Psy 320   Seminar in Advanced Social-Organizational Psychology 3 units
Silliman University, Second Semester November 2011-March 2012
Frederick David Abraham

What this course is about.

This is not a traditional course in social psychology. It is explorational, innovational, and I hope inspirational, investigation of new but relevant, territory. I am not an expert in the territory we will explore. We will be learning together. It might give a hint to know some of the alternative titles I have considered for us: Hermeneutics of Emancipation, Cultural Psychology, Indigenous Psychology, Critical Psychology, PostColonial Theory, and Liberation Psychology. It is interdisciplinary and subversive, that is it confronts the disciplinary approach to education because all disciplines interact with each other despite communities of scholars huddling within disciplines. It is subversive not only toward education, but to the social structures and processes that tend to oppress people. This course could be taught in any department from Anthropology to Zoology. For instance, it involves mass communication, art, literature, linguistics, religion, and so on. Or even better, it could be done without a department. When concepts get really interdisciplinary, one can call them 'philosophy'.

Procedural Matters

1. **REAL AND VIRTUAL CLASSROOMS**
    a. For the first half of the semester we will operate with traditional class meetings, probably supplemented by various internet communication and activities. All sessions, including face to face sessions will require laptops and net connectivity. Webcams are good but optional.
    b. The second half of the semester will be run from control central, my office in Vermont, USA. Each week I will do either a group virtual classroom for the whole class, or break the class into psychardas, smaller groups for sessions with me. In addition, anyone wishing individual sessions with me may do so.
    c. The Computer Center will be assisting us in this, but first I have to play catch-up with you and learn the awesome technology and sophistication that Silliman has for doing all this. If their system has insufficient bandwidth, we may use Google Docs and Skype.
2. **ASSIGNMENTS**.
    a. **Weekly**. Each of us will read at least two articles or book chapters. One will be assigned for our common consideration. The other(s) will be of your own

choosing either from supplied references in the syllabus or from your own resources that you can defend as relevant.

b. **Semesteral.** Each person will do one PowerPoint (or equivalent presentation program) and one Wikipedia Article. This is not as heavy a hit as it may seem, as they can be the same. I prepare lectures frequently with PowerPoint (I call them teleprompters) which I then turn into papers which I publish and/or put on my web site (you will be reading some of these). And conversely, sometimes I write a paper and then turn it into a PowerPoint.

c. **Note:** Some of our reading comes from a postmodern social philosophy background, where the ideas are great, but the vocabulary can often be challenging (that is shorthand for nearly incomprehensible.) Not to fret; forewarned and being in the same barkada with the rest of us, we learn to deal with it with just an occasional 'pastilan'.

3. **BROWSING & WIKIPEDIA**

a. The internet's rapid expansion of information is astounding, and the material available for intellectual topics is no exception. Obviously you are already fluent in browsing, and I just point this out so you do not solely rely on Wikipedia. If I know an author and/or article I am after and don't already know the URL, I Google.

b. Wikipedia is often a great place to start even though you have to progress to other places from there. You can go straight to Wikipedia, or pick Wikipedia articles from your browsed list of cours. It is usually good to start that way as you get a glimpse of other relevant sources.

c. **APSWI.** Wikipedia is aware that the quality of writing in their encyclopedia is quite uneven and because their growth is so astounding, they have developed a project of recruiting volunteers for editorial help. Also, the Association for Psychological Science has developed a program to assist teachers and students in the use of Wikipedia, both for the editing and submission of articles, and tools and venues for classroom cooperative development of articles and editing. This project is called the Association for Psychological Science Wikipedia Initiative (APSWI). It is proactive, not just a passive resource. Proactive to make Wikipedia a better resource. They have tutorials for this project.

d. Their project and our own Computer center is making my job, and yours, much easier. As with the PowerPoint preparations, the Wikipedia efforts will start with very small practice attempts. You all studied shaping in a learning theory course!

4. **COURSE COMPONENTS**
    a. Ultra brief introduction to three fundamental tenants of philosophy from the **Early Greek Renaissance.**
    b. Ultra quickie introduction to contemporary social philosophical **postmodern roots** of PostColonial Theory: Critical Theory, Post-structuralism, PostAnalytic, and related social critiques.
    c. **PostColonialsm**
    d. **Critical Psychology**. See section 6. Below for a link to a previous preliminary course outline placed on my web site two years ago.

5. **FIRST ASSIGNMENTS**
    a. Find out about the concept of emancipation by browsing 'emancipation'. Then go to the Wikipedia entry for the word from the browsed list. During or at the end of reading that article, do one of three things.
        i. Pick a link from within that article and go there, or
        ii. Return to your first browser result, pick a new item and go there, or
        iii. Do a new browse, and continue.
    b. Try at least 6 entries. Keep a record in a spreadsheet such as Excel of the first 6 articles you visit. In first column put the title, next column the URL (lnk). This is always good practice as sometimes when you want to get to that item later, it can't be found with new browsing. Third column, state the approximate amount of time you spent at each URL. Next 4 columns, rate the article for trustworthiness, objectivity, completeness, and quality of writing. Rate them each on a scale from 0, least useful, to 5, most useful. The last column is for comments. Enter all visits in the order they occurred, and include as a new item any previously visited item when you back up to revisit it. You will find some articles useless for your purposes, others highly useful. If you can do this before the first class meeting, great, but not really expected that you will have the time.
    c. The second assignment, your first reading which will be to read an article of mine, not just to get bored, but it is submitted to a journal for publication, and they will have some suggestions, such as 'good for the CR, reading or some other purpose', but I will be ready for them if you can critique and help me make it more readable. Never mind that icky math part, we can dump it or simplify it (extirpate graphs and equations). Its title is ***The Dynamics of Culture***.

6. RESOURCES AT MY WEB SITE [www.blueberry-brain.org]
    a. A number of related papers are located at 'chaophilosophy'.

b. An original outline prepared two years ago for this course can be found under Silliman/emancipation theory. It had far too much scope for a single course. You might want to cruise through some of the sections out of curiosity, and feel free to choose your own area of interest and course writing from them if you wish.

c. The section on PostColonialism is essentially the part we will use to develop a better syllabus, and has been updated to include the areas we especially will concentrate on, Indigenous Psychology aka Critical Psychology. Skip the references at that web site as the URL were corrupted. The important ones are included in this syllabus, below. Some of the original papers from the reference list have links to them within the reference list, giving you the capability of downloading them to your computer. Many of the important articles will be also stored on our own web locations such as Google Docs or Silliman's SOUL system.

7. Issues in Contextual Conflicts
   a. Personal. To what extent are your goals of personal success within a capitalistic society in conflict with your goals of contributing to an empathic democratic society of participation, opportunity, and equality for all.

   b. Educational. Can there be a synergistic relationship between socio-psychological theory and the practice of social action? [Chapter 2 of *The Location of Culture* by Homi Bhabha addresses this issue, although with a somewhat turgid language, check out the first few pages until you scream 'pastilan'.]

   c. Diasporic. Can there be a synergistic relationship between diasporic activity and love of homeland, of global-local spheres of information and activity? Bhabha, McLuhan, Deibert, Zakaria, and others have emphasized this interaction.

Table of example for assignment 5b

Title	URL	Istord	Time	Trst	Obj	Cmp	W-W	Comments
Emancipation	http://en.wikipedia	1	4	4	4	2	5	
Karl Marx as a	http://www.philoso	n/a	2				4	read little,
Emancipation	http://en.wikipedia	n/a	1	4	4	4	4	interesting,
Women's ema	http://www.chinad	11 3	4	3	3	1	3	China News
new browse	http://www.newwo	NWE	1					Bowse New
Alexander Her	http://www.newwo	6	5	5	4	4	5	Russian So

This is a visual image; you cannot manipulate the table or link to URLs.
For that go to Excel version of the table on next page.

Title	URL	L#	Ti	Tr	Ob	Cp	WW	Comments
Emancipation	http://en.wikipedia.org/wiki/Emancipation	1	4	4	4	2	5	
Karl Marx as a Philosopher of Human Emancipation	http://www.philosophicum.de/emanc.htm	n/a	2				4	read little, seemed long and complete
Emancipation Day	http://en.wikipedia.org/wiki/Emancipation_Day	n/a	1	4	4	4	4	interesting, evaluation not reliable
Women's emancipation started with 1911	http://www.chinadaily.com.cn/cndy/2011-10/10/content_13858611.htm	113	4	3	3	1	3	China News 10/10/2011 Introduces use of GEM gender empowerment measure
new browse	http://www.newworldencyclopedia.org/entry/Special:Search?search=emancipation&go=Go	NWE	1					Browse New World Encyclopedia for new list
Alexander Herzen	http://www.newworldencyclopedia.org/entry/Alexander_Herzen	6	5	5	4	4	5	Russian Socialism

L# = order in browsed list

Ti = Time in minutes read or skimmed article

Tr = Trustworthiness of article, rating scale 1 = least, 5 = most

Ob = Objectivity, same rating scale

Cp = Completeness re academic writing standards, same scale

WW = How well written, same rating scale

NWE = New World Encyclopedia, an edited version of selected Wikipedia articles

Note that this version of the table can be manipulated as in an Excel Spread Sheet

Indigenous Psychology / Critical Psychology / Cultural Psychology / Liberation Psychology
Bibliographic Supplement to Post-Colonial Segment for the course on the **Hermeneutics of Emancipation**, by Frederick David Abraham, Silliman University, November, 2011 in the Graduate Psychology Program, Seminar in Advanced Social-Organizational Psychology

[Note: selecting a link may not yield an immediate appearance of the article on your screen, and if so, it may be in a browser whose icon on your tray you can click to open. Other papers included here may be placed in cache location, yet to be determined.]

Allwood, C.M. (2011). On the use of the culture concept in the indigenous psychologies: Reply to Hwang and Liu. *Social Epistemology,   5(2),* 141-152. [PDF]

Allwood, C. (2011). On the foundation of the indigenous psychologies. *Social Epistemology, 25*(1), 3-14. [PDF]

Church, A. T., & M. Katigbak, S. (2002). Indigenization of psychology in the Philippines. *International Journal of Psychology* 37 (3): 129–48.

Cole, M. (1996). *Cultural Psychology: A Once and Future Discipline*. Cambridge: Harvard.

Cole, M., & Cole, S. R. (1993). *The development of children (2nd ed*.). New York: Scientific American Books

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Fanon, F. (1961). *Wretched of the Earth*. 1963 translation by C. Farrington. New York: Grove Weidenfield

Hook, D. (2005). A critical psychology of the postcolonial. *Theory and Psychology*, *15 (4)*, 475-503. [Quick View PDF]

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indigenouspsych.org

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Kim, U., Yang, K.-S., & Hwang, K.-K. (Eds.). (2006). Indigenous and Cultural Psychology: Understanding People in Context. In A. Marsella (Series Ed.), *International and Cultural Psychology*. New York, NY: Springer. [PDF]. [His course syllabus].

Levin, B.E. (2009). Liberation psychology for the U.S..: Are we too demoralized to protest? Zmagazine, 22(11). Http://zmag/viewarticle/22030.

Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, *2(4)*, 34-46

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Sandararajan, L. (2011). Chinese notions of harmony, with implications for the development of indigenous psychology. In James Liu (chair), Indigenous and cultural psychology, *Harmonization and Differentiation in Theory and Practice*, symposium conducted at the 9th Biennial Conference of Asian Association of Social Psychology, Kunming, China. [PDF]

Shweder, R.A. (Ed.). (2001). Culture: Contemporary Views. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social and Behavioral Sciences*. Oxford, UK: Pergamon. [PDF]

Shweder, R. A. (2000). Three Psychology of Practice and the Practice of the Three Psychologies. *Asia Journal of Social Psychology*,*3*, 207-222. [PDF]

Shweder, R. A. (1990). Cultural Psychology - What Is it?   In J. Stigler, R. A. Shweder, and G. Herdt, (Eds.), *Cultural Psychology: Essays on Comparative Human Development* (pp. 1-43). New York: Cambridge University Press. [PDF]

Thomas, A., & Sillen, S. (1972). *Racism and Psychiatry.* New York: Brunner/Mazel.

Teo, T. (2011). Empirical race psychology and the hermeneutics of epistemological violence. *Human Studies*. doi: 10.1007/s10746-011-9179-8

Teo, T. (2010). [Review of the book: The hidden roots of critical psychology: Understanding the impact of Locke, Shaftesbury and Reid] by Billig. *History of the Human Sciences*, *23(4)*, 109-112. doi: 10.1177/0952695110380403

Other Related Post-Colonial Bibliography

Abraham, F.D. (2007). Cyborgs, cyberspace, cybersexuality: The evolution of everyday creativity. In R. Richards, (ed.), *Everyday creativity and new views of human nature.* Washington, D.C.: American Psychological Association. [PDF]

Abraham, F.D. (2010a). The Dynamics of Culture. Horace B. Silliman lecture, Silliman University, May 2010; submitted for publication in *The Silliman Journal.* [Prepublication PDF]

Abraham, F.D. (2010b). Media Ecology, Globalization, & Emancipation: Beyond the Carnivalesque. *Lumina*, *22(1),* 2094-2188. [PDF]

Abraham, F.D., Mitina, O., & Houston, D. (2000) Chaos Theory and the Postmodern
Internet. *Computerra*, *28* (In Russian). [English translation HTML]

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Bhabha, H.K. (2004). *The Location of Culture*, 2nd ed. London: Routledge.

Boff, L. *Biography*. [HTML]

Brainard, C.M. (2003). *Growing Up Filipino: Stories for Young Adults*. Santa Monica: PALH. [Promo]

Crossan, J.D. (1988). *The Birth of Christianity*. New York: HarperCollins.

Deibert, R.J. (1997). *Parchment, Printing, and Hypermedia: Communication in World Order Transformation.* New York: Columbia University Press.

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Friedman, T.L. (2005). The World is Flat: A Brief History of the Twenty-First Century. New York:Farrar, Straus & Girous.

Gilbert, H., & Tompkins, J. (1996). *Post-Colonial Drama: Theory, Practice, Politics*. London: Routledge.

Gutiérrez, G. (1971). *A Theology of Liberation: History, Politics, Salvation*. First (Spanish) edition published in Lima, Peru, 1971; first English edition published by Orbis Books (Maryknoll, New York), 1973.

Hidalgo, C.P. (1993). *Philippine Post-Colonial Studies: Essays on Language and Literature, 2nd ed*. Quezon City: University of the Philippines Press. [Amazon]

Juan, E.S. (1998). *Beyond Postcolonial Theory*. New York: St. Martin's.

Juan, E.S. (2001). After Postcolonialism: Remapping Philippines—United States Confrontatioions. Lanham: Rowman & Littlefield. [Promo]

Mortenson, G. (2009). *Stones into Schools: Promoting Peace with Books, not Bombs, in Afghanistan and Pakistan*. New York: Penguin/Viking.

Mortenson, G., & Relin, D.O. (2006). *Three Cups of Tea*. New York: Penguin/Viking.

Rashid, A. (2002). *Jihad: the Rise of Militant Islam in Central Asia*. Middlesex: Penguin. New Haven: Yale. Three other books: Taliban, 2000; Afghan, Descent into Chaos, 2008; The Resurgence of Central Asia, 1994*.*

Rivera, R.Y. (2010). Karl Marx's Social Formation: Philippine Social Formation, Financial Crisis and Mass-Hunger

. Paper presented at the 33rd Phavasminda International Conference on Critical Theory, May 28, 2010 at Silliman Universty, Dumguete City, Philippines.

Rushdie, S. (1981). *Midnight's Children*. London: Jonathan Cape.

Said, E. (1978). *Orientalism*. New York: Random house (Vintage).

Said, E.W. (1980). "Islam Through Western Eyes," *The Nation,* April 26.

Said, E. (1993). *Culture and Imperialism*. New York: Random House (Vintage)

Spivak, G.C. (1993). *Outside in the Teaching Machine*. London: Routledge. [HTML]

Wright, Rev. J (2008). Interview with Bill Moyers, *Bill Moyers Journal*. [HTML]

Zakaria, F. (2011). *The Post-American World, Release 2.0*. London: Norton. ISBN 0-393-08180-0

Readings Psy 320 SU 2011 Abraham

1. Some Basic Philosophy
    a. Abraham from Course Outline on Blueberry
        i.   Section on Philosophy 2nd item
        ii. Section on PostColonialism, up to references
    b. Abraham Cybersexuality pp 1-5
    c. Abraham The Dynamics of Culture
2. PostColonialism: Basic Concepts and Relation between Theory and Practice
    a. Bhabha : Introduction & Chapter 1, pp 1-8
    b. Wikipedia and any items mentioned in 1 a ii above or in BhaBha, etc

3. Critical Psychology and the Hermeneutics of Oppression
    a. Hook (2005): Critical Psychology/PostColonialim
    b. Choose: Bhabha Chapter 2; Fanon 's books, Desai, other
4. Hermeneutic Views of Psychology
    a. Teo (2010, 2011) Roots of Critical Psychology; Hermeneutics of Race Psychology
    b. Abraham (2010a,b) search for sections on Bahktin & Lewin; Freire; Ryan; Thomas & Silllen (choose)
5. Cultural Psychology
    a. Cole (Introduction & Chapter 1)
    b. Cole, Shweder (2000)
6. Indigenous Psychology
    a. Allwood (2011, Social Epistemology)
    b. Allwood (2011, Cultural Concept Reply); Kim; (syllabus) Kim et al. ,(2006); Kamens; Sandararajan.
7. Liberation Education, Gender, Religion, Art, Theatre, & Psychology
    a. Education: Freire
    b. Gender: Feminism, Gay Rights, & Child Trafficking. [See Erhlich & Abraham; Murphy & Abraham for other references]
    c. Religion: King, Malcolm X, Wright/Moyers , Crossan, Bible, West, Reformation
    d. Art: Koehler Zausner, Pfeiffer; http://en.wikipedia.org/wiki/Espa%C3%B1a_y_Filipinas
    e. Theatre: New Voice Company; Bread & Puppet;
       http://www.newvoicecompany.com/html/about.htm
       http://en.wikipedia.org/wiki/Guerrilla_theatre;
       http://en.wikipedia.org/wiki/Bread_and_Puppet_Theatre
    f. Psychology: Levine, Lewin; Koehler, Martin Baró, Fanon

[Sill in progress as of 10/21/2011]

Exercises

1. As the Psy320 Psycharda let's take over a display case in the Exploratorium. Let's make it a description of "Critical Liberation Psychology". We can start with some redacting or rewriting the course description and ideas from Bhabha and Hook, and lets find good pictures to illustrate it that we take off the internet or with our cameras. We can make a PowerPoint out of the poster as well as a start into doing that. Let's start small and easy, and improve and expand as we go.
2. Name a few revolutions and examine to what extent they were motivated or focused by social or religious philosophies. Notice if the core leaders were diasporic. A couple of examples, the Russian Revolution and the American/French REolutions (seculr), and Christianity, Mohammodism, and the Reformation (religious). What oppresssions were each addressing? I omit the most obvious rot you to fill in.