATOR:** Now we are going to shift to an activity in module 2 that focuses on Classism. The participants review a handout that describes types of classism and then we have participants read out loud stories of classism by type with large group discussion after 3-5 stories. The experiences we will read today are from UU's who had attended the Midwest UU Summer Assembly in 2013. The read-around activity also has stories from community activists to provide diversity of voices and experiences, but today we will focus on UU examples. We don't have time to review the definitions of types of classism today but you can access them online.

(The following items will be glued to cardboard for participants or us to read out loud in the mike.)

If you would like to read one of these, you can come to the microphone. We will have time for full group discussion after they are all read.

- (1) "Our church was raising funds for new chairs for the sanctuary. Each chair cost \$110. Many of us could not afford that much especially at Christmas. A board member who is independently wealthy stuck a chair in the lobby with a bow and her name on it to show that she had bought a chair. We eventually figured out how to contribute, but the chair sat in the lobby for weeks as a reminder of the class divide in our church."
- (2) A friend of mine could not attend my church due to transportation issues in my large city. She instead went to the UU church downtown and attended for several months with her three children. In the spring, she was registering the kids for fall Religious Education and it was only then that she learned there would be fees totaling \$150. She said that was a lot of money for her and was told there may be scholarships. She felt very embarrassed, and sad. I encouraged her to hang in there as she liked the church and I made a call on her behalf and it has worked out for her family to go there. ( original text modified for length)
- (3) "I have dealt with mental illness for many years and as a result have not been able to establish a real career. I've been taking classes at my local university for the past 6 years, and have worked on-and-off part time for the past 10 years. My latest position ended very recently. At camp I feel a little bit uncomfortable when people ask what I do. When I respond I talk as though my part-time work is ongoing, and I say that I am a university student without mentioning that I am taking a minimum number of credits." Curriculum note: UU members should be trained to not ask about occupation or job as a first thing when meeting visitors to reduce classist impact.

- (4) ) “Our bridging ceremony for students graduating from high school included the students sharing what they would be doing after high school, and for many it has meant sharing where they are going to college.” A better approach is shared by Rev. Sarah Gibb Millsbaugh : “I was serving a congregation where it was not customary to say anything about where the students were going to college if they were. The senior reflections in the service were about their faith, who they were, and the values they were carrying with them.”
- (5) I was concerned when a member of my congregation’s stewardship committee said that if someone could pledge \$10,000 to our operating fund, it should be no big deal for her to give another \$2000 to make up for a shortfall in our campaign. I felt this assumed that this member had not made any sacrifices to make this pledge, and that this person had unlimited resources.”

## **XII. Large group discussion of stories 5 minutes CARL**

FACILITATOR: We will take 5 minutes for discussion. Please come to the microphone if you would like to comment or raise your hand for us to bring you a microphone – (I think we may have a mobile one.)

## **XIII. Sample from module on escalating inequality 7 min total LINDA**

Facilitator: The next video is included in module three on escalating inequality. It covers two very personal family stories and demonstrates some intersections of oppression. It is important that we put the stories with the statistics.

**Show Video** <http://www.youtube.com/watch?v=MdbHEZp0WPA> Employed but still homeless  
11:24 min (The version in the GA workshop is 6 minutes)

## **XIV. Group discussion of video 5 minutes LINDA**

FACILITATOR: We will take 5 minutes to discuss the video. Please come to the microphone if you would like to comment or raise your hand for us to bring you a microphone – (I think we may have a mobile one.)

## **XV. The Class Conscious Curriculum 3 minutes SUZANNE**

Field test sites: Des Moines, Columbus, Indiana; UU Congregation of the Catskills, in Kingston, NY. Ames

## **Power Point 8**

<b>Class Conscious: Class and Classism in UU Life</b>
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**Development: 3 years developing at MUUSA and Ames;  
Unitarian Sunday School Society grant  
4 congregations field tested past 2 years**

**What: PDF file for 9.5 hours of programming, preferably done in 4 events.**

**For Whom: Adult Religious Education in UU Congregations  
High School Youth**

### Power point 9

**Who Facilitates: People with facilitation skills, don't have to be topic experts**

**Format for Adults: Worksheets, pairs, large group discussion, small group teamwork,  
videos, read arounds, handouts, and readings in between modules**

**Format for Youth: Teams build protections for eggs with varying resources,  
economic privilege exploration with picking up beads**

**Cost: Free**

### XVI. UUJEC Curricula

**CARL: You know have 15 minutes to do whatever you want to promote UUJEC and the curricula that are being or have been developed. You may use powerpoint. We can try to merge them or you can bring a separate one on a flashdrive.**

XVII. SUZANNE: **Thank you** all for your sincere participation in our workshop.

### Powerpoint page 10

The following books may be available at the GA - UUA bookstore :

Class Lives: Stories from Across our Economic Divide, by Class Action ([www.classism.org](http://www.classism.org)).

Twilight of the Elites, by Christopher Hayes.

Missing Class: Strengthening Social Movement Groups by Seeing class Cultures by Betsy Leondar-Wright  
99 to 1 by Chuck Collins.

We hope you will go online to learn more about our curricula and UU Class Conversations workshops. The postcards have information about where to find these resources. Please join our work toward a class inclusive faith!

**Powerpoint page 11**

Class Conscious: Class and Classism in UU Life

<http://www.uufames.org/content/class-conscious>

Unitarian Universalists for a Just Economic Community (UUJEC)

[www.uujec.com](http://www.uujec.com)

UU Class Conversations

[www.uuclassconversations.org](http://www.uuclassconversations.org)

UUA Escalating Inequality Study Guide

<http://www.uua.org/files/escalatinginequalitypdf>

NEXT at 4:45 PM:

#362 Class Diversity: Exploring our Past, Building our Theologies **B117-119**