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 you 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.


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: ListServs 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:

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.

Monday, 19 February 2001:


Monday, 26 February 2001:


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


Monday, 5 March 2001:
APPROACHES TO THEORIZING CULTURE & SELF


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

Partial list of additional resources for 5 March:

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  

Monday, 19 March 2001:  
COMMUNITY PSYCHOLOGY: INFORMATION GATHERING/RAPID NEEDS ASSESSMENT and other METHODOLOGICAL CONSIDERATIONS  

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

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

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

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


Partial list of additional resources 9-30 April:


Monday, 7 May 2001

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


Monday, 14 May 2001

STORYTELLING, TRUTH COMMISSIONS & COMMUNITY HEALING: A CRITICAL REFLECTION


Monday, 21 May 2001

POST-COLONIAL, POST-REVOLUTIONARY LIBERATORY PSYCHOLOGY - AN OXYMORON?
*Bulhan, Hussein Abdilahi. (1985). Toward a psychology of liberation. In Frantz Fanon and the psychology of oppression. Pp. 251-278

Partial list of additional resources 7-21 May:


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


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


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


Monday, 30 July 2001
INDIGENOUS PSYCHOLOGIES IN COMMUNITY CONTEXT: PART 2
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.


Monday, 6 August 2001
COMMUNITY PSYCHOLOGY AND LOCAL ACTIVISM

Monday, 13 August 2001

Partial list of additional resources 6 August - 13 August 2001

Monday, 20 August 2001
HIV / AIDS ISSUES: RACIAL, PREJUDICE AND DISCRIMINATION / PERSONAL TESTIMONIES

Monday, 27 August 2001
HIV / AIDS ISSUES : RACIAL, PREJUDICE AND DISCRIMINATION / GENDER RESPONSES

Monday, 10 September 2001
HIV / AIDS ISSUES: RACIAL, PREJUDICE AND DISCRIMINATION / COMMUNITY INTERVENTIONS
Partial list of additional resources 20 August - 10 September 2001


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 ñHOLIDAY 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