


# PSY 352: HISTORY AND SYSTEMS OF PSYCHOLOGY

Tu/Th 8-955a; Synchronous (9021)	<b>Instructor:</b> Di Yoong
College of Staten Island, CUNY Department of Psychology	<b>Office Hour:</b> Tues 10 – 11am or by appointment
	

## COURSE DESCRIPTION (from catalog)

Historical development of contemporary psychology including a critical survey of its chief contemporary systems: structuralism, functionalism, psychoanalysis, behaviorism, Gestalt psychology, and others.

Prerequisite: PSY 201 and eight additional PSY credits at the 200 level or higher.

## Introduction

If we understand psychology as a scientific investigation of human behavior, how do socio-political contexts shape our psychological knowledge? How does psychological knowledge shape our belief about what it means to be human and how do we shape psychological knowledge? What do historians of psychology include and leave out in their storytelling and what implicit assumptions are carried in those stories? In this course we will consider why understanding the context from which our psychological knowledge and theories emerge from is important to our scientific investigation of human behavior and informs what we do with this knowledge.

## Learning Goals

By the end of the semester, you will:

- develop an understanding of how history and socio-political contexts impact psychological knowledge production and the goals of psychology
- be able to critically read and evaluate the production of psychological knowledge
- be able to understand and critically reflect on theoretical perspectives and research

## Required Readings and Course Materials

We will be using selected articles and non-traditional media sources in this class. Most articles will be linked on our Blackboard through our library. If it is not available via our library, it will be uploaded as a PDF. Hence, please make sure you are able to log in to your CSI library account (SLAS log-in). If you forgot your password or need to reset your account, you can do so here: <https://slasreset.csi.cuny.edu/showLogin.cc>

## Technology and Software Used

### Blackboard

We will be using Blackboard as the main platform for our class materials. For example, lecture slides, forum posts, guidelines for assignments, and assigned course materials, will be posted in their respective areas on Blackboard.

### Hypothesis

We will be using this web-based tool to directly annotate on the readings (**no** download required). You can use Hypothesis on your mobile devices but it will be easier to annotate on a computer/laptop. You will have to create an account (<https://web.hypothes.is/start/>) to use the tool. The process to sign up may prompt you to download an extension, however, for our class this is not necessary. Please sign up by **02/06 (Tues)** and use your preferred name as your username. Please follow the instructions under *Tech Resources* on Blackboard for how to use Hypothesis.

### Slack

Outside of Blackboard, we will use Slack as our means of communication. The link to our Slack workspace is: <https://join.slack.com/t/psy352sp22/signup>. Once you're registered, you will be able to access Slack via your web browser ([psy352sp22.slack.com](https://psy352sp22.slack.com)) if you don't want to download the app. **Please be sure to use your CSI email address to register for the workspace.** This is to minimize unintended members from joining our group.

### Zoom

Class meetings will take place over Zoom. If you have not used Zoom before, you can access it via the web browser without having to download the application. If you would like to download the Zoom application, you can also do so here: <https://zoom.us/download>.

### Google Suite

Sign ups for Annotations Assignment will be done via Google Sheets. Some annotations will also be done via Sheets. You do **not** need a Google account to access the material. If you have not completed the student survey, please do so here:

[https://docs.google.com/forms/d/e/1FAIpQLSfVLMzfOUeyFuRo8JXT9U5HHB0LpAh2pLUV\\_TaQlzBSmZHvYg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfVLMzfOUeyFuRo8JXT9U5HHB0LpAh2pLUV_TaQlzBSmZHvYg/viewform?usp=sf_link)

\* If you have difficulty accessing the tools or any other issues, please reach out to me (e.g. Slack/email/office hours) and we can troubleshoot together.

## Assignments and Grade Breakdown

There are **no tests or exams**.

Assignment	Due Date	% of grade
Introduction on Slack	02/06	1
Forum Post: Current Take on Psychology	02/06	1
Weekly Forum	Weekly	30
2 Annotations	Student Sign Up	10
1 Group Presentation	Student Sign Up	10
Multimedia Project	Multiple Dates	38
End-of-Semester Reflection	05/17	10
	<b>Total</b>	100*

### 1a. Introduction on Slack (Due: 02/06, 1%)

**Slack** (<https://join.slack.com/t/psy352sp22/signup>)

Please set your profile on Slack, including a display picture (it does not have to be a photo of you but should be something that represents you), your display name with gender pronouns. A guide to setting up is available under *Tech Resources*. After which, please post on the #introductions channel. Prompts are available in the pinned message in the channel.

### 1b. Forum Post: Current Take on Psychology (Due: 02/06, 1%)

**Blackboard**

Click on the *Course Material* link in the menu bar, navigate to the *Week 1* folder and click on "Current take on Psychology (Due: 02/06)." This post will be useful when you are writing your end-of-semester reflection.

### 2. Weekly Forum (10 x 3 = 30%)\*\*

Weekly forum posts and responses are meant to help you learn, consolidate, and process the materials and to learn from your peers through active discussions. Weekly forum discussion and responses **begins on 02/10/2021 (Thurs)**. Posts are due at 11:59 pm every Thursday unless otherwise stated. Late posts will be subjected to partial credit. **You are expected to post a short reflection of the reading and at least 1 response to your classmate.** Your discussion posts should be about 150 words in length (a paragraph) and demonstrate that you've done the reading. Your response to your classmates should be at least 2-3 sentences long. A simple "I agree" is not sufficient. If your post is not relevant or inappropriate, you may be asked to re-submit your post for credit. Further guidelines are available through the Weekly Forum folder (*Assignments > Weekly Forum > Guideline*).

### 3. Annotations (Total: 10%)\*\*

You will be annotating **2 course materials** in the semester. Please **sign up by 02/10 or you will be assigned one**. You will need to choose a course material from the first half (Wk 3-7) and second half (Wk 8-13) of the semester each. With the exception of the documentaries, we will be using Hypothesis for all text-based materials. Please watch the walk-through if you have not used it before (*Tech Resources > Using Hypothesis*).

### 4. Group Presentation (10%)\*\*

The group presentation should take between 15-20 minutes depending on your group size. Please **sign up by 02/10 or you will be assigned one**. Rather than a summary of the material, your presentation should focus on key concepts and ideas that interest you and is crucial to understanding the material. Please check out the full guideline for details.

### 5. Multimedia Project (Total: 38%)\*\*

This multimedia project is a **semester-long** assignment. The purpose of the project is to identify and address the gaps in Psychology as we learn about them. To do so, you will begin by choosing from a list of psychologists by **02/17** and then researching about them and their work. Rather than presenting the information in a traditional research paper, you will be creating a multimedia project (e.g. collages, images, audios, etc.) to share about a) the psychologist and their work, b) the socio/historical/political context to situate their work, and c) their relevance to our current moment.

Components	% of total grade	Due Date
Choose Psychologist		02/17
Stage 1a: Proposal	10	03/03
Stage 1b: Annotated Bibliography	5	03/10
Stage 2: Draft	10	04/07
Stage 3a: Final	10	05/05
Stage 3b: Final Presentation	3	05/12; 05/17

### 6. End-of-Semester Reflection (Due: 05/17, 10% of grade)\*\*

For this assignment, you will be writing a short **2-3 page** paper based on course materials, our class forums and your own experiences. Reflecting on your understanding of history and systems of psychology, you will be discussing how your thinking has/has not shifted. While writing this paper, you should pay attention to

how your own positionalities (e.g. your different identities) have shaped and influenced your thoughts and seek to balance your theoretical analysis with it.

\* Opportunities for extra credit will be announced through Slack and Blackboard announcements.

\*\* More detailed instruction is available via the *Assignments* page.

### **Grade Conversion**

Your final grade will be converted to a letter grade as follows:

A 92.5-100	A- 89.5-92.4	B+ 86.5-89.4	B 82.5-86.4	B- 79.5-82.4
C+ 76.5-79.4	C 69.5-76.4	D 59.-69.4	F <50.4 and below	

## Class Policies

**Respect and accountability are crucial to productive class discussions.** As I value you as co-producers of knowledge, I am also expecting that we will practice respectability and accountability to each other as we proceed with class. The classroom space is a learning space that can be, at times, uncomfortable, especially as we speak through our different perspectives and experiences. As long as we strive to be respectful to each other and accountable to the opinions, comments, questions, and concerns we share, this learning space can be a great place for us to nudge our boundaries. When we interact over Blackboard and Slack, we also need to be extra careful in our tone. For example, sarcasm can be hard to detect through writing and can be interpreted as being mean.

**Grading policy.** I think it is important for us to learn from failing; hence, for most assignments you will have *multiple opportunities* to resubmit after the initial grade. The highest grade awarded will be your final grade. If you need an extension on an assignment, please make sure to email me at least 1 week in advance unless it is an emergency. Please note the due dates in your calendars. Late submissions will be penalized unless otherwise discussed.

**Participation is required.** I strongly believe that students are co-producers of knowledge, hence your presence and participation will be vital to the discussions and learning that takes place in our class.

**Plagiarism will not be tolerated.** In essence, plagiarism is the quoting of and/or paraphrasing someone else's work and failing to credit the source. If you did not come up with the idea/theory/concept on your own, chances are you will need to provide an appropriate citation for it, even if you did not quote it directly. If you're in doubt about what constitutes plagiarism, please refer to this document for more information: <https://tinyurl.com/s3f9vf9>.

**Communication and emails.** Please make sure that the email associated with your Blackboard account and CUNYFirst is up-to-date and is linked to an inbox that you check regularly. Please also give me up to **1 business day** to respond to your email. Please be sure to include **PSY 352** and an **appropriate subject line** in your email (eg. PSY 352: Appointment with you). You may choose to send me a message via Slack as well. I may not be able to reply to you instantly but will try to do so within a day. **If you need an extension or if you have any emergency, please also be sure to email me for documentation purposes.** Emails and messages sent over the weekend will be read on Monday.

## Resources

### **CSI Center for Student Accessibility**

Please contact the Center for Student Accessibility if you require formal accommodations for the course. Their email address is [CSA@csi.cuny.edu](mailto:CSA@csi.cuny.edu) and their documentation guidelines can be found here: <https://www.csi.cuny.edu/sites/default/files/pdf/csa/CUNYGuidelines.pdf>

### **The Writing Center @ CSI**

They may be useful to you as you are planning and writing the various assignments for class. You can find information on how to contact them through their website: <https://www.csi.cuny.edu/academics-and-research/departments-programs/english>

### **CSI Food Pantry**

The Food Pantry offers healthy food selections to currently enrolled CSI students who may be experiencing hunger. If you would like to make an appointment to access the service (<https://forms.gle/urVmyy3KQ6QcFH399>) or need more information, please call the Office of Student Life at [718-982-3088](tel:718-982-3088), or email them at [STUDENTLIFE@csi.cuny.edu](mailto:STUDENTLIFE@csi.cuny.edu).

### **CSI Counseling Center**

During this prolonged period of physical distancing, you may find yourself in various stages of distress and anxiety. Please do make use of the resources from the Counseling Center. You may contact them via [counseling@csi.cuny.edu](mailto:counseling@csi.cuny.edu) or their 24/7 telephone support at [718-982-2391](tel:718-982-2391).

## **Beyond CSI**

### **Crisis Text Line**

(<https://www.crisistextline.org/>)

If you need to speak with someone and are not comfortable with the on-campus counseling center, consider reaching out through the Crisis Text Line. You can reach them by texting HOME to [741741](tel:741741).

### **Tips for Students: Distance Learning in the time of COVID-19**

(<http://cuny.is/tips4students>)

This student guide was created for Spring 2020 when we first transitioned to remote learning. I think the shared tips are still useful and serve as good reminders. Some of the tips include managing your time and space to prepare for class and work, as well as a list of resources for accessing services.

## Course Schedule

While I do not anticipate major changes to the schedule, if materials are modified, I will send a notice through Announcements. Note: Last day to add a class and the last day to drop without a “WD” is **02/03** (Thurs), and last day to withdraw without permission is **05/17** (Tue).

*The full chapter/article may not always be due; please pay attention to the **page numbers** next to the assigned readings.*



Week	Date	Course Materials Due	To Do
<b>WHAT DOES HISTORY GOT TO DO WITH PSYCHOLOGY?</b>			
1	02/01	Welcome and orientation!	
	02/03	<p>Pickren, W. E. &amp; Rutherford, A. (2010). <a href="#">Chapter 1: Origins of a Science of Mind. In A history of modern psychology in context.</a> <b>Read pp. 3-21.</b></p> <p>Hatala Testing. (2016, May 5). <a href="#">The Study of the History of Psychology – Ch 1 – History of Modern Psychology – Schultz &amp; Schultz</a> [Video]. YouTube.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>            Pickren, W.E. &amp; Rutherford, A. (2010). Introduction. In <i>A history of modern psychology in context.</i></p>	<ul style="list-style-type: none"> <li>• Complete <a href="#">student survey</a></li> <li>• Sign up for <a href="#">Hypothesis.is account</a></li> <li>• Sign up for <a href="#">Slack workspace</a></li> <li>• Introductions on Slack</li> <li>• Forum post on Blackboard</li> </ul>
2	02/08	<b>No class.</b> Classes follow Friday schedule.	
	02/10	<p>Pickren, W. E. &amp; Rutherford, A. (2010). <a href="#">Chapter 3: Subject matter, methods, and the making of a new science.</a> In <i>A history of modern psychology in context.</i> <b>Read pp. 42-49.</b></p> <p>Conolly-Smith, P. (2007). <a href="#">Historiography.</a> Writing on History. [Webpage]</p>	<ul style="list-style-type: none"> <li>• Week 2 Weekly Forum</li> <li>• Sign-up for Annotations Assignments</li> <li>• Sign up for Group Presentation</li> </ul>
3	02/15	Teo, T. (2011). <a href="#">Empirical race psychology and the hermeneutics of epistemological violence.</a> <i>Human Studies</i> , 34(3), <b>Read pp. 237-255.</b>	
<b>19TH AND 20TH CENTURY: FOUNDING OF &amp; ESTABLISHING CONVENTIONAL PSYCHOLOGY</b>			
	02/17	<p>Mandler, G. (2006). <a href="#">The birth of modern psychology: Wilhelm Wundt and William James.</a> In <i>A history of modern experimental psychology : From James and Wundt to cognitive science.</i> <b>Read pp. 51-70.</b></p> <p>Hatala Testing (2016, May 27). <a href="#">Structuralism - Ch5 - History of Modern Psychology - Schultz &amp; Schultz</a> [Video]. YouTube.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>            Cummings Center for the History of Psychology. (2016, July 15). <a href="#">5 Minute History Lesson, Episode 5: A Love Story of Academic Proportions</a> [Video]. YouTube.</p>	<ul style="list-style-type: none"> <li>• Week 3 Weekly Forum</li> <li>• Choose Psychologist for Multimedia Project</li> </ul>
4	02/22	Uffelman, R. (2010). <a href="#">Anna Berliner (1888-1977).</a> Society for	

		<p>the Psychology of Women. [Webpage]</p> <p>Chung, M. C., &amp; Hyland, M. E. (2012). <a href="#">Further early beginnings of Psychology: Functionalism, measurement and the application of psychology</a>. In <i>History and philosophy of psychology</i>. <b>Read pp. 95-102.</b></p>	
	02/24	<p>Rodkey, E. (2010). <a href="#">Profile of Margaret Floy Washburn</a>. In A. Rutherford (Ed.), <i>Psychology's Feminist Voices</i> Multimedia Internet Archive</p> <p>Mandler, G. (2006). <a href="#">The success of Gestalt theory and its translation to the United States</a>. In <i>A history of modern experimental psychology : From James and Wundt to cognitive science</i>. <b>Read pp. 139-164.</b></p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b> CrashCourse (2014, Mar 17). <a href="#">Perceiving is Believing: Crash Course Psychology #7</a> [Video]. YouTube. <b>(01:01 - 05:46)</b></p>	<ul style="list-style-type: none"> <li>• Week 4 Weekly Forum</li> </ul>
5	03/01	<p>Held, L. &amp; Rutherford, A. (2010; 2020). <a href="#">Profile of Tamara Dembo</a>. In A. Rutherford (Ed.), <i>Psychology's Feminist Voices</i> Multimedia Internet Archive</p> <p>Schultz, D. P., &amp; Schultz, S. E. (2016). Behaviorism: The beginnings. In <i>A history of modern psychology</i>. <b>Read pp. 211-228.</b></p>	
	03/03	<p>Harris, B. (1979). <a href="#">Whatever happened to Little Albert?</a> <i>American Psychologist</i>, 34(2), <b>Read pp. 151–160.</b></p>	<ul style="list-style-type: none"> <li>• Week 5 Weekly Forum</li> <li>• Multimedia Project Proposal</li> </ul>
6	03/08	<p>Drumm, P. (2009). <a href="#">Applied animal psychology at an American roadside attraction: Animal behavior enterprises and the IQ Zoo of Hot Springs, Arkansas</a>. <i>The American Journal of Psychology</i>, 122(4), <b>Read 537–545.</b></p> <p>The University of Akron Cummings Center for the History of Psychology .(2013). <a href="#">I.Q. Zoo</a> [Online Exhibition]. Akron, OH.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b> Watson, J. B. (1913). <a href="#">Psychology as the behaviorist views it</a>. <i>Psychological Review</i>, 20(2), 158–177.</p>	
	03/10	<p>Pickren, W. E. &amp; Rutherford, A. (2010). <a href="#">Chapter 5: The practice of Psychology at the interface with medicine</a>. In <i>A history of modern psychology in context</i>. <b>Read pp. 94-108.</b></p>	<ul style="list-style-type: none"> <li>• Week 6 Weekly Forum</li> <li>• Annotated Bibliography for Multimedia Project</li> </ul>

		<p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  sigmundfreudmuseum. (2020, Dec 21). <a href="#">Walk through Berggasse 19 with our director</a> [Video]. YouTube.</p> <p>Sigmund Freud Museum. (2020). <a href="#">Analysis Interminable: Psychoanalytic schools of thought after Freud</a> [Museum Exhibition]. Vienna, Austria.</p>	
7	03/15	<p>Miletic, M. P. (2002). <a href="#">The Introduction of a Feminine Psychology to Psychoanalysis</a>. <i>Contemporary Psychoanalysis</i>, 38(2), <b>Read pp. 287–299</b>.</p> <p>psychfeministvoices. (2012, Nov 14). <a href="#">PFV Interview with Beverly Greene: African American Feminist Psychotherapy</a> [Video]. YouTube.</p>	
<b>EUGENICS &amp; MENTAL TESTING: RACE, IMMIGRATION, AND DISABILITY</b>			
	03/17	<p>Honeycutt, C. (Producer), De La Uz, R. (Producer) &amp; Ferrari, M. (Producer &amp; Director). (2018) <a href="#">The eugenics crusade: What's wrong with perfect?</a> [Documentary]. United States: PBS.</p> <p>The University of Akron Cummings Center for the History of Psychology .(2020). <a href="#">Exploring Heredity: Race, Eugenics, and the History of Intelligence Testing</a> [Museum Exhibition]. Akron, OH.</p>	<ul style="list-style-type: none"> <li>• Week 7 Weekly Forum</li> </ul>
8	03/22	<p>Pickren, W. E. &amp; Rutherford, A. (2010). <a href="#">Chapter 6: Psychologists as testers: Applying psychology, ordering society</a>. In <i>A history of modern psychology in context</i>. <b>Read pp. 118-137</b>.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  Hatala Testing (2016, Jun 14). <a href="#">Applied Psychology: The Legacy of Functionalism - Ch8 - History of Modern Psychology</a>. [Video]. YouTube.</p> <p>Allen, G. (1986). <a href="#">The Eugenics Record Office at Cold Spring Harbor, 1910-1940: An Essay in Institutional History</a>. <i>Osiris (Bruges)</i>, 2, 225-264.</p>	
	03/24	<p>Blanton, C. K. (2000). <a href="#">"They cannot master abstractions, but they can often be made efficient workers": Race and class in the intelligence testing of Mexican Americans and African Americans in Texas during the 1920s</a>. <i>Social Science Quarterly</i>, 81(4), <b>Read pp. 1014-1026</b>.</p>	<ul style="list-style-type: none"> <li>• Week 8 Weekly Forum</li> </ul>

9	03/29	<p>Guthrie, R. V. (2004). Psychology and race. In <i>Even the rat was white: A historical view of psychology</i> (2nd ed., <b>Read pp. 88-110</b>).</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  Cummings Center for the History of Psychology. (2021, Feb 5). <a href="#">5 Minute History Lesson, Episode 7: Robert Guthrie and the Search for Psychology's Hidden Figures</a> [Video]. YouTube.</p> <p>Benjamin, L. T. &amp; Crouse, E. M. (2002) <a href="#">The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark</a>. <i>American Psychologist</i>, 57(1), <b>pp. 38-50</b>.</p>	
	03/31	<p>Byrd, D., Ceacal, Y. R., Felton, J., Nicholson, C., Rhaney, D. M. L., McCray, N., &amp; Young, J. (2017). <a href="#">A Modern Doll Study: Self Concept. Race, Gender &amp; Class</a>, 24(1-2), <b>Read 186-202</b>.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  Cummings Center for the History of Psychology. (Feb 13, 2015). <a href="#">Robert Guthrie interview with Kenneth B. Clark talking about Mamie Phipps Clark</a> [Video]. YouTube.</p> <p>Notable New Yorkers (2006). <a href="#">Mamie Clark</a>. [Oral History Transcript] Columbia University Libraries Oral History Research Office.</p>	<ul style="list-style-type: none"> <li>• Week 9 Weekly Forum</li> </ul>
10	04/05	<p>Winston, A. (2020, May 29). <a href="#">Scientific racism and North American psychology</a>. <i>Oxford Research Encyclopedia of Psychology</i>.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  psychfeministvoices. (2013, Jan 17). <a href="#">PFV Interview with Melba Vasquez: Chicano Psychology</a> [Video]. YouTube.</p>	
	04/07	<p>Markel, H. &amp; Stern, A. M. (1999). <a href="#">Which face? Whose Nation? Immigration, public health, and the construction of disease at America's ports and borders, 1891-1928</a>. <i>American Behavioral Scientist</i>, 42(9), <b>Read pp. 1314-1331</b></p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  Shah, N. (2001). Making medical borders at Angel Island. In <i>Contagious divide: Epidemics and race in San Francisco's Chinatown</i> (pp. 179-203). University of California Press.</p> <p>Mullan, E. H. (1917). <a href="#">Mental examination of immigrants: Administration and line inspection at Ellis Island</a>, <i>Public Health Reports (1896-1979)</i>, 32(20), 733-746.</p>	<ul style="list-style-type: none"> <li>• Week 10 Weekly Forum</li> </ul>

11	04/12	<p>Cornish, A (Host). (2017, May 17). <a href="#">This simple puzzle test sealed the fate of immigrants at Ellis Island</a> [Audio podcast episode]. In All Things Considered. NPR.</p> <p>Vitelli, R. (2020, Jan 31). <a href="#">Weeding out the immigrants</a> [Blog post] Providentia.</p>	
	04/14	<p>The Arc Oregon. (n.d.). <a href="#">What is people first language?</a></p> <p>Ilyes, E. (2020). <a href="#">Psychology's eugenic history and the invention of intellectual disability</a>. <i>Social &amp; Personality Psychology Compass</i>, 14(7). <b>Read 1-11.</b></p>	<ul style="list-style-type: none"> <li>• Week 11 Weekly Forum</li> <li>• Multimedia Project Draft</li> </ul>
12	04/15 - 04/22	<b>Spring Break. No class.</b>	
13	04/26	<p>Goode, D., Hill, D., Reiss, J, &amp; Bronston, W. (2013). <a href="#">A sociology of total institutions</a>. In <i>A history and sociology of Willowbrook state school</i>. American Association on Intellectual and Developmental Disabilities (AAIDD). <b>Read full chapter.</b></p> <p>Skinner, S. (Producer). (1972). <a href="#">Willowbrook: The Last Great Disgrace</a> [Video file]. Sproutflix. Retrieved from Academic Video Online: Premium database.</p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b></p> <p>Weiser, B. (2020, Feb 21). <a href="#">Beatings, Burns and Betrayal: The Willowbrook Scandal's Legacy</a>. NYTimes.</p>	
<b>PSYCHOLOGY, GENDER &amp; SEXUALITY</b>			
	04/28	<p>Pickren, W.E. &amp; Rutherford, A. (2010). <a href="#">Chapter 11: Feminism and Psychology: The Science and Politics of Gender</a>. In <i>A history of modern psychology in context</i>. <b>Read pp. 262- 282</b></p>	<ul style="list-style-type: none"> <li>• Week 13 Weekly Forum</li> </ul>
14	05/03	<p>Schmiechen, R. (Director). (1991). <a href="#">Changing Our Minds: The Story of Dr. Evelyn Hooker</a>. [Film]. Frameline.</p>	
	05/05	<p>psychsfeministvoices. (2014, Jan 15). <a href="#">The Changing Face of Feminist Psychology</a> [Video]. YouTube.</p> <p>Cummings Center for the History of Psychology (2015, Jul 8). <a href="#">5 Minute History Lesson, Episode 2: Ruth Howard</a> [Video]. YouTube.</p> <p>psychfeministvoices. (2019, Sep 20). <a href="#">PFV Interview with</a></p>	<ul style="list-style-type: none"> <li>• Week 14 Weekly Forum</li> </ul>

		<a href="#">Denise Sekaquaptewa: On Being a Native Woman in Psychology</a> [Video]. YouTube.	
<b>PSYCHOLOGY'S STATUS: LIBERATION, DECOLONIZATION, AND ITS FUTURE</b>			
15	05/10	<p>Torres Rivera, E. &amp; Comas-Diaz, L. (2020). Introduction. In <i>Liberation psychology: Theory, method, practice and social justice</i>. <b>Read pp. 3-13.</b></p> <p>American Psychological Association. (2022, January). <a href="#">APA's commitment to addressing systemic racism</a>. <b>Read APA's apology to people of color in the U.S. and browse FAQ section</b></p>	
	05/12	<p><b>Final Presentations</b></p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  psychsfeministvoices. (2013, Jan 17). <a href="#">PFV Interview with Shari Miles-Cohen: International Concerns</a> [Video]. YouTube.</p> <p>Roche, M. &amp; Waitoki, W. (2018, November 20). <a href="#">The Embrace of our Ancestors: The Conversation with Waikaremoana Waitoki and Maree Roche</a>. <i>The University of Waikato</i>.</p> <p>Stillpoint Spaces Berlin. (2019, Nov 27). <a href="#">Accompanying: Healing Through Liberation Psychology</a> [Video]. YouTube. <b>Watch until 23:16.</b></p>	<ul style="list-style-type: none"> <li>• Multimedia Project Final</li> <li>• Multimedia Project Final Presentation</li> </ul>
16	05/17	<p><b>Final Presentations</b></p> <p><b>ADDITIONAL RESOURCES (OPTIONAL):</b>  Green, C. D. (2015). <a href="#">Why psychology isn't unified, and probably never will be</a>. <i>Review of General Psychology</i>, 19(3), 207-214</p> <p>psychfeministvoices. (2013, Jan 17). <a href="#">PFV Interview with Melba Vasquez: The Future of Latino Psychology</a> [Video]. YouTube</p>	<ul style="list-style-type: none"> <li>• Multimedia Project Final Presentation</li> </ul>
Finals	05/18 - 05/24	Finals week: Good luck!	<ul style="list-style-type: none"> <li>• End-of Semester Reflection Paper</li> <li>• <b>Last day (05/24, Tues)</b> for incomplete assignments and re-submissions</li> </ul>