

General Education Foundations of Society and Culture (SC) Course Information Sheet

Please submit this sheet for each proposed course

Department, Course Number, and Title _____

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

| | | | | | | | | | |
|---------|------|------------|-------|--------|------------|-------|--------|------------|-------|
| 2019-20 | Fall | Enrollment | _____ | Winter | Enrollment | _____ | Spring | Enrollment | _____ |
| 2020-21 | Fall | Enrollment | _____ | Winter | Enrollment | _____ | Spring | Enrollment | _____ |

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.
Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

- ❑ Library & Information Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- 1. Lecture: _____ (hours)
- 2. Discussion Section: _____ (hours)
- 3. Labs: _____ (hours)
- 4. Experiential (service learning, internships, other): _____ (hours)
- 5. Field Trips: _____ (hours)

(A) TOTAL Student Contact Per Week _____ **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

(B) TOTAL Out-of-class time per week _____ **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week _____ **(HOURS)**

PSYCHOLOGY OF OPPRESSION AND LIBERATION
Course Syllabus

Instructor: Dana Saifan
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Office Hours: TBD

“Everyone is familiar with the slogan ‘The personal is political’ – not only that what we experience on a personal level has profound political implications, but that our interior lives, our emotional lives are very much informed by ideology. We oftentimes do the work of the state in and through our interior lives. What we often assume belongs most intimately to ourselves and to our emotional life has been produced elsewhere and has been recruited to do the work of racism and repression.”

- Angela Davis

COURSE OVERVIEW

Existing psychological research has primarily been conducted with Western, Educated, Industrial, Rich, Democratic (a.k.a. WEIRD; Henrich, Norenzayan, & Heine, 2010) populations. However, a growing field of research has begun to understand the experiences of diverse populations, including individuals belonging to marginalized groups, including racial/ethnic minority, sexual minority, and national minority groups, among others. Moreover, many approaches within psychological theory, research, and clinical practice traditionally focus on individuals and their immediate environments to understand human thinking, behaviors, and emotions. An understanding of the larger sociopolitical / sociocultural contexts in which people exist is necessary, as these contexts significantly shape peoples’ daily lived experiences. To holistically understand the experiences of minority group members, and to most effectively approach culturally responsive healing and mental health services, we must understand the various factors that contribute to the oppression and psychological experiences of marginalized communities. Rather than reducing the roots of oppression to individual-level factors, we will consider the extent to which individual experiences exist in a dynamic relationship with oppressive structures. Furthermore, we will go beyond examination of oppression to consider liberation, including potential future directions for healing and the field of psychology.

This course aims to take a radical approach to psychology, stepping outside of conventional approaches to bring together various critical perspectives from psychology, sociology, public health, critical race studies, ethnic studies, and gender studies. Students will have in-depth interactive engagement with course material to develop a fundamental understanding of oppression (from individual-level processes to global and systemic processes) and to consider possibilities for a liberating psychology. Throughout the course, students will also become familiar with psychological research, gaining experience with writing, conducting literature reviews, and critically engaging with research papers.

COURSE STRUCTURE

The format of the course is a seminar, which will meet for 3 hours / week, for 10 weeks. Each class session will generally follow the following format:

1. Lecture & activity (1 hour)
2. Break (5-10 min)
3. Student-led discussions (40 minutes)
4. General discussion tying class concepts together (30 min)
5. Break (5-10 min)
6. Research (30 min)

Typically, I will begin the class session with a brief presentation to ground discussion. However, most of the class session will be used for discussion of weekly reading assignments and course topics. We will also have interactive activities incorporated throughout the course, to help students apply course material to real life and encourage personal reflection. The last 30 minutes of each class session will be dedicated to learning research skills (e.g., literature reviews, APA formatting) and working on final papers (e.g., peer-editing, group discussions of research topics). Given this format, the success of the course depends on students' completion of all readings and full participation in class discussions.

Discussion of Readings:

- Each student is responsible for reading each *required* reading prior to the class for which the reading is assigned. Each week, *optional* readings and resources are also provided, for students who would like additional material for a given topic. All readings will be posted on the course website.
- Although it is the responsibility of all students to read each assigned reading and prepare for discussion, each student will be responsible for leading one discussion of a reading in the quarter. Each week, two students will lead discussions on the readings. Each student will sign up during Week 1's class session to lead a 20-minute discussion about one of the required readings in the class.
 - Students will be responsible for providing a brief overview of the reading and facilitating discussion, posing reflective, critical, and engaging questions for classmates to discuss. Students will be required to provide classmates with a resource at the time of the discussion. You may use a format of your choice, including a powerpoint presentation or handout.
 - Week 1's class session will review how to lead discussions and generate engaging discussion questions. Students may visit office hours for any support needed in preparing for their discussion.

Assignments:

1. Reading reflections (*Due by beginning of class*)

Students must complete five one-page reflection papers on required course readings of your choice (see exceptions below). Reflection papers must focus on one of the required readings assigned on a given week (though you may reflect on more than one reading if you choose to do so). *Papers must be one page, double-spaced, Times New Roman 12pt font, 1" margins.*

- Reflections must each be completed on separate weeks (i.e., you cannot turn in more than one reflection per week).
- Reflection papers should not be submitted Week 3, as you will complete IAT reflection paper this week.
- Reflection papers cannot be submitted on the reading you will be facilitating a discussion on.

2. Implicit Association Test (IAT) and reflection paper (*due Week 3 at beginning of class*):

Students must individually complete IAT online (test of your choice):

<https://implicit.harvard.edu/implicit/selectatest.html>

After completing IAT, write a two-page reflection on IAT results, in-class privilege activity, and one of the required readings for this week. Use this paper to think about how class concepts may relate to your own life, power, and biases. *Papers must be two pages, double-spaced, Times New Roman 12pt font, 1" margins, and a hard copy must be submitted at beginning of class.*

3. Final paper (*First Draft due Week 8; Final Draft due Monday of Finals week*):

Students will write a final paper (8-10 pages), to demonstrate their understanding and application of course materials. Students must choose to address one of the following prompts:

- 1) Think about a community that has been oppressed, either historically or currently. Analyze the personal and systemic factors that may have contributed to their oppression, as well as the psychological effects of oppression that you suspect members of that community may have experienced. Ground your analysis in research and the psychological frameworks reviewed in class.
- 2) Think about a dominant or oppressive group or individual that has perpetuated oppression, either historically or currently. Analyze the personal and systemic factors that may have contributed to their perpetuation of oppression, as well as the psychological effects of oppression that you suspect members of that group (or that individual) may have experienced. Ground your analysis in research and the psychological frameworks reviewed in class.

This paper is the main project of the course and provides you an opportunity to engage with the themes of the course in the context of a topic you find interesting. Students will work on the paper throughout the quarter, with several deadlines throughout the quarter. While some class time will be dedicated to developing research skills and paper preparation, you will primarily work on this paper outside of class.

- Papers must demonstrate critical reflection and application of course content, using perspectives and knowledge gained in the course to critically engage with research articles.
- Students must substantially incorporate 2-3 research articles, including at least 1 article from the required reading list. All references must be included, in APA format.
- There will be paper deadlines throughout the quarter, to help guide you in working on the paper throughout the quarter. Final paper-related assignments will be indicated by “FP” on the course schedule.
 - A first draft of the paper will be due Week 8. The purpose of this draft is to provide an opportunity to receive substantive feedback to incorporate into your final draft. Thus, making your first draft as good as possible will result in limited additional writing required for the final draft.
- *Papers must be double-spaced, Times New Roman 12pt font, 1” margins, and a hard copy must be submitted on Monday of Finals week.*
- Undergraduate Writing Center: UCLA students have access to free appointments at the Undergraduate Writing Center. I recommend you take advantage of this resource throughout the process of working on your paper. More information at <https://wp.ucla.edu/wc/>
- A useful resource for APA formatting can be found at <https://apastyle.apa.org/style-grammar-guidelines/>

4. Final presentation (*During class, Week 10*)

Students will prepare an 8-9 minute powerpoint presentation about their final paper. Presentations should reflect all sections of the paper, in addition to reflections on why you chose your paper topic, what your paper-writing process was like, and what you took away from the final paper and the class.

Grading:

- **Class Participation:** 20% (instructor will evaluate quantity and quality of contributions to discussions, demonstration of reading completion through questions and class comments, on-time submission of final paper assignments throughout quarter, and engagement in in-class research activities)
- **Reading Facilitation:** 10% (5% for facilitation, 5% for resource created)
- **Reading Reflection Papers:** 10%
- **IAT Reflection Paper:** 10%
- **Final Presentation:** 10%
- **Final Paper Draft:** 10%
- **Final Paper:** 30%

STUDENT LEARNING OBJECTIVES

1. Increased awareness and skill in identifying institutional and personal oppression locally, nationally, and globally.
2. Ability to identify and discuss historical and present dimensions of oppression in society.
3. To be able to discuss psychological processes that members of oppressive groups may engage in and that members of marginalized groups may experience.
4. To deconstruct student's own privileges, social positionality, and biases.
5. To assess ways in which student may be affected by oppression, as well as ways in which student may have perpetuated oppression.
6. To describe critiques of Western psychology and critically analyze psychological research.
7. To differentiate between various approaches to, and evaluate the impacts and consequences of, various diagnostic approaches.
8. To question the psychology profession's responsibility to social reform, advocacy, and social justice in light of the existence of oppression.
9. To define liberation psychology and cite examples of liberatory forms of healing.

SCHEDULE

See Reading List following schedule for full citations, links, and optional readings and resources.

PART I: OPPRESSION

“People get used to anything. The less you think about your oppression, the more your tolerance for it grows. After a while, people just think oppression is the normal state of things. But to become free, you have to be acutely aware of being a slave.”

- Assata Shakur

| Topic | Class Activities | Required Readings | Assignments (due following week) |
|---|--|--|---|
| Week 1: <i>Introduction</i> | 1. Course overview 2. Ice breaker activity 3. Lecture -Key concepts: Defining psychology, oppression, and liberation a. “What’s your definition?” activity: On three walls of the room, a sign will be posted stating “What does [psychology / oppression / liberation] mean to you?” Students will be provided with post-it notes and will privately answer each question on the post-it note and stick the note on the wall under the respective sign. When everyone is done, all responses will be reviewed out-loud as a class and discussed. b. Cycle of oppression diagram -Why examine oppression and liberation through a psychological lens? -Beginning to understand oppression: The five faces of oppression 4. Discussion of readings & how to lead discussions 5. <i>Research</i> : Introduction to psychological research and overview of final paper assignment; tips for identifying focus of final paper | 1. Ratner (2014) 2. Five Faces of Oppression Handout | |
| Week 2: <i>Mapping the landscape of oppression: Psychology of the oppressor</i> | 1. Video clips of the Stanford Prison Experiment and the Milgram experiment and discussion 2. Lecture -Privilege and power “Privilege for Sale” activity: http://www.socialjusticetoolbox.com/activity/privilege-for-sale/ -Prejudice, discrimination, and microaggressions -From colonization and structural violence to -isms and -phobias | 1. Pratto & Stewart (2012) 2. Phillips & Lowery (2018) 3. Freire (1972) 4. Fanon (1963) | Take IAT and complete reflection paper. <i>FP</i> : Email final paper proposal prior to Week 3’s class. This should be half a page to one page and state which prompt you’re |

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| | <ul style="list-style-type: none"> -Inside the mind of the oppressor; testimonies of oppressors 3. Student-led discussion of readings (#1) 4. Student-led discussion of readings (#2) 5. General discussion of course materials 6. <i>Research</i>: Conducting literature reviews | | selecting, which community/person you're focusing on, and why. |
| <p>Week 3:</p> <p><i>Psychology of the oppressed</i></p> | <ul style="list-style-type: none"> 1. "Trapped" music video by 2Pac and discussion 2. Movie clip from "Boyz N The Hood" (on intracommunity violence, internalized oppression by police, and feeling trapped) and discussion 3. Lecture <ul style="list-style-type: none"> -Internalized oppression -Stereotype threat -Inside the mind of the oppressed; testimonies of the oppressed 4. Student-led discussion of readings (#1) 5. Student-led discussion of readings (#2) 6. General discussion of course materials 7. <i>Research</i>: APA-style references | <ul style="list-style-type: none"> 1. David & Okazaki (2006) 2. Fanon (1963) 3. Freire (1972) 4. Shakur (1987) | <p><i>FP</i>: Identify 3 articles (at least 2 outside of class reading list) for final paper. Submit reference list and article PDFs via email before next class.</p> |
| <p>Week 4:</p> <p><i>The interplay of multiple minority identities</i></p> | <ul style="list-style-type: none"> 1. Video clip from "Ramy" tv show (on identity struggle as second-generation Arab Muslim American) 2. Lecture <ul style="list-style-type: none"> -Intersectionality <ul style="list-style-type: none"> a. <i>Activity</i> identifying our multiple identities, how they overlap, and which are most central/meaningful to us -Multicultural individuals and cultural homelessness 3. Student-led discussion of readings (#1) 4. Student-led discussion of readings (#2) 5. General discussion of course materials 6. <i>Research</i>: Small-group discussions sharing topics and articles with each other, getting peer feedback re: articles selected | <ul style="list-style-type: none"> 1. Crenshaw (1990) 2. Vivero & Jenkins (1999) 3. Sirin & Fine (2007) 4. "Two Voices" poem | <p><i>FP</i>: Brief outline of final paper</p> |
| <p>PART II: PSYCHOLOGY</p> <p><i>"For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other."</i></p> <p><i>- Paulo Freire</i></p> | | | |
| <p>Week 5:</p> <p><i>Western psychology:</i></p> | <ul style="list-style-type: none"> 1. Lecture <ul style="list-style-type: none"> -The current state of psychological research -Psychology as an oppressive tool? -Global mental health | <ul style="list-style-type: none"> 1. Henrich, Heine, & Norenzayan (2010) 2. Fox, Prilleltensky, & Austin (2009) | |

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| <p>Helping or hurting?</p> | <p>-Presentation from qualitative research conducted in Palestine (Saifan, 2019) 2. Student-led discussion of readings (#1) 3. Student-led discussion of readings (#2) 4. General discussion of course materials 5. <i>Research</i>: Review and discuss outlines of final papers in small groups, conduct peer review</p> | <p>3. Whitley (2015)</p> | |
| <p>Week 6: Mental illness or suffering from injustice?</p> | <p>1. Lecture -A look into the DSM-5 (Walk through online DSM-5 as class) -Pathologizing victims of oppression 2. <i>Vignette activity</i>: Students read vignettes about individuals from marginalized backgrounds (e.g., living in low-resource war-torn countries) and must apply DSM-5 diagnoses to them. This will be followed by class discussion about the appropriateness of psychiatric diagnoses and their consequences. 3. Student-led discussion of readings (#1) 4. Student-led discussion of readings (#2) 5. General discussion of course materials 6. <i>Research</i>: DSM-5, RDOC, and other alternatives to diagnosis</p> | <p>1. Brown (1994) 2. Giacaman (2018) 3. Ratner (2014) 4. Quartz article</p> | |
| <p>PART III: LIBERATION</p> <p><i>“Healing begins where the wound was made.”</i> - Alice Walker</p> <p><i>“For Europe, for ourselves and for humanity, comrades, we must turn over a new leaf, we must work out new concepts, and try to set afoot a new [hu]man.”</i> - Frantz Fanon</p> | | | |
| <p>Week 7: Breaking the cycle of oppression</p> | <p>1. “Affirmation” poem by Assata Shakur and discussion 2. Lecture -Revisiting the “cycle of oppression” diagram from Week 1 -Defining a psychology of liberation 3. Student-led discussion of readings (#1) 4. Student-led discussion of readings (#2) 5. General discussion of course materials 6. <i>Research</i>: Will be determined based on students’ interests</p> | <p>1. Lykes (2000) 2. Freire (2018) 3. Beautiful Solutions gallery</p> | <p><i>FP</i>: Draft of final paper due at beginning of next class (hard copy).</p> |
| <p>Week 8:</p> | <p>1. Lecture -Current mental health models</p> | <p>1. Grills, Aird, & Rowe (2016)</p> | |

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| Rethinking healing | <ul style="list-style-type: none"> -Community healing 2. Student-led discussion of readings (#1) 3. Student-led discussion of readings (#2) 4. General discussion of course materials 5. <i>Research</i>: Overview of graduate school and various career pathways in mental health field | <ul style="list-style-type: none"> 2. Farmer (2004) 3. Duran, Firehammer, & Gonzalez (2008) 4. Poem by Assata Shakur | |
| Week 9: Where do we go from here? | <ul style="list-style-type: none"> 1. Return final paper drafts 2. Lecture <ul style="list-style-type: none"> -Critical psychology -Community-based research 3. <i>Activity</i>: Mapping our roles in social change ecosystems 4. Student-led discussion of readings (#1) 5. Student-led discussion of readings (#2) 6. General discussion of course materials 7. <i>Research</i>: Review final paper edits and discuss with peers | <ul style="list-style-type: none"> 1. Burton & Kagan (2005) 2. Salter & Adams (2013) 3. KU Community Toolbox | Final presentation |
| Week 10: Wrapping up and reflections | <ul style="list-style-type: none"> 1. Student presentations of final projects 2. Reflections on the quarter 3. What will we do with what we've learned moving forward? | | <i>FP</i> : Final paper due Monday of Finals week |

READING LIST**Week 1: Introduction***Required Readings:*

- Ratner, C. (2014). Psychology of oppression. In Teo T. (Ed.), *Encyclopedia of Critical Psychology*. New York, NY: Springer.
 - Introduction through end of “Popular Forms of Psychology of Oppression”: https://link.springer.com/referenceworkentry/10.1007%2F978-1-4614-5583-7_571
- Five Faces of Oppression handout: <https://mrdevin.files.wordpress.com/2009/06/five-faces-of-oppression.pdf>

Additional Resources and Readings (Optional):

- Introduction to Community Psychology: Oppression and Power: <https://press.rebus.community/introductiontocommunitypsychology/chapter/oppression-and-power/>
- Farmer, P. (2004). On suffering and structural violence. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (pp. 29 – 50). University of California Press.

Week 2: Mapping the landscape of oppression: Psychology of the oppressor*Required Readings:*

- Pratto, F. & Stewart, A. L. (2012). Social dominance theory. In D. J. Christie (Ed.), *The Encyclopedia of Peace Psychology* (pp. 1-4). Blackwell Publishing Ltd.
- Phillips, L. T., & Lowery, B. S. (2018). Herd invisibility: The psychology of racial privilege. *Current Directions in Psychological Science*, 27(3), 156-162.
- Freire, P. (1972). *Pedagogy of the Oppressed*, pp. 57 – 60.
- Fanon, F. (1963). *Wretched of the Earth*, Case Nos. 4 & 5, pp. 194-199.

Additional Resources and Readings (Optional):

- The Stanford Prison Experiment: <https://www.prisonexp.org/>
- Prejudice and Discrimination (Lumen Learning): <https://courses.lumenlearning.com/wmopen-psychology/chapter/prejudice-and-discrimination/>
- Sue, D.W. (2010). “Microaggressions: More Than Just Race”, <https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>
- Sidanius, J., Cotterill, S., Sheehy-Skeffington, J., Kteily, N., & Carvacho, H. (2017). Social dominance theory: Explorations in the psychology of oppression. In C. G. Sibley & F. K. Barlow (Eds.), *The Cambridge handbook of the psychology of prejudice* (p. 149–187). Cambridge University Press.
- Knowles, E. D., Lowery, B. S., Chow, R. M., & Unzueta, M. M. (2014). Deny, distance, or dismantle? How white Americans manage a privileged identity. *Perspectives on Psychological Science*, 9(6), 594-609.

Week 3: Psychology of the oppressed*Required Readings:*

- David, E. J. R., & Okazaki, S. (2006). Colonial mentality: A review and recommendation for filipino american psychology. *Cultural Diversity and Ethnic Minority Psychology*, 12(1).
- Fanon, F. (1963). *Wretched of the Earth*, pp. 16-21
- Freire, P. (1972). *Pedagogy of the Oppressed*, pp. 45-48
- Shakur, A. (1987). *Assata: An Autobiography*, pp. 20-32

Additional Resources and Readings (Optional):

- Craig, M. A., & Richeson, J. A. (2016). Stigma-based solidarity: Understanding the psychological foundations of conflict and coalition among members of different stigmatized groups. *Current Directions in Psychological Science*, 25(1), 21-27.
- “Colonial War and Mental Disorders” (pp. 181 – 219) in *Wretched of the Earth* by Frantz Fanon
- TEDx Talk: Black Self / White World – Lessons on Internalized Racism: https://www.youtube.com/watch?v=HF5K3J_Z8nk
- “Trapped” music video by 2Pac: <https://www.youtube.com/watch?v=j-VUV9VcRAQ>

Week 4: The interplay of multiple minority identities*Required Readings:*

- Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1298.
- Vivero, V. N., & Jenkins, S. R. (1999). Existential hazards of the multicultural individual: Defining and understanding “cultural homelessness.” *Cultural Diversity and Ethnic Minority Psychology*, 5(1), 6-26.
- Sirin, S. R., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. *Applied Development Science*, 11(3), 151-163.
- “Two Voices” poem by Diana Der Hovanessian: <https://www.facinghistory.org/resource-library/teaching-holocaust-armenian-genocide-california/navigating-multiple-identities>

Additional Resources and Readings (Optional):

- Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170.
- Reynolds, A. L., & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. *Journal of Counseling & Development*, 70(1), 174-180.
- Bowleg, L., Huang, J., Brooks, K., Black, A., & Burkholder, G. (2003). Triple jeopardy and beyond: Multiple minority stress and resilience among Black lesbians. *Journal of Lesbian Studies*, 7(4), 87-108.
- Patil, V. (2013). From patriarchy to intersectionality: A transnational feminist assessment of how far we've really come. *Signs: Journal of Women in Culture and Society*, 38(4), 847-867.
- Abu El-Haj, T. R., & Bonet, S. W. (2011). Education, citizenship, and the politics of belonging: Youth from Muslim transnational communities and the “war on terror”. *Review of Research in Education*, 35(1), 29-59.

Week 5: Western psychology: Helping or hurting?*Required Readings:*

- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world?. *Behavioral and brain sciences*, 33(2-3), 61-83.
- Fox, D., Prilleltensky, I., & Austin, S. (2009). *Critical psychology for social justice: Concerns and dilemmas*. In D. Fox, I. Prilleltensky, & S. Austin (Eds.), *Critical psychology: An introduction* (pp. 3–19). Sage Publications Ltd.
- Whitley, R. (2015). Global mental health: concepts, conflicts and controversies. *Epidemiology and Psychiatric Sciences*, 24(4), 285-291.

Additional Resources and Readings (Optional):

- Pupavac, V. (2002). Pathologizing populations and colonizing minds: International psychosocial programs in Kosovo. *Alternatives*, 27(4), 489-511.
- Arnett, J. J. (2008). The neglected 95%: why American psychology needs to become less American. *American Psychologist*, 63(7), 602.

- Radical Psychology Network: <http://www.radpsynet.org/>

Week 6: Mental illness or suffering from injustice?

Required Readings:

- Brown, L. (1994). Naming the Pain: Diagnosis and Distress, In *Subversive Dialogues: Theory in Feminist Therapy* (pp. 124-152).
- Giacaman, R. (2018). Reframing public health in wartime: From the biomedical model to the “wounds inside.” *Journal of Palestine Studies*, 47(2), 9-27.
- Ratner, C. (2014). Psychology of oppression. In Teo T. (Ed.), *Encyclopedia of Critical Psychology*. New York, NY: Springer.
 - “Psychology of Oppression Underlies Normal Psychology and Abnormal Psychology” to end https://link.springer.com/referenceworkentry/10.1007%2F978-1-4614-5583-7_571
- “Palestine’s Head of Mental Health Services Says PTSD is a Western Concept”: <https://qz.com/1521806/palestines-head-of-mental-health-services-says-ptsd-is-a-western-concept/>

Additional Resources and Readings (Optional):

- Lilienfeld, S. O., & Treadway, M. T. (2016). Clashing diagnostic approaches: DSM-ICD versus RDoC. *Annual Review of Clinical Psychology*, 12, 435-463.
- Meari, L. (2015). Reconsidering trauma: Towards a Palestinian community psychology. *Journal of Community Psychology*, 43(1), 76-86.

Week 7: Breaking the cycle of oppression

Required Readings:

- Lykes, M. B. (2000). Possible contributions of a psychology of liberation: Whither health and human rights?. *Journal of Health Psychology*, 5(3), 383-397.
- Freire, P. (2018). Chapter 1. In *Pedagogy of the Oppressed*. New York, NY: Bloomsbury Academic.
- Explore Beautiful Solutions gallery: <https://solutions.thischangeseverything.org/>

Additional Resources and Readings (Optional):

- Varas-Díaz, N., & Serrano-García, I. (2003). The challenge of a positive self-image in a colonial context: A psychology of liberation for the Puerto Rican experience. *American Journal of Community Psychology*, 31(1-2), 103-115.
- Gaztambide, D. J. (2017). A “psychoanalysis for liberation”: Reading Freire as an act of love. *Psychoanalysis, Culture & Society*, 22(2), 193-211.
- “Affirmation” poem by Assata Shakur: <https://thefeministwire.com/2013/05/affirmation-by-assata-shakur/>

Week 8: Rethinking healing

Required Readings:

- Grills, C. N., Aird, E. G., & Rowe, D. (2016). Breathe, baby, breathe: Clearing the way for the emotional emancipation of Black people. *Cultural Studies? Critical Methodologies*, 16(3), 333-343.
- Farmer, P. (2004). Health, healing, and social justice. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (pp. 139 – 159). University of California Press.
- Duran, E., Firehammer, J., & Gonzalez, J. (2008). Liberation psychology as the path toward healing cultural soul wounds. *Journal of Counseling & Development*, 86(3), 288-295.
- Poem by Assata Shakur: <https://www.goodreads.com/quotes/693866-this-is-the-21st-century-and-we-need-to-redefine>

Additional Resources and Readings (Optional):

- Maldonado-Torres, N. (2017). Frantz Fanon and the decolonial turn in psychology: From modern/colonial methods to the decolonial attitude. *South African Journal of Psychology*, 47(4), 432-441.
- Schultz, K., Cattaneo, L. B., Sabina, C., Brunner, L., Jackson, S., & Serrata, J. V. (2016). Key roles of community connectedness in healing from trauma. *Psychology of violence*, 6(1), 42.
- Farwell, N., & Cole, J. B. (2001). Community as a context of healing: Psychosocial recovery of children affected by war and political violence. *International Journal of Mental Health*, 30(4), 19-41.
- Society for Community Research and Action: <https://www.scra27.org/what-we-do/what-community-psychology/critical-psychology/>

Week 9: Where do we go from here?*Required Readings:*

- Burton, M., & Kagan, C. (2005). Liberation social psychology: Learning from Latin America. *Journal of Community & Applied Social Psychology*, 15(1), 63-78.
- Salter, P., & Adams, G. (2013). Toward a critical race psychology. *Social and Personality Psychology Compass*, 7(11), 781-793.
- KU Community Toolbox, “Community-based Participatory Research”: <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main>

Additional Resources and Readings (Optional):

- Garcia, A. P., Minkler, M., Cardenas, Z., Grills, C., & Porter, C. (2014). Engaging homeless youth in community-based participatory research: A case study from Skid Row, Los Angeles. *Health Promotion Practice*, 15(1), 18-27.
- Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry*, 21(2), 77-99.
- OccupyPsy: Critical Psychology for Decolonization: <https://www.facebook.com/groups/OccuPsy/>

CAMPUS INFORMATION

Special Accommodations

Any student who requires accommodation because of a documented disability should contact me at the beginning of the quarter. Students with documented disabilities should contact the **Center for Accessible Education or CAE** (formerly, the Office for Students with Disabilities or OSD) at **(310) 825-1501** in A255 Murphy Hall (<http://www.cae.ucla.edu>) to make arrangements for reasonable accommodations. Please note that even if students have received accommodations in prior quarters for other classes, along with being registered with CAE, students must contact CAE about accommodations at the beginning of each quarter.

Counseling and Psychological Services (CAPS)

It is not uncommon for students enrolled in this course to find that a topic covered in class has some personal relevance, either in their own lives or in the lives of people close to them. You should know that all registered UCLA students are eligible for services offered by the counseling center.

- ❖ www.counseling.ucla.edu
- ❖ John Wooden Center West (reception on 1st and 2nd Floor)
Mon through Friday 9:00am to 4:00pm
- ❖ Crisis counseling is available 24 hours a day by phone at 310-825-0768.

Mandatory Reporting

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the **CARE Advocacy Office for Sexual and Gender-Based Violence**, 1st Floor Wooden Center West, CAREadvocate@caps.ucla.edu, **(310) 206-2465**. In addition, **Counseling and Psychological Services (CAPS)** provides confidential counseling to all students and can be reached 24/7 at **(310) 825-0768**. You can also report sexual violence or sexual harassment directly to the **University's Title IX Coordinator**, 2241 Murphy Hall, titleix@conet.ucla.edu, **(310) 206-3417**. Reports to law enforcement can be made to UCPD at **(310) 825-1491**.

Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment.



New Course Proposal

Psychology 98T Psychology of Oppression and Liberation

Course Number Psychology 98T

Title Psychology of Oppression and Liberation

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Syllabus_Saifan.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Dana Saifan) UID: 403949511
Professor Anna Lau is the faculty mentor for this course. UID:702515942
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

Grading Structure Class Participation:20%
Reading Facilitation:10% (5% for facilitation, 5% for resource created)
Reading Reflection Papers: 10%
IAT Reflection Paper:10%
Final Presentation:10%
Final Paper Draft:10%
Final Paper:30%

Effective Date Spring 2021

Discontinue Date Summer 1 2021

| <u>Instructor</u> | Name | Title |
|--------------------------|-------------|-----------------|
| | Dana Saifan | Teaching Fellow |

Quarters Taught Fall Winter Spring Summer

Department Psychology

| <u>Contact</u> | Name | E-mail |
|-----------------------|---------------|---------------------------|
| | ALISON FEDYNA | afedyna@teaching.ucla.edu |

Routing Help

ROUTING STATUS

Role: Registrar's Scheduling Office

Status: Pending Action

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Approved on 8/31/2020 3:13:34 PM

Status:**Changes:** No Changes Made**Comments:** No changes. Approved on behalf of Jeff Lewis, Chr, College FEC, per e-mail 8/21/2020**Role:** Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149**Status:** Submitted on 8/31/2020 3:07:54 PM**Comments:** Initiated a New Course ProposalA blue, rounded rectangular button with a gradient and a shadow effect, containing the text "Back to Course List" in white.

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