

PSY 352: HISTORY AND SYSTEMS OF PSYCHOLOGY

Class: Wed 630p – 950p (17594)

Instructor: Di Yoong

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Department of Psychology

Office Hour: Wed 500p – 600p
or by appointment

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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 does socio-political contexts shape our psychological knowledge? How does psychological knowledge then shape what we understand to be human? Why is it important to understand the histories and systems of psychology? I believe that understanding the context from which our psychological knowledge and theories emerge from is crucial to our scientific investigation of human behavior and informs what we do with our knowledge. I hope we will learn together and from each other as we engage with these questions throughout the semester.

Learning Outcomes

By the end of the semester, students 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 critically reflect on theoretical perspectives and research
- develop skills to produce a podcast episode

Required Texts

Required readings will be accessible through the CSI library's catalog. For readings that are not available via the library, alternative sources will be provided. There is **no** required textbook for the class.

Reading Notes

As we explore the histories and systems of psychology, you may come across texts that are unfamiliar to you.

Taking notes while you read will help you to better understand the material and will assist you in your

Blackboard posts as well as your collaborative assignments. The following questions will help you to figure out what to focus on while reading the texts:

1. What was the general argument/point the author made?
2. How does this text contribute to our understanding of psychology?
3. What are the goals of psychology in this text?
4. How does this text help us understand who gets counted as human?
5. How do race, gender, sexuality, and/or class factor into the author's arguments?
6. How does the author's race, gender, sexuality, and/or class influence their arguments?
7. What evidence did the author use to support their argument? (ethnographic, personal experience, newspapers, other scholars' research)
8. How do the texts for the week relate to each other?

Listening/Watching Notes

In addition to texts, we will be listening to and watching a variety of media alongside our readings. The inclusion of these audio and video formats can provide you with ideas on how to think about the structure of your wiki and podcast episode project, particularly on how they share and translate complex ideas. When you listen and watch these media, it is also good to take note of:

1. What is the structure of the audio/video media?
2. What is one thing you enjoyed about their approach?
3. What is one thing that you can learn from and incorporate in your project(s)?

Assignments and Grade Breakdown

There is **no exam** for this course. Assessment is structured around assignments throughout the semester to support you in your learning and engagement with the materials. The assignments are as follow:

1. Bi-weekly questions on Blackboard **(15%)**
2. Bi-weekly responses on Blackboard **(15%)**
3. Collaborative Wiki **(Total: 15%)**
4. Collaborative podcast episode: Who's Left Behind **(Total: 45%)**
5. Semester reflection paper **(10%)**

1. Bi-weekly questions on Blackboard (6 x 2.5% = 15%)

You will post **two (2) reflexive questions** about the readings of that week by **Wednesday noon (12pm)** to our class Blackboard. This will begin from our second class meeting ([Sep 02, 2020](#)). If your last name begins with the letters "A" to "M," your posts are due on even-numbered class meetings. If your last name begins with the letters "N" to "Z," your posts are due on odd-numbered class meetings. Please refer to the class schedule for the full schedule of dates. Late posts will result in partial credit.

Your questions should reflect that you have done the readings. Questions should **not** be comprehension-based. If the answer to your question can be found in the reading, it is likely to be comprehension-based. For example,

- a comprehension-based question is: What are the key points of this reading?
- a reflexive question is: If Psychology was born out of evolutionary theory, physiology, and philosophy then how does maintaining a strict disciplinary boundary and distinction help Psychology understand what human nature is?

2. Bi-weekly responses on Blackboard (6 x 2.5% = 15%)

You will post a **(1) response** to a question by **Wednesday noon (12pm)** from the previous class meeting to our class Blackboard. This will begin from our third class meeting (Sep 09, 2020). If your last name begins with the letters “N” to “Z,” your posts are due on odd-numbered class meetings. If your last name begins with the letters “A” to “M,” your posts are due on even-numbered class meetings. Please refer to the class schedule for the full schedule of dates. Late posts will result in partial credit.

Your responses should reflect that you have done the readings and is a meaningful reply to your classmates’ questions. Your responses should be at least 2-3 sentences to a short paragraph.

3. Collaborative Wiki (Total: 15%).

The purpose of this collaborative assignment is to help your group become familiar with the psychological perspective you have chosen. You will be working together with your group mates to create a wiki on Blackboard that will be shared with the class. The assignment is due the week after the topic’s final reading discussion. Please sign up for a group by **09/09 @ 12:00PM**. Please refer to the guideline and rubrics (available on Blackboard) for detailed instructions on this assignment.

For example, if your chosen group is Feminism, Gender, and Psychology you are expected to create a wiki for the required readings by 09/23.

Components	% of total grade	Due Date
Wiki	10	Week after topic
Peer evaluation and self-evaluation	5	discussion

4. Collaborative podcast: Who’s Left Behind? (Total: 45%)

Throughout the semester, you will be working on a collaborative podcast episode – Who’s Left Behind? The purpose of the project is to apply what we are learning from our class readings with our understanding of psychology. Your group will identify what human nature is from the perspective of your chosen topic. You will craft a short 15-20 minutes podcast episode to discuss a) the similarities and differences in who counts as human between your chosen topic’s perspective and the mainstream’s, b) how your chosen perspective defines

the nature of reality (ontology), and c) what your chosen perspective knows what counts as reality and how it knows it (epistemology). Your wiki will serve as a helpful foundation to planning your episode. Please refer to the guideline and rubrics for detailed instructions on the assignment.

Components	% of total grade	Due Date
Project plan	10	10/07
Episode draft	10	11/11
Peer feedback	5	11/18
Final podcast episode	15	12/16
Peer evaluation and self-evaluation	5	

5. Semester reflection paper (10%)

For this paper, you will be writing a short **2-3 page** paper based on the readings and discussion from this course and your own experiences. Reflecting on your understanding of psychology and who counts as human from the beginning of the course, you will be noting how your thinking has/has not shifted. While writing this paper, you should pay attention to how your own racialized, classed, gendered, and sexualized experiences shaped and influenced your thoughts and seek to balance your theoretical analysis with it. Your paper should be both analytical and reflective.

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. Understand that we all hold different perspectives and come from different background, and the classroom space is a learning space that can be, at times, uncomfortable. This can be a productive moment for ourselves as long as we strive to be respectful to each other and accountable to the opinions, comments, questions, and concerns we share.

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 class and on our Blackboard. If you have an unexpected emergency that makes it challenging to complete your assignments in time, please let me know as soon as you can. Please note the assignment due dates in your calendars. Late submissions are not accepted.

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. As we are navigating this Fall semester online, we will be relying on email communications much more so than when we meet in-person. Please make sure that the email associated with your Bb account and CUNYFirst is up-to-date and is an inbox that you check regularly. Please also give me up to **2 days** to respond to your email. In an effort to maintain some work-life balance, I will **not** be checking my emails over the weekend (you should try to do the same too!). If you send me an email during the weekend, they will be read on Monday and may take me till Wednesday to respond. If you fail to receive a response by time frame indicated here, please feel free to follow-up with me. Please be sure to include **PSY 352** and an appropriate subject line in your email (eg. PSY 352: Additional resources for canon psychology).

Resources

These resources may be useful to you:

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 and their documentation guidelines can be found here:

<https://www.csi.cuny.edu/sites/default/files/pdf/csa/CUNYGuidelines.pdf>

CSI Food Pantry

The Food Pantry offers healthy food selections to currently enrolled CSI students who may be experiencing hunger, so that they can focus on their academic studies. If you would like to make an appointment to access the service (<https://forms.gle/urVmvy3KQ6QcFH399>) 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.

Counseling Center

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

The Writing Center

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>

Blackboard Technical Support

If you have need an orientation around using Bb, you can access the guide here:

<https://www.cuny.edu/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/>

You can also contact the student helpdesk at [718-982-3695](tel:718-982-3695) or email helpdesk@csi.cuny.edu. When requesting for help, it will be useful to support staff when you include:

- a) your full name,
- b) your email address,
- c) the course(s) where you are experiencing a problem (include department and course number [17594]), &
- d) an explanation of the problem.

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, please 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. The information shared here is still useful as we continue with our remote environment in the Fall semester. 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.

Class Schedule

While I do not anticipate major changes to the schedule, if materials are modified, I will send an advance notice through Bb Announcements. Note: Last day to add a class is **09/01/2020 (Tue)**, last day to drop without a “W” is **09/15/2020 (Tue)**, and last day to withdraw without permission is **11/06/2020 (Fri)**.

An “*” indicates that the .pdf is available directly on Bb.

	Date	Readings Due	Blackboard	Assignments
1	08/26	<p>Introductions + Syllabus</p> <p>* Pickren, W. E. (2011). Internationalizing the history of psychology course in the USA. In Leong F., Pickren W., Leach M., Marsella A. (Eds), <i>Internationalizing the psychology curriculum in the United States: International and cultural Psychology</i> (pp. 11-28). New York, NY: Springer.</p> <p>Additional Resources: Green C. D. (Host). (2009). Interview with David Baker [Audio podcast episode]. This Week in the History of Psychology. http://www.yorku.ca/christo/podcasts/TWITHOP.AHAP.mp3</p> <p>Benjamin, L. T. (n.d.). <i>The first century of psychological science and practice in America</i>. Society for the History of Psychology. http://historyofpsych.org/images/Benjamin_-_Chronology.pdf</p> <p>Chamberlin, J. (2010, Feb). <i>Don't know much about history</i>. American Psychological Association. https://www.apa.org/monitor/2010/02/history</p>	Class survey	Introduction post
UNDERSTANDING THE WESTERN CANON				
2	09/02	<p>* Pickren, W. E. & Rutherford, A. (2010). Origins of a Science of Mind. In W. E. Pickren & A. Rutherford (Eds), <i>A history of modern psychology in context</i> (pp. 3-23). John Wiley and Sons.</p> <p>CrashCourse. (2014, Feb 3). <i>Intro to Psychology: Crash Course Psychology #1</i> [Video]. YouTube. https://www.youtube.com/watch?v=vo4pMVb0R6M</p> <p>Leahey, T. (1992). The mythical revolutions of American psychology. <i>American Psychologist</i>, 47(2), 308-318.</p> <p>Additional Resource: Toomela, A. (2007). Culture of science: Strange history of the methodological thinking in psychology. <i>Integrative Psychological & Behavioral Science</i>, 41, 6-20.</p>	Questions (A-M)	
FEMINISM, GENDER, AND PSYCHOLOGY				

3	09/09	<p>Rutherford, A. & Pettit, M. (2015). Feminism and/in/as psychology: The public sciences of sex and gender. <i>History of Psychology</i>, 18(3) 223-237. Read pp. 225-229.</p> <p>psychsfeministvoices. (2014, Jan 15). <i>The Changing Face of Feminist Psychology</i> [Video]. YouTube. https://www.youtube.com/watch?v=14Ezm5XfaXA</p> <p>Alvarez, L., Leach, J., Rodriguez, J., & Jones, K. (2020). Unsung psychology pioneers: A content analysis of who makes history (and who doesn't). <i>The American Journal of Psychology</i>, 133(2), 241-262.</p> <p>Cummings Center for the History of Psychology (2015, Jul 8). <i>5 Minute History Lesson, Episode 2: Ruth Howard</i> [Video]. YouTube. https://youtu.be/_k-BK0u0OBA</p> <p>Additional Resources: Rutherford, A. (2011, Mar 14). Bibliography: History of feminist psychology. <i>Advances in the History of Psychology</i>. https://ahp.apps01.yorku.ca/2011/03/bibliography-history-of-feminist-psychology/</p> <p>Explore <i>Psychology's Feminist Voices'</i> website: http://www.feministvoices.com/</p>	Response (N-Z) Questions (N-Z)	
4	09/16	<p>Kurtis, T. & Adams, G. (2015). Decolonizing liberation: Toward a transnational feminist psychology. <i>Journal of Social and Political Psychology</i>, 3(1), 388-413.</p> <p>Explore <i>Women (of color) in Psychology Timeline</i>: https://www.apa.org/pi/women/iampsyched/timeline</p> <p>In class: Workshop on recording and editing a podcast episode</p>	Response (A-M) Questions (A-M)	
RACE AND PSYCHOLOGY				
5	09/23	<p>Yee, A. H., Fairchild, H. H., Weizmann, F., Wyatt, G. E. (1993). Addressing Psychology's problems with race. <i>American Psychologist</i>, 48(11), 1132-1140.</p> <p>Winston, A. (2020, May 29). Scientific racism and North American psychology. <i>Oxford Research Encyclopedia of Psychology</i>. https://oxfordre.com/psychology/view/10.1093/acrefore/9780190236557.001.0001/acrefore-9780190236557-e-516.</p> <p>Wide Angle Studios. (2011, Aug 11). <i>Culture Matters: Indigenous Perspectives on Behavioral Healthcare</i>. [Video]. YouTube. https://youtu.be/yfdCaFEls_c</p> <p><i>King's challenge to the nation's social scientists</i>. (2011, Sep). American Psychological Association. Retrieved Aug 24, 2020, from</p>	Response (N-Z) Questions (N-Z)	

		<p>https://www.apa.org/monitor/features/king-challenge</p> <p>* Guthrie, R. V. (2004). Psychology and race. In R. V. Guthrie (Author) <i>Even the rat was white: A historical view of psychology</i> (2nd ed., pp. 88-110). London, UK: Pearson.</p> <p>Additional Resources: Winston, A. S. (2020). Why mainstream research will not end scientific racism in psychology. <i>Theory & Psychology</i>, 30(3), 425-430.</p> <p>Skibba, R. (2019, May 20). The disturbing resilience of scientific racism. <i>Smithsonian Magazine</i>. https://www.smithsonianmag.com/science-nature/disturbing-resilience-scientific-racism-180972243/</p> <p>Teo, T. (2011, Mar 2). Bibliography: Race and racism. <i>Advances in the History of Psychology</i>. Access here: https://ahp.apps01.yorku.ca/2011/03/bibliography-race-and-racism/</p> <p>Explore the different APA Ethnic Minority Psychological Associations: https://www.apa.org/pi/oema/resources/associations</p>		
6	09/30	<p>Sawyer, T. F. (2000). Francis Cecil Sumner: His views and influence on African American higher education. <i>History of Psychology</i>, 3(2), 122-141.</p> <p>Benjamin, L. T. & Crouse, E. M. (2002) The American Psychological Association's response to Brown v. Board of Education: The case of Kenneth B. Clark. <i>American Psychologist</i>, 57(1), 38-50.</p> <p>National Constitution Center (2019, May 10). <i>A Dangerous Idea: The History of Eugenics in America (HD)</i> [Video]. YouTube. https://youtu.be/3rt1YWvV1fA?t=1254. Watch 20:54 to 29:34</p> <p>Strong, L. (Host) & Das, A (Host). (2020, April 7) <i>DNA Technology and Racial Becoming</i> [Audio podcast episode]. Abolition Science. https://www.abolitionscience.org/home/2020/4/7/dna-technology-and-racial-becoming</p> <p>Explore <i>The Association of Black Psychologists</i>: http://www.abpsi.org/</p> <p>Additional Resources: Du Bois, W. E. B. (2007). <i>The Souls of Black Folk: The Oxford W.E.B. du Bois</i>. ProQuest Ebook Central: https://ebookcentral.proquest.com</p> <p>Explore <i>African-American Pioneers in Psychology's</i> website: https://psychology.okstate.edu/museum/afroam/photoindex.html</p> <p>Honeycutt, C. (Producer), De La Uz, R. (Producer) & Ferrari, M. (Producer & Director). (2018) <i>The eugenics crusade: What's wrong with</i></p>	Response (A-M) Questions (A-M)	

		<i>perfect?</i> [Documentary]. United States: PBS. https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/		
IMMIGRATION, EUGENICS, AND PSYCHOLOGY				
7	10/07	<p>* 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). Mental examination of immigrants: Administration and line inspection at Ellis Island, <i>Public Health Reports (1896-1979)</i>, 32(20), 733-746.</p> <p>Cornish, A (Host). (2017, May 17). This simple puzzle test sealed the fate of immigrants at Ellis Island [Audio podcast episode]. In <i>All Things Considered</i>. NPR. https://www.npr.org/transcripts/528813842</p> <p>National Constitution Center. (2019, May 10). <i>A Dangerous Idea: The History of Eugenics in America (HD)</i> [Video]. YouTube. https://youtu.be/3rt1YWwV1fA?t=505. Watch 08:25 to 20:40 and 49:04 to 52:22.</p> <p>Explore <i>Ellis Island National Monument</i>: https://www.nps.gov/hdp/exhibits/ellis/Ellis_Index.html?html5=prefer</p> <p>Additional Resources: Vitelli, R. (2020, Jan 31). Weeding out the immigrants. <i>Providentia</i>. https://drvitelli.typepad.com/providentia/2020/01/weeding-out-the-immigrants.html</p> <p>Markel, H. & Stern, A. M. (1999). Which face? Whose Nation? Immigration, public health, and the construction of disease at America's ports and borders, 1891-1928. <i>American Behavioral Scientist</i>, 42(9), 1314-1331.</p>	Response (N-Z) Questions (N-Z)	Project plan
	10/14	No class. Follows Mon schedule		
8	10/21	<p>* Goode, D., Hill, D., Reiss, J, & Bronston, W. (2013). A history of institutions for people with intellectual disabilities. In <i>A history and sociology of Willowbrook state school</i> (pp. 16 - 49). American Association on Intellectual and Developmental Disabilities (AAIDD). Read pp. 16-25 and 37-49.</p> <p>Reimann, M. (2017, Jun 15). <i>Willowbrook, the institution that shocked a nation into changing its laws</i>. Timeline. https://timeline.com/willowbrook-the-institution-that-shocked-a-nation-into-changing-its-laws-c847acb44e0d</p> <p>Judy Moiseff. (2013, Apr 1). <i>My Willowbrook experience</i> [Video]. YouTube. https://www.youtube.com/watch?time_continue=1&v=1UCFBjt36rs&feature=emb_title</p>	Response (A-M) Questions (A-M)	

		<p>JDS:92 6ix. 1. 6ix (2017, Mar 20). <i>Willowbrook II</i> [Video]. YouTube. https://www.youtube.com/watch?v=fvUSnfvGQgU</p> <p>Weiser, B. (2020, Feb 21). <i>Beatings, Burns and Betrayal: The Willowbrook Scandal's Legacy</i>. NYTimes. https://www.nytimes.com/2020/02/21/nyregion/willowbrook-state-school-staten-island.html</p> <p>The Arc Oregon. (n.d.). What is people first language? Read here: https://thearcoregon.org/wp-content/uploads/2018/10/9.2-People-First-Language.pdf</p> <p>* Harris, J. C. (2013). New terminology for mental retardation in DSM-5 and ICD-11. <i>Current Opinion in Psychiatry</i>, 26(3), 260-262.</p> <p>Additional Resources: Goode, D., Hill, D., Reiss, J., & Bronston, W. (2013). <i>A history and sociology of Willowbrook state school</i>. American Association on Intellectual and Developmental Disabilities (AAIDD).</p>		
PSYCHOLOGY BEYOND THE WEST				
9	10/28	<p>Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. <i>American Psychologist</i>, 63(7), 602-614.</p> <p>Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? <i>Behavioral and Brain Sciences</i>, 33(2/3), 61 – 135. Read pp. 61-83.</p> <p>SciSchow Psych (2017, Oct 26). <i>The Hidden Biases in WEIRD Psychology Research</i> [Video]. YouTube. https://www.youtube.com/watch?v=Ho6OIPrD7sA</p> <p>Additional Resources: Thalmayer, A. G., Toscanelli, C., & Arnett, J. J. (2020, April 9). The neglected 95% revisited: Is American psychology becoming Less American?. <i>American Psychologist</i>. Advance online publication. http://dx.doi.org/10.1037/amp0000622</p> <p><i>The Source of the Wound</i>. (2019, Dec 6). University of Denver Graduate School of Social Work. Retrieved Aug 24, 2020, from https://socialwork.du.edu/news/source-wound?fbclid=IwAR2P36lcEhKmkBU8EoFvW-LBeSbGfdvv-WAatZPdctUOLfjGR6iPfi-Daho</p> <p>Watters. E. (2010, Jan 08). The Americanization of mental illness. <i>New York Times</i>. Read here: https://www.nytimes.com/2010/01/10/magazine/10psyche-t.html</p>	Response (N-Z) Questions (N-Z)	

10	11/04	<p>Gao, Z. (2013). The emergence of modern psychology in China, 1876 – 1929. <i>Annual Review of Critical Psychology, 10</i>, 293-307.</p> <p>Pe-Pua, R., & Protacio-Marcelino, E. A. (2000). Sikolohiyang Pilipino (Filipino psychology): A legacy of Virgilio G. Enriquez. <i>Asian Journal of Social Psychology, 3</i>(1), 49-71. Read pp. 49-54 and 63-71.</p> <p>Igarashi, Y. (2006) Role of critical Psychology in Japan: Protest against positivistic psychology and search for new knowledge of the mind. <i>Annual Review of Critical Psychology, 5</i>, 156-166.</p> <p>Amina Khawaja (2018, Nov 09). <i>The Challenge of Indigenization by Amina Obaid Khawaja [Video]</i>. YouTube. https://www.youtube.com/watch?v=6xAsl8CpzNM</p> <p>Additional Resources: Gao, Z. & Wang, B. (2014). Chinese psychology. In T. Teo (Ed.) <i>Encyclopedia of critical psychology</i> (pp. 221-227). New York: Springer.</p>	Response (A-M) Questions (A-M)	
LIBERATION AND DECOLONIZING PSYCHOLOGY				
11	11/11	<p>Fairchild, H. (1994). Frantz Fanon's The Wretched of the Earth in Contemporary Perspective. <i>Journal of Black Studies, 25</i>(2), 191-199.</p> <p>* Fanon, F. (2004). Colonial war and mental disorder (R. Philcox, Trans). In <i>The wretched of the earth</i> (pp. 181-233). New York: Grove Press. (Original work published 1961). Skim case notes.</p> <p>Additional Resources: Fanon, F. (2004). <i>The wretched of the earth</i> (R. Philcox, Trans). New York: Grove Press. (Original Work published 1961).</p> <p>Talescopick App (2020, Feb 20). <i>Everyday Decoloniality (EP 04) in the South African Academia: A Woman's Perspective [Video]</i>. YouTube. https://www.youtube.com/watch?v=qmIFAtyHjtA</p>	Response (N-Z) Questions (N-Z)	Episode draft
12	11/18	<p>Stillpoint Spaces Berlin. (2019, Nov 27). <i>Accompanying: Healing Through Liberation Psychology [Video]</i>. YouTube. https://www.youtube.com/watch?v=LYf7MP-5gFU Watch until 27:15.</p> <p>* Martín-Baró, I. (1994). Towards a liberation psychology (A. Aron, Trans.). In <i>Writings for a liberation psychology</i> (pp. 17-32).</p> <p>Adams, G., Dobles, I, Gomez, L. H., Kurtis, T., & Ludwin, M. E. (2015). Decolonizing psychological science: Introduction to the special thematic section. <i>Journal of Social and Political Psychology, 3</i>(1), 213-238. Focus on 221 – 231.</p> <p>African Psychologies. (2019, Oct 17). <i>Liberate Euroamerican Psychology or Liberate Us from It, Kopano Ratele [Video]</i>. YouTube. https://www.youtube.com/watch?v=37gEErIU00</p>	Response (A-M) Questions (A-M)	Peer feedback

		<p>Additional Resources: Adams, G. Ordóñez L. G. , Kurtiş, T., Ludwin, M. E., & Dobles, I. Notes on decolonizing psychology: From one special issue to another. <i>South African Journal of Psychology</i>, 47(4), 531-541.</p> <p>Segalo, P., Manoff, E., & Fine, E. (2015). Working with embroideries and counter-maps: Engaging memory and imagination within decolonizing frameworks. <i>Journal of Social and Political Psychology</i>, 3(1), 342-364.</p>		
	11/25	No class. Follows Fri schedule		
PSYCHOLOGY'S STATUS AND FUTURE				
13	12/02	<p>Marsella, A. J. (2013, Dec). <i>All psychologies are indigenous psychologies: Reflections on psychology in a global era</i>. American Psychological Association. https://www.apa.org/international/pi/2013/12/reflections</p> <p>Green, C. D. (2015). Why psychology isn't unified, and probably never will be. <i>Review of General Psychology</i>, 19(3), 207-214.</p> <p>* Tuck, E. (2009). Suspending damage: A letter to communities. <i>Harvard Educational Review</i>, 79(3), 409-428.</p> <p>Additional Resource: Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. <i>Science</i>, 349(6251), 1-8.</p>	Response (N-Z) Questions (N-Z)	
14	12/09	Last Day of Class. Closing, reflecting, and continuing.	Response (A-M)	Semester reflection paper
15	12/16	No class meeting. Final project due.		Final podcast episode Peer evaluation & self-report