PSYC 225. COMMUNITY & INTERCULTURAL PSYCHOLOGY

17 July 2000 – 1 September 2000

LECTURER: Professor M. Brinton Lykes, Ph.D.
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OFFICE HOURS: Monday, 12h30 – 13h30 Friday, 13h30 – 14h30, or by appointment
COURSE COORDINATOR: Carol Long Office: SS225 Tel: 717-4526

Lectures for PSYC 225 will be held in CBEH on Thursdays (8h15 – 11h) and in OS1 on Fridays (11h30 – 13h15). Supplementary activities on some Tuesdays (see below) between 14h and 16h will be held in OS4.

COURSE OBJECTIVES:

Many students choose psychology as a major because they are interested in helping people. Most typically, at least within Western countries, this means providing individual counselling or psychotherapy. This course was designed to introduce students to current theory and research in two areas of psychology that focus on the individual-in-society or the individual in social and cultural contexts, that is, community and cultural psychology. By the end of this course students should be able to:

1. define culture or sub-culture and compare and contrast it to race and ethnicity;
2. identify the assumptions underlying these definitions and give examples of how they describe or fail to describe the realities and diversities of South Africa today;
3. discuss examples from theory and research that clarify psychological processes and behaviours within a range of cultural and sub-cultural contexts;
4. compare the history of community psychology in the United States and in South Africa, with additional examples from Latin America and Asia;
5. critically examine selected social issues and social problems in South Africa today;
6. discuss differing educational and research strategies that have been developed to work with local communities in addressing social issues and problems including participatory action research, the arts, and popular education;
7. identify the strengths and limitations of these resources for knowledge
construction and community-based social change;

8. discuss the implications of these ideas and practices for intercultural collaboration in research, clinical or community practice, and action/activism.

All required reading is in the reading packet. All recommended reading is on OVERNIGHT in the main library.

COURSE OUTLINE

WEEK 1: 20-21 July 2000

Define culture and compare and contrast it to race and ethnicity.
Discussion of course objectives Review of assignments and supplementary classes Introduction to key concepts and definitions:
  - Culture
  - Ethnicity
  - Race
  - Society
  - Community

Required readings: Forget the old labels: Here’s a new way to look at race
1. Boyce Rensberger, 1996, AnthroNotes – from Reading Packet
2. H. Betancourt & S. R. Lopez. The study of culture, ethnicity and race in American psychology. American Psychologist, 48(6), 629-637 - from Reading Packet

Additional recommended readings:

WEEK 2: 27-28 July 2000

Identify the assumptions underlying these definitions and give examples of
how they describe or fail to describe the realities and diversities of South Africa today.
Ethnocentrism, xenophobia, racism
Cultural relativity/assumptions of universality
Human rights within the context of the debate

Required readings:
Witch-purging in the Northern Province – In Focus Forum 4(5), March 1997 - from Reading Packet

Additional recommended readings:
Don Foster. On Racism: Virulent mythologies and fragile threads. Inaugural lecture, University of Cape Town, 1991

WEEK 3: 3 – 4 August 2000
Examples from theory and research: Psychological processes and behaviours within a range of cultural and sub-cultural contexts.
Guest Speaker: Dr. James Statman
Different ways of thinking about culture in psychological theory and research
Culture within and across communities: Conceptual issues
Behaviors within and across communities & societies: A research example
Conceptions of culture, cultural change and modernity

Required readings:
Introduction to cross-cultural psychology. In J .W. Berry, Y. H. Poortinga,


Additional recommended readings:


**WEEK 4: 10 – 11 August 2000**

Compare the history of community psychology in the United States and in South Africa, with additional examples from Latin America and Asia.

Conceptions of community – current debates

Community mental health and community psychology

Understanding community within and across culture

NOTE WELL: There will be an extra session on Tuesday, 8 August 2000 to review material covered thus far on culture. 14h-16h in OS4.

Required reading:


Alex Butchart & Mohammed Seedat. Within and without: Images of community and implications for South African psychology. Social Science & Medicine, 1990 - from Reading Packet

Additional recommended reading:


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

**WEEK 5: 17 – 18 August 2000**

Critically examine selected social issues and social problems in South Africa.

CONTESTING SOCIAL INEQUALITIES: RESPONDING CULTURALLY TO SOCIAL PROBLEMS WITHIN AND AMONG LOCAL COMMUNITIES

Who are we as practitioners/researchers/applied social scientists/change agents

Identifying the problems: Thinking culturally about mental health and illness

Thinking critically about community problems

Concepts and methods for thinking culturally with local communities about social issues and social problems in communities – the issue of AIDS

Conceptualizing violence and trauma within this framework

Guest Speakers to discuss community-based research in South Africa.

Required reading:


One additional reading on AIDS to be assigned and distributed in class.

Additional recommended reading:


**WEEK 6: 24 – 25 August 2000**

Discuss differing educational and research strategies that have been developed to work with local communities in addressing social issues and problems including participatory action research, the arts, and popular education or “PRACTICING” COMMUNITY PSYCHOLOGY FROM A CULTURAL PERSPECTIVE: CENTRAL AMERICA AND SOUTH AFRICA
Methodologies for working with communities
Participatory research, action and consciousness-raising
Stories as community resources: Limits and possibilities of the TRC, CEH, REHMI in/for local communities
Creativity as a resource in individual and community survival and healing
Similarities and differences crossing cultural contexts: Selected examples

VIDEOS
Working for a better future: Creative workshops with Mayan children of Guatemala
Dancing through death: The monkey magic and madness of Cambodia

Required reading:
CapeTown, South Africa: University of Cape Town Press, 1999, pp. 227-238 - from Reading Packet

Additional recommended reading:
A.M. White & C. A. Potgieter Teaching community psychology in Postapartheid South Africa. Teaching of Psychology, 23(2), 82-86.

WEEK 7: 31 August – 1 September 2000
Identify the strengths and limitations of these resources for knowledge construction and community-based social change and discuss the implications of these ideas and practices for intercultural collaboration in research, clinical or community practice, and action/activism
Strengths and limitations of participatory resources for knowledge construction in psychology
Implications of community and cultural psychological theory and research for intercultural collaboration in research

Thoughts about clinical and community practice from a cultural perspective

Thinking about community as a base for action/activism – can there be a psychology of liberation

NOTE WELL: There will be an extra session on Tuesday, 29 August 2000 to review material covered thus far on culture. 14h-16h in OS4.

Required reading:
Mamphela Ramphele. 1990. Participatory research – the myths and realities. Social Dynamics, 16(2), 1-15 - from Reading Packet


ASSIGNMENTS AND EVALUATION:
For this half of the module, evaluation consists of class exercises [5%], a mini assignment [10%], a formal academic essay [25%] and an exam [50%].

CLASS EXERCISES (5%)– To be assigned throughout the semester, during class. These must be submitted during the class in which they are assigned. Each exercise will be worth 1% of your final grade for this module.

MINI ASSIGNMENT (15%) – Genogram – tracing my family, cultural and community roots. NOT TO EXCEED 3 PAGES, 750 WORDS of TEXT and 1 PAGE diagram to include your Genogram (see handout with instructions). Due : 26 July 2000

ESSAY: Community mapping exercise and discussion. (See handout with instructions) Due : 28 August 2000 Essays must be handed in no later than 15:00 on the due date. The handing in venue will be SS211 (the main Psychology office). All essays must be signed in. If you push your essay under a door or adopt any other unorthodox method of submitting it, it will not be considered as having been submitted. Essays will be returned to SS211 after marking and must be signed for when collected.

The department requires two copies of an essay to be submitted. One will be returned and one will be kept for perusal by the external examiner.

Late essays: 5% of the essay mark will be deducted per day that the essay
is late. Extensions will only be granted by the course coordinator and not by lecturers. You are expected to make WRITTEN application to the course coordinator during student consultation times PRIOR to the essay due date. Extensions will only be granted if a valid medical certificate is supplied.

When writing your essay, you may draw on readings in the course reader. You are also expected to find additional references of relevance to your topic. You are expected to reference strictly according to APA format. Please bear in mind that any essay that has been plagiarized will receive 0%. Please review the Essay Marking Criteria and the Referencing information in the course information packet for Psychology 2, 1999 as you prepare your essay.

EXAM: Please remember that the examination for the PSYC224/225 module consists of two main sections - one for social psychology and one for community and intercultural psychology. The exam is two hours long, and you are strongly advised to stick strictly to one hour per section. Please note that we have set the exam on the basis of 100%. Mark allocations thus give you an idea of how long you need to spend on each question.

Last Revised: 8/28/2003