

## **Psychology 417A: Psychology and Developing Societies**

Summer/Fall 2015, Section 921  
Class Meetings, May: Tuesdays/Thursdays, 12:30-4:00PM  
Room B304, Buchanan Building

### **Instructor:**

Dr. Sunaina Assanand (“Sue-nay-nah Ass-an-and”)  
Office: Room 3102, Kenny Building  
E-mail: [assanand@psych.ubc.ca](mailto:assanand@psych.ubc.ca)  
Phone: 604.822.9948, 604.822.2851  
Office Hours, May: Immediately after class, as needed  
Office Hours, September/October: Thursdays, 1:00-4:00PM

### **Teaching Fellow:**

Ben Cheung (“Chung”)  
Office, May: Room 2202, Kenny Building  
Office, September/October: Room 3503, Kenny Building  
E-mail: [bycheung@psych.ubc.ca](mailto:bycheung@psych.ubc.ca)  
Office Hours, May: Tuesdays, 11:00AM-12:00PM  
Office Hours, September/October: Wednesdays, 11:00AM-12:00PM

**Course Description:** This course will introduce students to the application of psychology to international development. Students will explore the diverse contributions that psychologists may make to global development and examine topics that foster cultural sensitivity and respectful collaboration in diverse cultural contexts. Students will relate their classroom learning to the “real-world” through an international service learning (ISL) placement in Kenya, South Africa, Swaziland, or Uganda. Students’ placements will be organized and facilitated by ISL staff at the Centre for Community Engaged Learning.

**Course Objectives:** Students who successfully complete this course will be able to:

- recognize the role of psychological inquiry in international development.
- identify limitations in the applicability of Western psychological theory to individuals in non-Western cultures.
- appreciate indigenous psychologies.
- identify the ethical responsibilities of psychologists who work in developing societies.
- evaluate psychological theory and research related to development initiatives.
- apply psychological theory and research to development initiatives.
- participate in respectful collaboration with individuals from diverse cultures.
- synthesize and present theory, research results, and field work to a broad audience.
- engage in critical self-reflection.
- demonstrate civic responsibility and global awareness.

**Prerequisites:** The prerequisites for this course are: (a) 60 credits of undergraduate course work and (b) 6 credits of 300-level psychology courses.

**Course Structure:** The course will be structured in four parts:

#### Pre-Placement Class Meetings

Students will attend eight class meetings prior to their ISL placement. Each class meeting will explore a topic related to the course objectives. Students will be assigned readings that must be completed prior to each class meeting. During class time, the readings will be discussed and students will engage in activities to expand upon the readings.

#### ISL Placement

Students' ISL placement will be approximately twelve weeks in duration. Upon arrival in the host country, students will receive an in-country orientation facilitated by ISL representatives. Mid-way through the placement, students will participate in an "in-session" workshop with ISL staff in which they will reflect upon their learning in the field.

Each student will complete her or his placement with a partner organization in the host country. Partner organizations include Good Samaritan School for the Deaf, Greater Hope Swaziland, Little Rock Academy, Salama Shield Foundation, SOS Children's Villages, and The AIDS Support Organization (TASO).

#### Post-Placement Class Meeting

Following return to Vancouver, students will participate in a re-entry workshop with ISL staff. In addition, students will attend one class meeting. The class meeting will serve as a debriefing or "mirroring session." During the class meeting, each student will identify and discuss one course topic in relation to their placement, attempting to draw explicit connections between their classroom learning and placement experiences.

#### ISL Symposium

The course will conclude with an ISL symposium in which students will present talks on their classroom learning and placement experiences. In order to disseminate the knowledge that students acquire, the symposium will be open to the public. In addition, local representatives of organizations involved in international development and Arts Research Abroad (ARA) representatives may be invited to the event.

**Course Website:** The website for this course is <http://www.psych.ubc.ca/~assanand>. In order to access materials on the website, students will require the following password: \_\_\_\_\_ . Lecture slides will be posted on the website after each class period.

Grades will be posted on the website by student number. I will notify the class via e-mail when I have posted grades on the website. Students must register their current e-mail address with UBC to ensure that they receive class announcements via e-mail.

**Readings:** The readings are listed in the Schedule of Course Topics (see pp. 11-13). The readings are available as a course package at the UBC Bookstore.

**Evaluation:** Academic credit will not be given for students' service abroad. Rather, academic credit will be given for the learning that students derive and demonstrate through their participation and assignments. The course is designated as a "writing-intensive" course. Students' grade in the course will be based on six components:

Component	Percent of Course Grade
ISL Pre-Departure Training Participation	5%
Class Participation (10 discussion questions, 1% each)	10%
Assignment 1: Survey of Millennium Development Goals for Partner Organization and Host Country	15%
Assignment 2: Articulated Learning Journal Entries (five journal entries, 5% each)	25%
Assignment 3: Program Review and Assessment	30%
Symposium Presentation	15%

#### ISL Pre-Departure Training Participation

In order to ensure positive learning outcomes, the Centre for Community Engaged Learning has designed a series of pre-departure training sessions. These sessions address aspects of international development that are not considered in Psychology 417A; the curriculum for Psychology 417A was designed to complement these sessions. Students will receive 5% for full participation in the sessions and completion of all assignments associated with the training. The assignments include a situation analysis, a personal learning and development plan, and a concept paper. Failure to attend sessions and complete assignments will result in a deduction of percentage points proportional to the number of sessions missed and/or the number of assignments that are not completed.

#### Class Participation

Class meetings will incorporate activities and substantial discussion. Active, informed participation is required of all students.

At the start of the course, each student will be assigned to a team that will summarize the readings related to one course topic. The team may summarize the readings in whole or in part through lecture. However, students are strongly encouraged to use interactive techniques in their presentation (e.g., "acting out" one or more studies, creating a demonstration or game, showing a brief [i.e., less than 5 minutes] video clip that highlights a key concept). The team's summary of the readings should be approximately 20 minutes in duration and should be novel, avoiding redundancy with the interactive techniques used by other students in their summaries. If audio-visual resources are needed for the summary, please let me know three weekdays in advance of the presentation. All team members must contribute equally and meaningfully to the team's efforts to summarize the readings.

In addition, students must generate two discussion questions for each of the class meetings scheduled on May 12, 14, 19, 21, 26, and 28, with the exception of the class meeting for which their team will summarize the readings. The discussion questions should reflect thoughtful observation related to the readings. For example, students may challenge conclusions drawn by the authors, consider implications of the findings, or relate the readings to other topics. The discussion questions should avoid requests for clarification; these may be submitted in addition to the discussion questions. Students must e-mail the discussion questions to me by 9:00AM on the date on which the readings will be considered in class. Discussion questions received after 9:00AM will not be accepted. Students must be prepared to facilitate discussion of their questions during class. The discussion questions will be graded for timely submission and quality.

In order to facilitate the exchange of ideas among class members, students are asked to share their ideas and respond to others' ideas in a respectful and nonjudgmental manner. Each member of the class should feel that he or she has the opportunity to participate; accordingly, please refrain from dominating discussion. Courteous and considerate participation will cultivate a positive and informative classroom environment.

### Assignment 1: Survey of Millennium Development Goals for Partner Organization and Host Country

The purpose of Assignment 1 is to provide students with the foundational knowledge that is needed to understand and appreciate the concerns and initiatives of their partner organization, within the context of their host country. For the assignment, students will: (a) review the Millennium Development Goals (MDGs) that are of primary concern to their partner organization and (b) discuss research regarding the host country's progress in achieving these MDGs. The bulk of the assignment should focus on the latter of these two requirements (i.e., the host country's progress in achieving these MDGs). Appropriate questions to ask in conducting the survey include, but are not limited to, the following:

What are the MDGs? In general, what is the work of my partner organization? Which of the MDGs are addressed by the work of my partner organization? Has my host country made progress in achieving these MDGs? What evidence supports this conclusion? What initiatives has my host country implemented to achieve these MDGs? What factors, if any, have impeded my host country's progress? Does research suggest that my host country will achieve these MDGs in the years ahead or are conditions expected to worsen in the future?

The assignment should be 6-8 pages in length (excluding a title page and the reference section), typed, and double-spaced. A 12-point Times New Roman font and 1-inch margins must be used. Any pages beyond 8 will not be read. Assignments under 6 pages will receive a 10% deduction for each page or partial page under the minimum page requirement (after correcting for errors in spacing, font, and margins, if necessary). Further information regarding the assignment will be provided in class.

### Assignment 2: Articulated Learning Journal Entries

The purpose of Assignment 2 is to foster personal growth, academic development, and civic engagement among students through reflection. For the assignment, students will write five journal entries over the course of their placement. Each journal entry will identify

a “critical moment” that the student experienced while in the field. A critical moment may be characterized by emotion (e.g., surprise, disappointment); perplexity, hesitation, discomfort, or doubt; or the experience of insight. The student will analyze the critical moment to identify its personal, academic, and civic significance. Appropriate questions to ask in exploring the personal, academic, and civic significance of the critical moment include, but are not limited to, the following:

Personal: What did the experience reveal about my attitudes, assumptions, beliefs, or values? What stereotypes do I hold and how did I develop them? How did my experience of relative privilege influence my response to the individuals involved or events that occurred? How did the experience change my attitudes, assumptions, beliefs, or values? What strengths or weaknesses did I display during the experience? How can I develop these strengths or overcome these weaknesses? What abilities or skills did I develop as a result of the experience?

Academic: Did the experience illustrate a course concept? Did the experience help me understand a course concept? Did a course concept help me understand or respond to the experience? Was a course concept reinforced or challenged by the experience? Does the experience suggest that a course concept needs to be revised or discarded? If the course concept needs to be revised, what revisions are necessary? What more do I need to learn to understand the experience? How might I answer new questions that resulted from the experience?

Civic: How did the experience help me understand my partner organization’s vision, mission, or goal? What did the experience reveal about the relationship between my partner organization and those that it serves? Could additional or alternative approaches be adopted to produce systemic and long-term change? What does it mean to be an “agent of change?” What did I learn about the challenges of global and/or community development? How can these challenges be overcome? How can my actions contribute to social (in)equality and/or (in)equity? What community-based initiatives can I serve in the future? How will I apply my learning to contribute to social change?

After deliberating these and related questions, the student will identify the domain (i.e., personal, academic, or civic) that was most significantly impacted by the critical moment and write an “articulated learning” (AL) journal entry (Ash & Clayton, 2004, 2009) for submission. The journal entry should answer four questions: (a) What did I learn? (b) How did I learn it? (c) Why does it matter? and (d) What will I do in light of my learning? Students may find it helpful to answer these questions using the following prompts in consecutive paragraphs: (a) I learned that ....., (b) I learned this when ....., (c) This learning matters because ....., and (d) In light of this learning .... In generating responses to (d) (i.e., What will I do in light of my learning?), students should attempt to construct SMART goals—that is, goals that are specific, measurable, attainable, results-focused, and time-bound (see <http://www.projectsmart.co.uk/smart-goals.php>).

Of the five journal entries that students submit, at least one must be an academic journal entry and at least one must be a civic journal entry. Any personal journal entries in excess of three will be assigned a grade of “0.” For each journal entry, clearly indicate the domain (i.e., personal, academic, or civic) that is the focus of the journal entry in a title.

Each journal entry should be 1-3 pages in length (excluding a title page and the reference section), typed, and single-spaced. A 12-point Times New Roman font and 1-inch margins must be used. Any pages beyond 3 will not be read. Further information regarding the process of reflection and sample journal entries will be provided in class.

### Assignment 3: Program Review and Assessment

The purpose of Assignment 3 is to develop students' ability to apply psychological theory and research to community-based initiatives undertaken by development organizations. For the assignment, students will: (a) review a specific program that their partner organization implemented and (b) assess the program, adopting a psychological lens. The bulk of the assignment should focus on the latter of these two requirements (i.e., program assessment). Appropriate questions to ask in reviewing and assessing the program include, but are not limited to, the following:

Program review: What were the objectives of the program? Who did the program serve? How was the program implemented? What were the key elements of the program?

Program assessment: What psychological variables were addressed by the program (e.g., in its design, training, and/or delivery)? Did the program address any indigenous psychological variables? Were there any psychological variables that were not addressed by the program that could contribute to its success? How could these psychological variables be incorporated into the program in the future? What measures and research design could be used to examine the psychological impact and/or efficacy of the program?

The assignment should be 7-10 pages in length (excluding a title page and the reference section), typed, and double-spaced. A 12-point Times New Roman font and 1-inch margins must be used. Any pages beyond 10 will not be read. Assignments under 7 pages will receive a 10% deduction for each page or partial page under the minimum page requirement (after correcting for errors in spacing, font, and margins, if necessary). Further information regarding the assignment will be provided in class.

### Symposium Presentation

The symposium presentation has three purposes: (a) to foster academic development among students through shared reflection, (b) to develop students' oral presentation skills, and (c) to cultivate collaborative learning among students from diverse disciplines (e.g., psychology, economics, sociology) through interdisciplinary dialogue. For the presentation, students will work with their placement partner(s) to amalgamate the content of their submissions for Assignment 3. More specifically, students will compare, contrast, and ultimately synthesize their program reviews and program assessments for Assignment 3, producing a concise presentation that illustrates their joint application of psychological theory and research to one or more community-based initiatives undertaken by their partner organization. In addition to the questions listed above for the program review and program assessment, appropriate questions to ask in developing the content of the presentation include, but are not limited to, the following:

Does the presentation include the ideas of all presenters, reflecting a collaborative effort? Does each presenter have equal opportunity to contribute to the presentation (i.e., equal opportunity to "shine")? Are the individual presentations within the team presentation

logically ordered, with clear connections between each individual's ideas? Is the content of the presentation easily understood by audience members (e.g., an outline of the organization of the presentation is provided; psychological terms are defined)? Are visual aids appropriate and engaging for the audience?

The presentation should be 20-25 minutes in duration and should include slides (e.g., PowerPoint slides). The presentation should be designed for a broad audience, including individuals unfamiliar with psychological theory and research. Students may receive coaching and feedback on their presentation prior to the symposium. Students will be given the opportunity to evaluate the contributions of their placement partner(s) to the presentation. Peer evaluation will comprise 10% of students' grade on the presentation; students who do not submit their peer evaluation(s) will receive a 10% deduction in their presentation grade. Further information regarding the presentation will be provided in class.

### Sources of Information

Sources of information that are used for the assignments and symposium presentation may be varied, including books, scholarly articles published in psychological journals, scholarly articles published in non-psychological journals (e.g., anthropological journals, medical journals), governmental reports, and reports produced by non-governmental organizations. Students should use recently published works whenever possible.

Sources of information should be cited according to the guidelines provided by the American Psychological Association (i.e., APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the UBC Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Class slides should be cited as follows:

In-text citation: (Assanand, date).

Example: As was noted in class (Assanand, 2015), the consequentialist position maintains that ....

Reference section: Assanand, S. (date). Class meeting number [PowerPoint slides].

Retrieved from <http://URL>

Example: Assanand, S. (2015). Class meeting 1 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2015/08/Class-Meeting-1-PDF2.pdf>

Slides from different classes should be distinguished with lower case letters in both the in-text citation and reference section:

Example: As was noted in class (Assanand, 2015a), the consequentialist position maintains that .... Consistent with this position, many psychologists argue that ... (Assanand, 2015b).

Note that Wikipedia is not an appropriate source of information to cite in your work.

### Grading of Assignments and Symposium Presentation

Both the assignments and symposium presentation will be graded for content—that is, the thoughtfulness and, if applicable, creativity with which the student completed the content-related requirements described above. “Critical thinking standards” specific to the grading of the content of Assignment 2 will be presented in class. Both the assignments and symposium presentation will also be graded for the use of appropriate citation procedures, as described above.

In addition to content and citations, the assignments will be graded for writing style, mechanics, and formatting—that is, how well the assignments were written. For example, did your assignment (in particular, Assignments 1 and 3) contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your assignment well organized, characterized by effective transitions between ideas and a logical flow? Were sources of information paraphrased appropriately and integrated effectively into your writing (e.g., listing of abstracts was avoided, if applicable)? Were there errors in punctuation, grammar, or spelling? Did your assignment conform to the formatting requirements?

In addition to content and citations, the symposium presentation will be graded for delivery—that is, how effectively the student shared his or her ideas with audience members. For example, did you speak clearly and loudly, at an appropriate pace and with a lively tone? Did you maintain eye contact and use expressive and appropriate body language (e.g., gestures) to engage the audience? Did you refer to visual aids appropriately during the presentation? Did you competently handle any technologies that you used during the presentation? Did you use the allotted time for your presentation? Did you respond effectively to audience reactions and questions?

### Due Dates

The due date for Assignment 1 will be negotiated in class, through discussion among class members. Please insert the due date for Assignment 1 in the space provided in the Schedule of Course Topics (see p. 13). The due dates for Assignments 2 and 3 and the date of the symposium presentation are noted in the Schedule of Course Topics (see p. 13).

Students are expected to submit the assignments and deliver the symposium presentation on the indicated due dates. Note that due dates will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative due date for these reasons. Due dates may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Due dates may also be rescheduled for students who have conflicting religious obligations. If you are unable to submit an assignment or deliver the symposium presentation on its due date as a result of illness, please contact me before the due date or within 24 hours after the due date. The work of students who do not contact me within 24 hours after the due date will be considered late and will receive a late penalty, as described below. If you are unable to submit an assignment or deliver the

symposium presentation on its due date as a result of religious obligations, please notify me within the first 2 weeks of classes. Otherwise, students will lose 10% per 24-hour period after the time for submission has ended on the due date. For example, students who submit Assignment 3 between 4:01PM on October 1 and 4:00PM on October 2 will receive a 10% penalty.

**Attendance:** Attendance is mandatory and will be taken regularly. Students may be excused from class if ill, in which case a doctor's note is required (see above). Students will not be excused from class for a reason other than documented illness. Students who are absent from class for a reason other than documented illness will lose 5% from their course grade for each absence. Given the compressed period over which the class meetings are held, each class missed is equivalent to absence from four 50-minute classes in winter session. Moreover, given the student-centered, participatory nature of the class activities, the absence of one student adversely impacts all students in the class.

Students are expected to arrive to class on time and remain in class until the session has ended.

**Requests for Adjustment of Grades and Academic Concession:** Requests for the adjustment of a grade must be made within 3 weeks of the posting of that grade. Most requests for adjustment can be settled directly with the teaching fellow. In cases of a dispute that cannot be satisfactorily resolved with the teaching fellow, please contact me.

During your time in this course, if you encounter medical, emotional, or personal problems that you believe may affect your performance, please notify me. You may be able to obtain academic concession from the dean of your faculty. Please discuss any extenuating circumstances with me prior to due dates. In order to ensure equity among the students in the class, accommodations will not be made after an assignment has been submitted or the symposium presentation has been completed. Furthermore, the relative weight of the assignments and/or symposium presentation will not be changed for any given student. For further information on academic concession, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

**Academic Misconduct:** In an effort to minimize academic misconduct, the Psychology Department requires that assignments be submitted to TurnItIn. TurnItIn is a service designed to detect and deter plagiarism. TurnItIn will compare students' work to over 5 billion pages of content on the Internet or in TurnItIn's databases and generate customized "originality reports" to identify plagiarized content. These reports are reviewed for evidence of plagiarism. Assignments 1 and 3 must be scanned by TurnItIn prior to submission; failure to do so will result in a grade of "0" on the assignments. For each of these assignments, the electronic copy submitted to TurnItIn will be compared to the copy of the assignment submitted for grading; accordingly, do not change the content or format of the electronic copy that you submit to TurnItIn. Further information regarding the use of TurnItIn will be provided in class.

Plagiarism occurs when an individual submits or presents the work of another person as her or his own. The Faculty of Arts has prepared a comprehensive guide on plagiarism and methods to avoid it. The guide is available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>. According to University policy, students may not submit the same work, or largely the same work, in two or more courses; this constitutes academic misconduct.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a “0” credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student’s transcript. For further information on student conduct and discipline, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>) and the University Counsel’s policy on student discipline (<http://universitycounsel.ubc.ca/discipline/>).

**Academic Accommodation:** The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). Please let me know in advance, preferably within the first week of classes, if you require any accommodation on these grounds.

**Publication Opportunity:** Following completion of the course, students may consider submission of a research paper related to their course and field work to a journal for publication. Journals students may consider are the UBC Undergraduate Journal of Psychology and the NGDI (Neglected Global Diseases Initiative) Student Global Health Journal. The UBC Undergraduate Journal of Psychology is specific to psychology; see <http://ojs.library.ubc.ca/index.php/ubcujp>. The NGDI Student Global Health Journal is multidisciplinary; see [http://ngdi.ubc.ca/?page\\_id=7186](http://ngdi.ubc.ca/?page_id=7186). Further information regarding the opportunity to publish in these journals will be provided in class.

**Schedule of Course Topics:** The schedule provided below may be changed to accommodate class interest and discussion. Any changes will be announced in class.

Date	Topic, Readings, Requirements
May 5	<p>Introduction to Psychology 417A.            The Application of Psychology to International Development: Obstacles and Opportunities.  <u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Sinha, D. (1984). Psychology in the context of Third World development. <i>International Journal of Psychology</i>, 19, 17-29.</li> <li>• Holdstock, T. L. (2000). An introspective approach to psychology. In <i>Re-examining psychology: Critical perspectives and African insights</i> (pp. 3-23). Philadelphia: Taylor &amp; Francis.</li> <li>• Holdstock, T. L. (2000). Ethnocentrism and racism in psychology. In <i>Re-examining psychology: Critical perspectives and African insights</i> (pp. 24-38). Philadelphia: Taylor &amp; Francis.</li> </ul>
May 7	<p>Indigenous Psychologies: Theoretical and Practical Considerations.  <u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Adair, J. G. (1999). Indigenisation of psychology: The concept and its practical implementation. <i>Applied Psychology: An International Review</i>, 48, 403-418.</li> <li>• Sinha, D. (1997). Indigenizing psychology. In J. W. Berry, Y. H. Poortinga, &amp; J. Pandey (Eds.), <i>Handbook of cross-cultural psychology, Vol. 1: Theory and method</i> (pp. 131-169). Needham Heights, MA: Allyn &amp; Bacon. (<u>Required reading: pp. 131-144, 157-161.</u>)</li> <li>• Holdstock, T. L. (2000). Revisioning the concept of the self. In <i>Re-examining psychology: Critical perspectives and African insights</i> (pp. 88-110). Philadelphia: Taylor &amp; Francis.</li> <li>• American Psychological Association (n.d.). <i>Statement on the role of psychologists in international emergencies</i>. Retrieved from <a href="http://www.apa.org/international/resources/emergency-statement.aspx">http://www.apa.org/international/resources/emergency-statement.aspx</a>.</li> </ul>
May 12	<p>Research Methods: Community-Based/Participatory Action Research.  <u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Sloan, T. S. (1996). Psychological research methods in developing countries. In S. C. Carr &amp; J. F. Schumaker (Eds.), <i>Psychology and the developing world</i> (pp. 38-45). Westport, CT: Praeger.</li> <li>• Kloos, B., et al. (2012). The aims of community research. In <i>Community psychology: Linking individuals and communities</i> (pp. 70-101). California: Wadsworth.</li> <li>• Van Vlaenderen, H. (2001). Psychology in developing countries: People-centred development and local knowledge. <i>Psychology in Society</i>, 27, 88-108.</li> </ul>

May 14	<p>Case Study: HIV/AIDS Transmission and Prevention.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Levers, L. L., et al. (2011). HIV and AIDS counseling. In E. Mpufu (Ed.), <i>Counseling people of African ancestry</i> (pp. 249-264). New York: Cambridge University Press.</li> <li>• Chikombero, M. (2007). Confusion, anger, and denial: Results of HIV/AIDS focus group discussions with rural adult Zimbabweans. In T. Falola &amp; M. H. Heaton (Eds.), <i>HIV/AIDS, illness, and African well-being</i> (pp. 252-385). New York: University of Rochester Press.</li> <li>• McGrath, J. W., et al. (2007). A group-based intervention to increase condom use among HIV serodiscordant couples in India, Thailand, and Uganda. <i>AIDS Care</i>, 19, 418-424.</li> </ul>
May 19	<p>Case Study: Female Empowerment and Feminisms.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Alzate, M. M., et al. (2013). Women and leadership in development, planning, organizing, and social change. In M. Weil, M. Reisch, &amp; M. L. Ohmer (Eds.), <i>The handbook of community practice</i> (pp. 653-681). California: Sage.</li> <li>• Kim, J. C., et al. (2007). Understanding the impact of a microfinance-based intervention on women's empowerment and the reduction of intimate partner violence in South Africa. <i>American Journal of Public Health</i>, 97, 1794-1802.</li> <li>• Dworkin, S. L., et al. (2013). Impact of a gender-transformative HIV and antiviolence program on gender ideologies and masculinities in two rural, South African communities. <i>Men and Masculinities</i>, 16, 181-202.</li> </ul>
May 21	<p>Case Study: Educational Access and Disability.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Nsamenang, A. B. (2003). Conceptualizing human development and education in Sub-Saharan Africa at the interface of indigenous and exogenous influences. In T. S. Saraswathi (Ed.), <i>Cross-cultural perspectives in human development: Theory, research and applications</i> (pp. 213-235). New Delhi: Sage.</li> <li>• Buchmann, C. (2000). Family structure, parental perceptions, and child labor in Kenya: What factors determine who is enrolled in school? <i>Social Forces</i>, 78, 1349-1378.</li> <li>• Gona, J. K., et al. (2011). Caring for children with disabilities in Kilifi, Kenya: What is the carer's experience? <i>Child: Care, Health and Development</i>, 37, 175-183.</li> </ul>
May 26	<p>Case Study: Psychotherapy.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Bolton, P., et al. (2003). Group interpersonal psychotherapy for depression in rural Uganda: A randomized controlled trial. <i>Journal of the American Medical Association</i>, 289, 3117-3124.</li> <li>• Mpofu, E., et al. (2011). Indigenous healing practices in Sub-Saharan Africa. In E. Mpufu (Ed.), <i>Counseling people of African</i></li> </ul>

	<p><i>ancestry</i> (pp. 3-21). New York: Cambridge University Press.</p> <ul style="list-style-type: none"> <li>• Hanks, T. L. (2008). The ubuntu paradigm: Psychology's next force? <i>Journal of Humanistic Psychology</i>, 48, 116-135.</li> </ul>
May 28	<p>Placement Preparation: Socioeconomic Privilege and Service Learning as a Pedagogical Tool.</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Dunlap, M., et al. (2007). White students' experiences of privilege and socioeconomic disparities: Toward a theoretical model. <i>Michigan Journal of Community Service Learning</i>, 13, 19-30.</li> <li>• Dharamsi, S., et al. (2010). Enhancing medical students' conceptions of the CanMEDS Health Advocate Role through international service-learning and critical reflection: A phenomenological study. <i>Medical Teacher</i>, 32, 977-982.</li> <li>• Yorio, P. L., &amp; Ye, F. F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. <i>Academy of Management Learning and Education</i>, 11, 9-27.</li> <li>• Ash, S. L., &amp; Clayton, P. H. (2004). The articulated learning: An approach to guided reflection and assessment. <i>Innovative Higher Education</i>, 29, 137-154. (<u>Supplementary reading.</u>)</li> </ul>
<u>June 1</u> (Insert date negotiated in class.)	<u>Due:</u> Assignment 1. Submit an electronic copy to the teaching fellow via e-mail by 11:59PM.
June 30	<u>Due:</u> Assignment 2, AL Journal Entry 1. Submit an electronic copy to the teaching fellow via e-mail by 11:59PM. (Note that students may submit a draft of AL Journal Entry 1 for feedback on or before <u>June 23.</u> )
July 31	<u>Due:</u> Assignment 2, AL Journal Entries 2 and 3. Submit electronic copies to the teaching fellow via e-mail by 11:59PM.
August 31	<u>Due:</u> Assignment 2, AL Journal Entries 4 and 5. Submit electronic copies to the teaching fellow via e-mail by 11:59PM.
September 24	Mirroring Session: Examination of Course Topics in Relation to Placement Experiences. To be held at 4:00-7:00PM. Location TBA.
October 1	<u>Due:</u> Assignment 3. Submit a hard copy between 1:00-4:00PM in room 3102 of the Kenny Building.
October 12	Symposium Presentation Coaching and Feedback Session. <u>Optional.</u> To be held at 3:00-7:00PM. Location TBA.
October 17	<u>Due:</u> Symposium Presentation. Time and location TBA.