

COMMUNITY-COUNSELING PSYCHOLOGY COMMUNITY PSYCHOLOGY MODULE

SEMINAR: Monday, 11:30 am -1:30 pm

COMMUNITY PRACTICAL SUPERVISION: Monday, 9:30 am –
11:15 am

**UNIVERSITY OF THE WITWATERSRAND DEPARTMENT OF
PSYCHOLOGY**

LECTURERS and PRACTICAL SUPERVISORS

M. Brinton Lykes, Coordinator Term 1 SS 309 717-4545 018lykes@
muse.wits.ac.za

Thabani Sibanda, Coordinator Term 2 SS 220 717-
4512 018tha@muse.wits.ac.za

COMMUNITY PRACTICAL:

ALEXANDRA: Thursday 13h – 17h00, and other times as projects
develop

HILLBROW: Thursday 13h – 17h, and other times as projects develop

COURSE DESCRIPTION

This seminar was developed to foster critical, cultural reflection-in-context and a deeper understanding of its implications for action within a developing framework for community psychology in South Africa. It is assumed that contact with cultural sub-groups and across cultural and language groups and the need to negotiate the dynamics and issues that arise out of such contact is an essential part of community practice in South Africa. It is also assumed that these interactions occur within a set of social structural and historical arrangements that must be understood, analyzed and contested if one is to work with the majority populations within communities who are frequently marginalized from power and resources.

We will begin our discussions of community psychology with ourselves, seeking to situate ourselves historically and socio-culturally within our local, regional, national and international communities. Readings and exercises are designed to “gather data” about our positionalities and to think critically about our-“selves” and “others” as we craft a shared understanding of the multiple meanings of community/ies today. Our subjectivities, self-understandings and meaning making are developed

at the interstices of race, class, culture, gender, sexualities, and nationality.

Further we will review key concepts within community psychology as it has been developed in South Africa and elsewhere, thinking comparatively about the field and how we want to situate ourselves within it in the 21st century. A review and critical analysis of several theories that have contributed to the development of community psychology as an alternative form of psychological knowledge construction and action will be presented and debated. Readings from liberation psychology, cultural psychology and political and social psychology as well as examples from participatory action research that include popular education strategies will be presented, identifying their strengths and limitations as resources for knowledge construction and community-based social change.

We will critically examine selected social issues and explore both theoretical models and practical experiences (in research, in community-based action/intervention, and in your own field-based learning in Alex and Hillbrow) as examples upon which one might build a practice of community psychology in South Africa today. Exercises and assignments provide additional resources for understanding and re-presenting the individual and collective lives within communities in which we both live and work. You will be encouraged to position yourselves as community-counseling psychologists-in-training as you develop your praxis. Field experiences will, by definition, be designed in collaboration with the "communities" of Alex and Hillbrow in consultation with course lecturers/supervisors. Thus the course also seeks to deepen participants' ways of reflecting together and "in context" about multiple and complex constructions of gender, race and class within a context of committed social change.

TEXT: Community psychology: Theory, method and practice – South African and other experiences. Mohamed Seedat (editor). Norman Duncan & Sandy Lazarus (Consulting editors). Cape Town: Oxford University Press Southern Africa.

Books, book chapters and articles, as specified with an * in class syllabus are required reading for all. In addition there are suggested supplementary readings. It is expected that this list will grow throughout the year with additional references supplied by participants. Options for securing copies of all articles and book chapters will be discussed in class and a collective decision will be made about distributing material and covering costs.

All students are required to get an e-mail account and encouraged to communicate with their classmates and staff via e-mail. You are also strongly urged to join one of the several e-mail conversation lists (see handout: ListServes for Community Psychologists and Actions Researchers for a very partial listing of those available).

REQUIREMENTS OF THE COURSE

1. This course is designed as a seminar and it is expected that everyone will actively participate in class discussions. The class structure relies heavily on all participants' informed contributions and, therefore, on our having read the relevant materials and completed the relevant assignments BEFORE the class in which they will be discussed. Written assignments have been organized to maximize meaningful class discussion. To further maximize participation and learning, students must:

(1) Keep an INTELLECTUAL/ACADEMIC JOURNAL throughout the year. You may constitute the journal in whatever way you like - that is, as a learning log, field notes, reflections - but you MUST include both your reflections on (1) weekly reading; (2) your more personal encounter and reflections upon these readings in dialogue with your field practica experience - in Alex or Hillbrow; and (3) indication of how this praxis informs your self-understanding as a community-counselling psychologist. The journal must be submitted for review and comments by your principal lecturer twice during each term.

DUE DATES: MARCH 12, MAY 28, AUGUST 27 AND OCTOBER 29). See handouts for descriptions, sample entry, and criteria for evaluation.

And,

(2) Facilitate a seminar discussion of readings ONCE during the first term and ONCE or TWICE during the second term (see sign up sheet). Facilitators must submit questions based on the reading to all class participants no later than the Friday before the Monday in which they facilitate the seminar. Each facilitator must submit a brief paper- 2-4 double-spaced typed pages - based on the readings and your practica experiences on the day in which she/he facilitates the seminar. ALL papers MUST be typed and NO LATE PAPERS WILL BE ACCEPTED. You will receive 0% if your paper is not turned in the day of your group facilitation and if you do not show up - or show up more than 10 minutes late - on the day upon which you are signed up as a facilitator you risk a 0% for the entire module, including the final exam.

ADDITIONAL ASSIGNMENT FOR TERM 1

12 February – 28 May 2001

Principal Lecturer: M. Brinton Lykes

All students are required to complete an “information gathering exercise” or a “rapids needs assessment” (prior to initiating a community-based project or follow-up on a previously existing project) and must select ONE additional assignments from the following list of THREE.

Note well that the programme evaluation will be a group effort whereas the oral history and ethnographic observation are individual projects:

1. an oral history or life story interview and analysis of the interview
2. an ethnographic observation and analysis of the data collected
3. a programme evaluation as part of the programme evaluation module of your Assessment Course – Choice of this option means that a copy of your assignment must be submitted to both Professors Potter and Lykes See handouts for descriptions. You are REQUIRED to select an assignment that is related to your research report, that is, that helps you refine your understanding of and experience with a particular methodology OR serves as a pilot experience related to your research report.

The information gathering exercise and/or rapid needs assessment will be completed with your practical partner but should be discussed with all other students working in your site to ensure that there is minimal overlap in these exercises. They will be presented during class on Monday, March 19. You are encouraged to invite community representatives to join you where possible Written summaries of the exercise must be submitted on Monday, March 19. The second assignment – selected from the list above – is due on Monday, May 21.

All assignments must be typed, double-spaced, and be in APA style with references where appropriate.

ADDITIONAL ASSIGNMENT FOR TERM 2

Principal Lecturer: Thabani Sibanda

16 July – 29 October 2001

A 12-15 page paper. This requirement is designed to maximize flexibility and to complement your other experiences within this year. That is, each of the assignments will contribute to your overall requirements for the Community/Counseling Course, either through complementing your practical experiences and/or in the preparation of your thesis. Whichever option you choose you MUST include theoretical perspectives from community psychology as well as examples from previous work within local communities and reflect critically on the theories and practices discussed. You should incorporate examples from your Community Practical and/or from your experiences on the Phelophepa train. You must select an option no later than Monday, August 13. Each student will present initial ideas related to their paper to a seminar and group presentations made on the write ups for each topic towards the end of the term. This presentations must include relevant theory and practice. Your paper is due on Monday, October 22 2001. Your options are:

A. Select a topic of theoretical interest, addressed by this course, and write a CRITICAL LITERATURE REVIEW on this topic. Your review must indicate that you have read extensively beyond the course readings but should also include materials read for this course where relevant. The literature must be brought into dialogue with your practical experience, that is, used to understand the practical and, where relevant, your experiences in the practical can be used to critique the theory.

B. DESIGN A PARTICIPATORY ACTION-RESEARCH PROJECT in collaboration, of course, with an organization, group, agency or community. This must include a presentation of the organization/community with whom you are working, a review of the relevant literature about the problem you will address, a description of the problem/issue/questions and the processes you will engage to address it/them, and a tentative strategy for analyzing the data you will gather. You should also discuss what action(s) and theory(ies) you anticipate will be generated through your project. You are strongly encouraged to work in pairs or in small groups to complete this requirement. NOTE, you are designing the project as a requirement for this course, NOT carrying it out. You may carry it out as your research project/report.

C. DEVELOP A MODEL FOR INTERCULTURAL COLLABORATION IN COMMUNITY-COUNSELING RESEARCH OR PRACTICE OR COMMUNITY-BASED ACTION. Note that this option, in contrast to B, assumes that you have sufficient previous knowledge of and/or experience with the

community to engage in this process. Those who have been or are currently working in a community or educational context (in Alex, Hillbrow, or elsewhere) may use this as an opportunity to:

1. critically evaluate previous psychological research about a social issue or social problem (e.g., AIDS, PTSD, homelessness, violence against women, etc.) from the perspective of community psychology and propose an alternative strategy for practice and/or action, or
2. critically evaluate a social issue or social problem faced by the community or educational institution within which you are working and propose an intervention strategy that incorporates your understanding of the centrality of community, culture, and of power within this process. For example, (a) if you previously coordinated a youth project among residents in an urban community that has recently received a group of immigrant youth and seen a seemingly unrelated escalation of urban violence, how would you design a project that seeks to respond to all of the youth within this community? Or, (b) you work in a community based mental health center in an area into which have recently moved a large number of Rwandan refugees. You must develop an intervention program for outreach into this community where mental health resources have been viciously cut and with a population whose legal status is unknown.

GRADING: All assignments will be reviewed and commented on by the Lecturer coordinating the seminar in the term in which the assignment/project is due. Your final mark for this course will be determined by both of the lecturers/supervisors and will be weighted according to the criteria described in the handout. DEADLINES FOR THESE ASSIGNMENTS WILL BE STRICTLY ADHERED TO AS THE COURSE DEPENDS ON OUR COLLABORATIVE CONTRIBUTIONS. IF YOU NEED SPECIAL CONSIDERATION RELATED TO A SUBMISSION DATE PLEASE MAKE AN ARRANGEMENT WELL IN ADVANCE. IF YOU HAVE NOT DONE SO YOU WILL RECEIVE A 0% FOR THE ASSIGNMENT UNLESS YOUR FAILURE TO SUBMIT IT IS ACCOMPANIED BY WRITTEN DOCUMENTATION SUPPORTING YOUR PETITION FOR RE-CONSIDERATION.

OUTLINE OF TOPICS & READINGS:

I. TERM 1 12 February – 28 May 2001 Principal Lecturer: M. Brinton Lykes

POSITIONED SUBJECTS, SITUATING OURSELVES & OTHERS IN TIME & SPACE

Monday, 12 February 2001: Introduction to the course and its requirements Handouts, deadlines, policies to facilitate working together

Situating ourselves and each other: Genogram Exercise

For discussions on 19 & 26 February:

ONE BIOGRAPHY, AUTOBIOGRAPHY, MEMOIR that you have not previously read from someone different from yourself – on at least two of the following dimensions - race, social class background, gender, ethnicity, nationality, religion or sexual preference. These will be discussed on 26 February 2001 Suggestions include, BUT ARE NOT LIMITED TO:

The autobiography of Malcolm X. With the assistance of Alex Haley. New York: Grove Press Inc., 1964.

Ellen Kuzwayo. Call me woman. Randburg, S. Africa: Ravan Press, 1996.

Nelson Mandela. Long walk to freedom: The autobiography of Nelson Mandela. Randburg, South Africa: Macdonald Purnell, 1994.

Emma Mashamine. Struggles that have followed me all of my life Nomviyo Ngcelwane (1998). Salakahle District Six: An African Woman's Perspective. Cape Town, S. Africa: Kwela Books.

Keith B. Richburg. Out of America: A black man confronts Africa. NY: Harcourt Brace & Co., 1997.

Slovo: The unfinished autobiography. With an introduction by Helen Dolny. Randburg, South Africa: Ravan Press Ltd., 1995.

From Biko to Basson: Wendy Orr's search for the soul of South Africa as a Commissioner of the TRC. Saxonwold, South Africa: Contra Press.

Albie Sachs. (1990/2000). The soft vengeance of a freedom fighter. Cape Town: David Philip Publishers.

Shamin Meer (1998). (Compiler & ed.). Women speak: Reflections on our struggles: 1982-1997. Cape Town, S. Africa: Kwela Books, in association with SPEAK.

Rian Malan. My traitor's heart. Vintage Edition, 1991. (Originally published in 1990)

Zulu woman: The life story of Christina Sibiyi. (1948/1970/1999) By Rebecca Hourwich Reyher. Pietermaritzburg: University of Natal Press.

Monday, 19 February 2001:

*Gary Player. My country 'tis of thee. In Grand slam golf. London: Cassell, 1966.

* Steve Biko. We Blacks. In Steve Biko. I write what I like: A selection of writings. Preface by Archbishop Desmond Tutu, with a new introduction by Malusi and Thoko Mpumlwana. Randburg, S. Africa: Ravan Press Ltd, 1996 (first edition published, 1978).

* Franz Fanon. The Negro and language. Chapter 1 in Black skin, white masks. Trans. by Charles Lam Markmann. New York: Grove Press, Inc., 1967.

Monday, 26 February 2001:

*Minister, K. A Feminist Frame for the Oral History Interview. In Women's Words: The Feminist Practice of Oral History. 1991.

*Benmayor, R. Testimony, Action Research, and Empowerment: Puerto Rican Women and Popular Education. In Women's Words: The Feminist Practice of Oral History. 1991.

*Mishler, E. Meaning in context and the empowerment of respondents. In Research Interviewing: Context and Narrative. 1986.

Partial list of additional resources for 12-26 February 2001:

Bertaux, D. (Ed.)(1981). Biography and society: The life history approach in the social sciences. Beverly Hills, CA: Sage.

Clifford, J. Introduction: Partial Truths. In Writing Culture: The Poetics and Politics of Ethnography.

Crapanzano, V. (1977). The life history in anthropological field work. Anthropology and Humanism Quarterly, 2(2-3), 3-7.

Personal Narratives Group (1989) Interpreting women's lives: Feminist theory and personal narratives. Indiana University Press.

Langness, L.L. & Frank, G. (1986). Lives: An anthropological approach to biography.

Geertz, C. (1988). Works and lives: The anthropologist as author.

Bertaux, D. (Ed.) (1981). Biography and society: The life history approach in the social sciences. SAGE.

Clifford, J. & Marcus, G.E. (1986). Writing culture: The Poetics and politics of ethnography. Berkeley, CA: U of CA Press.

Seidman, I.E. (1991). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York: Teachers College Press.

Spradley, J.P. (1979). The Ethnographic Interview. NY: Holt, Rinehart & Winston.

Stewart, A.J., Franz, C. & Layton, L. (1988). The changing self: Using personal documents to study lives. Journal of Personality, 56(1), 41-74

Monday, 5 March 2001:

APPROACHES TO THEORIZING CULTURE & SELF

*Homi Bhabha. Remember Fanon: Self, psyche and the colonial condition. In Patrick Williams & Laura Chrisman. (eds.). *Colonial discourse and post-colonial theory: A reader*. NY: Columbia U Press, 1994. Pp. 112-123.

*Kwame Anthony Appiah. African identities. In Linda Nicholson & Steven Seidman (eds.). *Social Postmodernism: Beyond identity politics*. Cambridge: Cambridge U Press, Pp. 103 – 115.

*FILM: *A Reasonable Man*, 1999. (99 minutes). Gavin Hood, Director & Producer.

Stars: Gavin Hood & Nigel Hawthorne (AVAILABLE on video. Discuss a collective viewing of film.)

Partial list of additional resources for 5 March:

Ganguly, K. (1992) Migrant identities: Personal memory and the construction of selfhood. *Cultural Studies*, 2(3),27-50.

Shweder, Richard A. (1991). *Thinking Through Cultures: Expeditions in Cultural Psychology*. Cambridge, MA: Harvard University Press.

Rosaldo, Renato. (1989/1993). *Culture and truth: The remaking of social analysis*. With a new introduction. Boston, MA: Beacon Press.

Bruner, Jerome. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.

Sampson, Edward E. (1993). *Celebrating the other: A dialogic account of human nature*. Boulder, CO: Westview Press.

DeVos, G., Marsella, A.J. & Hsu, F.L.K (1985). Introduction: Approaches to Culture and Self. In *Culture and Self: Asian and Western Perspectives*. (1985). Pp. 2-23.

Doi, Takeo (1985/1986). *The Anatomy of Self: The Individual versus Society*. Trans. by M.A. Harbison. Tokyo & New York: Kodansha International

Hsu, F.L.K. (1985). The Self in Cross-cultural Perspective. In DeVos, et. al.(eds.). *Culture and Self: Asian and Western Perspectives*, New York: Tavistock Pub, Pp. 24-55.

Liebkind, K. Ethnic identity - Challenging the boundaries of social psychology. In *Social psychology of identity and the self concept*. 1992. Ed. by Glynis M. Breakwell. San Diego, CA: Academic Press. (pp. 147-185)

Introduction to Section 3: Theorizing subjectivity (pp. 203-226), and other selections. In *Changing the Subject: Psychology, social regulation, and subjectivity*. (Ed by J. Henriques, W. Hollway, C. Urwin, C. Venn, & V. Walkerdine), 1984, New York: Metheun & Co.

Freeman, M. (1993). *Rewriting the self: History, memory, narrative*

Critical psychology. London: Routledge.

Hermans, H. J. M., & Kemper, H. J. G. (1993). The dialogical self: Meaning as movement. Academic Press.

Shotter, J., & Gergen, K. J. (Ed.). (1989). Texts of identity. London: Sage.

Rosenwald, G. C., & Ochberg, R. L. (Ed.). (1992). Storied lives: The cultural politics of self understanding. New Haven: Yale University Press.

Somers, M. P., & Gibson, G. D. Reclaiming the epistemological "other": Narrative and the social constitution of identity. In C. Calhoun (Eds.), From persons to nations: The social constitution of identities, London: Blackwell.

Monday, 12 March 2001:

COMMUNITY PSYCHOLOGY: CORE CONCEPTS IN CRITICAL PERSPECTIVE

*Seedat, M. et al. Community Psychology. Pp. 3-85

Monday, 19 March 2001:

COMMUNITY PSYCHOLOGY: INFORMATION GATHERING/RAPID NEEDS ASSESSMENT and other METHODOLOGICAL CONSIDERATIONS

*Seedat, M. et al. Community Psychology. Pp. 135-211 Student Presentations on Hillbrow & Alex – in pairs

Monday, 26 March 2001:

PRACTICING COMMUNITY PSYCHOLOGY IN SOUTH AFRICA

*Seedat, M. et al. Community Psychology. Pp. 215-367. (choose 5 from 7 examples – two students prepare one of these five examples for comparative discussion)

Partial list of additional resources for 12-26 March:

See also: 2000 Community Psychology Reading List, from The community psychologist, 33(3), summer 2000 – class handout
Duffy, Karen Grover & Young, Frank Y. Community psychology. Chapters 1 (Introduction) & 3 (The importance of social change). Pp 1-24; 51-70. Needham Heights, MA: Simon & Schuster, 1996.

Butchart, A. & Seedat, M. (1990). Within and without: Images of community and implications for South African psychology. Social Science and Medicine

Seedat, M., Cloete, N. & Sochet, I. (1988). Community psychology: Panic or panacea? *Psychology in society (PINS)*, 11, 39-54.

Watts, R. (1997). Community psychology's social action faction. Presentation at the American Psychological Association, Chicago.

Sarason, S.B. (1976). *The psychological sense of community: Prospects for a community psychology*. San Francisco: Jossey-Bass.

Rappaport, J. (1981). In praise of paradox: A social policy of empowerment over prevention. *American Journal of Community Psychology*, 9, 1-26.

Rappaport, J. (1987). Terms of empowerment/exemplars of preventions: Toward a theory of community psychology. *American Journal of Community Psychology*, 15, 121-144.

Riger, S. (1994). What's wrong with empowerment. *American Journal of Community Psychology*, 21, 279-292.

Zimmerman, M. (1995). Psychological empowerment: Issues and illustrations. *American Journal of Community Psychology* 23(5), 581-599.

Lionel J Nichols & Saths Cooper (Eds). *Psychology and Apartheid: Essays on the struggle for psychology and the mind in South Africa*. Johannesburg: A vision/Mdiba Publication, 1990.

Hersch, C. (1969). From mental health to social action: Clinical psychology in historical perspective. *American Psychologist*, 24, 906-916.

Pillay, Y. & Freeman, M. (1996). Mental health policy and planning: Continuing the debates. *Psychology in society (PINS)*, 60-71.

K. Heller, R.H. Price, S. Reinharz, S. Riger & A. Wandersman. (1984). *Psychology and community change*. Homewood, IL: Dorsey.

Bill Berkowitz & Tom Wolff. Rethinking social action and community empowerment: A dialogue. . In M. B. Lykes, A. Banuazizi, R. Liem, & M. Morris (Eds.). (1996). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press. Pp. 296-316.

Julian Rappaport. (1977). *Community psychology: Values, research, and action*. New York: Hold, Rinehart, and Winston.

R. Elizabeth Thomas & Julian Rappaport. Art as community narrative: A resource for social change. . In M. B. Lykes, A. Banuazizi, R. Liem, & M. Morris (Eds.). (1996). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press. Pp. 317-336.

Elizabeth Sparks. The challenges facing community health centers in the 1990s: A voice from the inner city. In M. B. Lykes, A. Banuazizi, R. Liem, & M. Morris (Eds.). (1996). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press. Pp. 237-257.

American Journal of Community Psychology
Special Issue: Parts 1&2: Feminism and Community Psychology Vol 28,

No. 5&6, October & December 2000. Editors: Meg A. Bond, Jean Hill, Anne Mulvey, and Marion Terenzio.

Monday 2 April 2001 - NO CLASS

2 – 8 April 2001 – Study Research Break

Students are warmly invited to the AIDS IN CONTEXT conference, to be held on the Wits Campus from 4-7 April 2001. Featured speakers include Judge Edwin Cameron and Zachi Achmat, AIDS activist and founder of the Treatment Action Campaign.

Monday, 9 April 2001

CRITICAL PERSPECTIVES ON UNDERSTANDING MENTAL HEALTH: TOWARDS COMMUNITY-BASED RESPONSES

*Robert Desjarlais, Leon Eisenberg, Byron Good, Arthur Kleinman: World Mental Health: Problems and Priorities in Low-income countries. NY/Oxford: Oxford U Press, 1995, Introduction & Chapters 1 & 2, pp. 3-67.

*Arthur Kleinman. Violence, culture and the politics of trauma, pp. 173-189. In Writing at the Margin: Discourse between anthropology and medicine. Berkeley, CA: U of CA Press, 1995.

*Seedat, M Community Psychology. Pp. 87-106

*Victor Nell. (1994). Critical psychology and the problem of mental health. Psychology in society (PINS),19, 31-44.

Monday, 16 April 2001 – Family Day – Public Holiday – NO CLASS

Monday, 23 April 2001

THE PRACTICE OF COMMUNITY PSYCHOLOGY WITHIN A POST- MODERN, GLOBAL WORLD: Part 1

*Marsella, Anthony J. Toward a "global-community psychology": Meeting the needs of a changing world. American Psychologist, 53(12), 1282-1291.

*Swartz, Leslie. Culture and mental health in the rainbow nation: Transcultural psychiatry in a changing South Africa. In Transcultural Psychiatric Research Review, 33 (1996).

*Riger, Stephanie. Epistemological debates, feminist voices: Science, social values, and the study of women. In The Culture and Psychology Reader, 1995. Edited by Nancy Rule Godlberger & Jody Bennett Veroff, pp. 139-163.

Monday, 30 April 2001

THE PRACTICE OF COMMUNITY PSYCHOLOGY WITHIN A POST-MODERN, GLOBAL WORLD: Part 2: MULTIPLE FORMS OF RACIAL VIOLENCE

GUEST SPEAKER: Bronwyn Harris – Centre for the Study of Violence and Reconciliation – Xenophobia in post-1994 South Africa

*Nancy Scheper-Hughes. (1995). Who's the killer? Popular justice and human rights in a South African squatter camp. *Social Justice: A journal of crime, conflict & world order*. 22(3), 143-164.

*Don Foster. On racism: Virulent mythologies and fragile threads. Chapter Three, pp.55-80. Inaugural lecture, U of Cape Town, 1991. Additional reading to be assigned.

Partial list of additional resources 9-30 April:

Rappaport, Julian. The art of social change: Community narratives as resources for individual and collective identity. In *Addressing community problems: Psychological research and interventions*. Ed by Ximena B. Arriaga & Stuart

Oskamp. Thousand Oaks, CA/London: SAGE, 1998, pp, 225-246.

Swartz, Leslie. *Culture and mental health: A southern African view*. Cape Town: Oxford U Press, 1998.

Patricia Hill Collins. *Fighting Words: Black women and the search for justice*. Minneapolis: U of MINN Press, 1998

Matthew Dumont. Privatization and the global economy and mental health in Massachusetts. In M. B. Lykes, A. Banuazizi, R. Liem, & M. Morris (Eds.). (1996). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press. Pp. 258-271.

Patrick Williams & Laura Chrisman. *Colonial discourse and post-colonial theory: A reader*. NY: Columbia U Press, 1994.

Estelle Disch. *Reconstructing gender: A multicultural anthology*. Mountainview, CA: Mayfield Publishing Company

Fine, Michelle (1992) *Coping with rape: Critical perspectives on consciousness*. In *Disruptive voices: The possibilities of feminist research*. Ann Arbor, MI: U of MI press. Pp 61-76.

Aida Hurtado. *The color of privilege: Three blasphemies on race and feminism*. Ann Arbor, MI: U of MI Press, 1996.

Hope Landrine (ed.) *Bringing cultural diversity to feminist psychology: Theory, research and practice*. Washington, DC: American Psychological Association, 1995.

M. Brinton Lykes, Ali Banuazizi, Ramsay Liem, & Michael Morris. (eds). *Myths about the powerless: Contesting social inequalities*. Philadelphia, PA: Temple U Press, 1996.

Dorothy E. Smith. *The conceptual practices of power: A feminist sociology of knowledge*. Boston, MA: Northeastern U Press, 1990.
David T. Wellman. *Portraits of white racism*. (2nd Ed.). Cambridge: Cambridge U Press, 1993.
N. Chabani Manganyi. *Treachery and innocence: Psychology and racial difference in South Africa*. Braamfontein, South Africa: Ravan Press, 1991.

Monday, 7 May 2001

COMMUNITY-BASED RESPONSES (RESEARCH & ACTION) TO/WITH SURVIVORS OF ORGANIZED VIOLENCE

- *Lykes, M. Brinton (1994). *Terror, silencing and children: International multidisciplinary collaboration with Guatemalan Mayan communities*. *Social Science and Medicine*, 38(4), 543-552.
- *Lykes, M. B. (1997). *Activist participatory research among the Maya of Guatemala: Constructing meanings from situated knowledge*. *Journal of Social Issues*, 53(4), 725-746.
- *Lykes, M. B. (2000). *Creative arts and photography in participatory action research in Guatemala*. In P. Reason & H. Bradbury (Eds.), *Handbook of Action Research*. SAGE, pp. 363-371.

Monday, 14 May 2001

STORYTELLING, TRUTH COMMISSIONS & COMMUNITY HEALING: A CRITICAL REFLECTION

- *Cienfuegos, A. J. & Monelli, C. (1983). *The testimony of political repression as a therapeutic instrument*. *American Journal of Orthopsychiatry*, 53, 43-51.
- *de la Rey, Cheryl and Owens, Ingrid. *Perceptions of psychosocial healing and the Truth and Reconciliation Commission in South Africa*. *Peace and Conflict: Journal of Peace Psychology*, 4(3), 257-270.
- *Lykes, M.B., TerreBlanche, M. & Hamber, B. (in press). *Narrating survival and change in Guatemala and South Africa: The politics of representation and a liberatory community psychology*
- *Statman, James. *Exorcizing the ghosts of apartheid: Memory, identity and trauma in the "New" South Africa*, 1995. Presented at the ISPP, Washington, D.C.

Monday, 21 May 2001

POST-COLONIAL, POST-REVOLUTIONARY LIBERATORY PSYCHOLOGY - AN OXYMORON?

*Seedat, M. (1997). The quest for liberatory psychology. *South African Journal of Psychology*, 72(4), 261-270.

*Bulhan, Hussein Abdilahi. (1985). Toward a psychology of liberation. In Frantz Fanon and the psychology of oppression. Pp. 251-278

* Martín-Baró, I. (1994). Writings for a liberation psychology. (Ed. by A. Aron & S. Corne), 1994, Cambridge, MA: Harvard U. Press. (pp. 1-46; 108-121)

*Comas-Díaz, L., Lykes, M. B., Alarcón, R. (1998). Ethnic conflict and the psychology of liberation in Guatemala, Perú, and Puerto Rico. *American Psychologist*, 53(7), 778-792.

Partial list of additional resources 7-21 May:

Women of PhotoVoice/ADMI & Lykes, M. B. (2000). Voices and images: Mayan Ixil women of Chajul. Guatemala: MagnaTerra. *Psychology in Society*. 26, 2000: Special issue: The South African Truth & Reconciliation Commission.

Wilson, Richard A. (1997). Human rights, culture and context: Anthropological perspectives. London: Pluto Press.

Wilson, Richard A. (1997). Representing human rights violations: Social contexts and subjectivities. In Human rights, culture and context: Anthropological perspectives. London: Pluto Press. Pp.134-160.

Leslie G. Roman (1993). White is a color! White defensiveness, postmodernism, and anti-racist pedagogy. In C. McCarthy & W. Crichlow (Eds.), *Race identity and representation in education*. NY: Routledge, pp. 71-88.

Frantz Fanon. *Black skin, white masks*. NY: Grove Press, 1967

Frantz Fanon. *Toward the African revolution: Political essays*. New York: Grove Press, 1964.

Frantz Fanon. *A dying colonialism*. New York: Grove Press, 1965.

Hussein Abdilahi Bulhan. *Frantz Fanon and the psychology of oppression*. NY & London: Plenum. 1985.

Scarry, E. (1985). *The Body in Pain: The Making and Unmaking of the World*. New York: Oxford University Press. (pp.3-157).

Dorothy E. Smith. *The conceptual practices of power: A feminist sociology of knowledge*. Boston, MA: Northeastern U Press, 1990M.

Brinton Lykes. (1996). Meaning making in a context of genocide and silencing. In Lykes, M. B., Banuazizi, A., Liem, R., & Morris, M. (Eds.). *Myths about the powerless: Contesting social inequalities*. Philadelphia: Temple University Press.

Scheper-Hughes, Nancy (1992). *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley, CA: University of California Press.

Irving A. Spiegel. (1972). *Community Action Research as a Political*

Process. In *Community Organization: Studies in Constraint*. Beverly Hills/London: SAGE.

Ximena B. Arriaga & Stuart Oskamp. *Addressing community problems: Psychological research and interventions*. Thousand Oaks, CA: SAGE, 1998

Aaronette M. White & Cheryl A. Potgieter. (1996) Teaching community psychology in Postapartheid South Africa. *Teaching of Psychology*, 23(2), 82-86.

Lykes, M. Brinton et.al. (1999). Telling stories ñ rethreading lives: community education, womenís development and social change among the Maya Ixil. *International Journal of Leadership in Education*, 2(3), 207-227.

Lykes, M. B. (2001). Human rights violations as structural violence. In D.J. Christie, R.V. Wagner & D. DuN. Winter (Eds.), *Peace, conflict and violence: Peace psychology for the 21st century*. Prentice Hall.

Hesse, Carla & Post, Robert. (1999). *Human rights in political transitions: Gettysburg to Bosnia*. New York: Zone Books.

Krog, Antjie. (1998). *Country of my skull: Guilt, sorrow, and the limits of forgiveness in the new South Africa*. South Africa: Random House.

Minow, Martha. (1998). *Between vengeance and forgiveness: Facing history after genocide and mass violence*. Boston, MA: Beacon Press.

Truth and Reconciliation Commission of South Africa Report (5 volumes). Cape Town, CPT Bookprinters Ltd., 1998.

REHMI ñ Recovery of Historical Memory Project. Guatemala: Never Again. Maryknoll, NY: Orbis Books. One volume English summary of 5 volume Spanish report. 1999.

CEH/Commission for Historical Clarification [Comisión para el Esclarecimiento Histórico]. (February, 1999). Report of the CEH [On-line]. Available: <http://hrdata.aas.org/ceh>. Guatemala: Author. Conclusions of 9 volume report available in English.

Simpson, Graeme. *A brief evaluation of South Africaís Truth and Reconciliation Commission: Some lessons for societies in transition*. CSV, 1998.

Becker, D., Lira, E., Castillo, M.I., Gomez, E., &Kovalskys, J. (1990). Therapy with victims of political repression in Chile: The challenge of social reparation. *Journal of Social Issues*, 46(3), 133-149.

Greenspan, H. (1992). Lives as Texts: Symptoms as Modes of Recounting in the Life Histories of Holocaust Survivors. In *Storied Lives: The cultural politics of self-understanding*. (Ed. by George C. Rosenwald & Richard L. Ochberg). New Haven: Yale University Press. Pp. 145-164.

Harvey, John H. (1996). *Embracing their memory: Loss and the social psychology of storytelling*. Needham Heights, MA: Allyn & Bacon.

Selected chapters including: Ch. 2: A social-psychological perspective on loss and storytelling (pp.9-20); Ch. 6: Losses resulting from war and violence (pp. 78-98); Ch. 9: Losses that haunt (pp. 134-151); Epilogue: New directions in the storytelling approach to loss (pp. 206-215).

Lykes, M. B., Brabeck, M., Ferns, T., & Radan, A. (1993). Human rights and mental health among Latin American women in situations of state sponsored violence: Bibliographic resources. *Psychology of Women Quarterly*, 17(4), 525-544.

Lykes, M. B., & Liem, R. (1990). Human rights and mental health work in the United States: Lessons from Latin America. *Journal of Social Issues*, 46(3), 151-165.

Nuttall, Sarah & Coetzee, Carli. (1998). *Negotiating the past: The making of memory in South Africa*. Oxford: Oxford U. Press.

Statman, James. *No more the miracle? Violence, vengeance and reconciliation in the new South Africa*. Unpublished paper.

Weschler, Lawrence. (1990) *A miracle, a universe: Settling accounts with torturers*. New York, NY: Penguin Books.

Social Justice: A Journal of Crime, Conflict & World Order. Vol 25, No. 4 (1998): *Beyond the neoliberal peace: From conflict resolution to social reconciliation*.

Monday, 28 May 2001 ñ Pending issues & Course Mid-Year evaluation

TERM 2

Principal Lecturer: Thabani Sibanda

16 July ñ 29 October 2001

Monday, 23 July 2001

INDIGENOUS PSYCHOLOGIES IN COMMUNITY CONTEXT: PART 1

*Atal, Y. (1990). The call for indigenisation. In V.G. Enriquez (ed). *Indigenous psychology: A book of readings*. Quezon City, Philippines: New Horizons Press.

*Enriquez, V. G. (1990). Cross indigenous methods and perspectives. In V.G. Enriquez (ed). *Indigenous psychology: A book of readings*. Quezon City, Philippines: New Horizons Press.

*Kim, U. (1990). Indigenous psychologies and the cultural sciences tradition. In V.G. Enriquez (ed). *Indigenous psychology: A book of readings*. Quezon City, Philippines: New Horizons Press.

Monday, 30 July 2001

INDIGENOUS PSYCHOLOGIES IN COMMUNITY CONTEXT: PART 2

*Ebigbo, P.O. (1989). The mind, the body and society: An African perspective. In K. Peltzer and P.O. Ebigbo (ed). *Clinical psychology in*

Africa (South of the Sahara, the Caribbean and Afro - Latin America). Enugu, Nigeria: Chuka Printing Company Limited.

*Peltzer, K. (1999). Faith healing for mental and social disorders in the Northern Province. *Journal of Religion in Africa*: XXIX, 3, 387 - 402.

*Peltzer, K. (2000). Traditional mechanisms for cultivating health in Africa. In M. Maclachlan (ed). *Cultivating health: Culture perspectives on health promotion*. London, John Wiley and Sons Ltd.

*Wexler, A. and Katz, R. (1989). Healing and transformation: Lessons from indigenous people. In K. Peltzer and P.O. Ebigbo (ed). *Clinical psychology in Africa (South of the Sahara, the Caribbean and Afro - Latin America)*. Enugu, Nigeria: Chuka Printing Company Limited.

Partial list of additional resources 23 July - 30 July 2001

Enriquez, V. G. (1992). *From colonial to liberation psychology: The Philippine experience (The meeting of the East and West)*. Diliman, Quezon City, University of the Philippine Press.

Mataragnon, R. H. (1990). The case for an indigenous psychology. In V.G. Enriquez (ed). *Indigenous psychology: A book of readings*. Quezon City, Philippines: New Horizons Press.

Nsamenang, A. B. (1995). Factors influencing the development of psychology in Sub - Saharan Africa. *International Union of Psychological science*, 733 - 737.

Nsamenang, A. B. and Dawes, A. (1998). Developmental psychology as political psychology in Sub - Saharan Africa: The Challenge of Africanisation. *International Union of Psychological science*, 75 - 85.

Nsamenang, A. B. (2000). African view on social development: Implications for cross - cultural developmental research. Paper presented at the 5th Biennial Africa Regional Workshops of the ISSBD, Kampala, Uganda.

Peltzer, K. (1996). A process model of ethnocultural counselling for African survivors of organised violence. *Counselling psychology quarterly*, Vol. 12, 4: 335 - 351.

Peltzer, K. (1997). The role of religion in counselling victims of organised violence. Transpersonal Institute.

Peltzer, K. (1998 - 2000). The training of lay counsellors in psycho social assistance of Sudanese refugees. *Psychopathologie Africaine*, XXIX, 3: 327 - 356.

Peltzer, K. (1998). A community survey of traditional healers in South Africa (Northern Province). *South African Journal of Ethnology*. 21 (4): 191 - 197.

White, J. L. (1984). *The psychology of blacks: An Afro - American perspective (Basic assumptions and historical backdrop)*. Englewood Cliffs, New Jersey, Prentice - Hall, Inc.

Monday, 6 August 2001

COMMUNITY PSYCHOLOGY AND LOCAL ACTIVISM

Cooper, S., Nicholas, L. J. Seedat, M., and Statman, J. M. (1990). In L. J. Nicholas and S Cooper (ed). Psychology and Apartheid: Essays on the struggle for psychology and the mind in South Africa.

Johannesburg, A Vision / Madiba Publication.

Dawes, A. R. L. (1986). The notion of relevant psychology with particular reference to Africanist pragmatic initiatives. *Psychology in Society*, 5, 28 - 48.

*Naidoo, A. V. (2000). Community psychology: Constructing community, reconstructing psychology in South Africa, Inaugural Address. University of Stellenbosch, US printers.

Monday, 13 August 2001

Antonio, S.(1997). Building networks of reform throughout the city. In D. Shirley (ed). Community organising for urban school reform.

Texas, University of Texas Press.

Cahill, E and Perry, Y. S. (1974). Developing indigenous community leadership: A challenge to urban universities. In A E Mitchell and J Adelson (eds). The university and urban crisis: Community psychology series. Vol 2. APA. New York. Behavioral publications.

Toney, M. (1996). Power concedes nothing without a demand: Building multiracial organisations with direct action. In J Anner (ed). Beyond identity politics: Emerging social justice movements in communities of color. Boston, South End Press.

Partial list of additional resources 6 August - 13 August 2001

Alinsky, S. (1971). Rules for radicals: A practical primer for realistic radicals. New York. Random House.

Fussell, W. (1996). The value of local knowledge and the importance of local beliefs in the process of social change. *Community Development Journal*, 31, 44 - 53.

*Hersch, C. (1969). From mental health to social action: Clinical psychology in historical perspective. *American Psychologist*, 24: 906 - 916.

Jason, L. (1991). Participating in social change: A fundamental value for our discipline. *American Journal of community psychology*, 19, 1 - 16.

Miller, J. B. (1987). Toward a new psychology of women (2nd ed.). Boston. Beacon Press.

Naidoo, A. V. (1996). Challenging the hegemony of Euro - centric psychology. *Journal of Community and Health Sciences*, 2(2). 9 - 16.

Toro, P. A community psychologist=s role in policy on homelessness in two cities. *The community psychologist*, 31, 25 -26.

Vogelman, L. (1987). The development of an appropriate psychology. The work of the organisation of appropriate social services in South Africa. *Psychology in Society*, 7, 24 -35.

Wandersman, A. and Bettencourt, B. A. (1990). Special section: Citizen participation, voluntary organisations and community development: Insight for empowerment and research. *American Journal of Community Psychology*, 18(1).

Wittig, M. and Perkins, D. D. (eds). Social psychological perspectives on grassroots organising. *Journal of Social Issues*. 52.

Monday, 20 August 2001

HIV / AIDS ISSUES: RACIAL, PREJUDICE AND DISCRIMINATION / PERSONAL TESTIMONIES

*Kaleeba, N., Ray, S. and Willmore, B. (1991). We miss you all - Noerine Kaleeba: AIDS in the family, Harare, Women and AIDS Support Network.

*Mokonde, C. M. (1992). Too young to die. Lusaka, Zambia, Zambia Educational Publishing House.

Monday, 27 August 2001

HIV / AIDS ISSUES :RACIAL, PREJUDICE AND DISCRIMINATION / GENDER RESPONSES

*Ackers, H. L. (1973). Racism, sexuality, and the process of ethnographic research. In P. Brown (ed). *Radical psychology*, London. Harper Colophon Books.

*Kurth, A. and Hutchison, M. (1990). Reproductive health policy and HIV: Where do women fit in? *Pediatric AIDS and HIV infection: Fetus to adolescent*. Vol1, No6: 121- 133.

*SafAIDS (1995). Facing the challenges of HIV / AIDS / STDS: a gender - based response, The Netherlands, SSN.

Worth, D. (1990). Women at risk of HIV infection: Behavioral, prevention and intervention aspects. In D G Ostrow (ed). *Behavioral aspects of AIDS*. New York, Plenum Medical Book Company.

Monday, 10 September 2001

HIV / AIDS ISSUES :RACIAL, PREJUDICE AND DISCRIMINATION / COMMUNITY INTERVENTIONS

*Bye, L.L. (1990). Moving beyond counselling and knowledge - enhancing interventions: A plea for community level AIDS prevention strategies. In D G Ostrow (ed). *Behavioral aspects of AIDS*. New York, Plenum Medical Book Company.

*Peterson, J. L. (ed). (1998). HIV / AIDS prevention through community psychology. *American Journal of Psychology*(special issues). 26 (1).

Partial list of additional resources 20 August - 10 September 2001

Ray, S. (1991). Women and AIDS in Zimbabwe. In M A Mecer and S Scott (eds). Tradition and transition: NGOs respond to AIDS in Africa. Baltimore, The Johns Hopkins University.

Musara, T. M. (1991). Interview with a traditional healer. In M A Mecer and S Scott (eds). Tradition and transition: NGOs respond to AIDS in Africa. Baltimore, The Johns Hopkins University.

Monday 3 September 2001 - NO CLASS

3 ñ 9 September 2001 ñ Study / Research Break

Monday, 17 September 2001

Guest facilitator: Systems perspective

Monday, 24 September 2001 ñ HOLIDAY ñ NO CLASS

Monday, 1 October 2001 ñ Two student presentations
Presentation on group assignments

Monday, 8 October 2001 ñ Three student presentations
Presentation on group assignment

Monday, 15 October 2001 - Three student presentations
Presentation on group assignment

Monday, 22 October 2001 - Two student presentations
Presentation on group assignment

Monday, 29 October 2001 ñ Wrap up for the year & Evaluation

Last Revised: 8/28/2003