American University of Central Asia

Psychology Department

PSY-355

**Global and Diverse Voices in Psychology: The Gender Gap and Beyond**

Syllabus

Spring 2023

Course ID: 5767

Course status: Elective

Pre-requisites: none

Credits: 6

Class meeting times: Mondays, 15:35-16:50 & 17:00-18:15

Venue: TBD

**Course instructors:**

Dr. Elena Kim, Professor, Psychology kim\_el@auca.kg

Office hours: online by appointment only

Dr. Mohira Suyarkulova, Associate Professor, Psychology suyarkulova\_m@auca.kg

Office hours: Mondays 11:00-13:00 or by appointment

Student assistants:

**Course description**:

Narratives about the pursuit of knowledge about human behavior and mind have historically excluded voices that were not in power. This course is an effort to put such voices to the forefront of the classroom discussions in the context of psychological science. We begin with learning about inclusion/exclusion and intersectionality in the context of psychological science from a historical, philosophical and sociological perspective.

In this course we will undertake informed efforts to make prominent psychologists from underrepresented groups visible and learn how these contributions played a role in the advancement of psychology as a science. We will also become familiar with the critiques of psychological science as being andro- and ethnocentric through discussing systematic biases in producing psychological science and knowledge. We will explore how the field approached women, diverse ethnic groups and underrepresented genders as research subjects and critically analyze theories which omitted or distorted diverse experiences of those who were construed as ‘nuisance variables’. The goal here is not to dismantle the discipline of psychology altogether but to reaffirm our rejection of discriminatory ideologies and commit to advocate for equity and justice in psychological research, practice and teaching. The course will review contemporary research studies in psychology which investigate intersections of gender, race, class, and sexuality from intersectional and critical perspectives. Drawing on this newer scholarship, we will learn how to work with the topics of inclusion, intersectionality and justice and turn them into researchable projects in psychology.

This course is designed jointly by scholars and educators from across OSUN - the Open Society University Network (AlQuds Bard College in Palestine, American University of Central Asia in Kyrgyzstan, Bard College in the United States, and Bard College Berlin in Germany) - and scholars affiliated with Off-University, the course is part of OSUN‘s [Transnational Feminism, Solidarity, and Social Justice](https://opensocietyuniversitynetwork.org/education/curricula/tfssj/) project. Through a series of shared readings and assignments, you will have a unique opportunity to engage with peers and professors from other OSUN campuses, thereby building local and international alliances, challenging dogma, and experimenting with powerful forms of feminist expression. As OSUN participants, you will be actively involved in a cross-campus exchange with students from Bard College Berlin, collaborating on a project and attending joint events together. More information about activities within this network can be accessed on this [Brightspace](https://osun.brightspace.com/d2l/home/7350), where you can find links to activities, zoom meetings and lectures.

**Course objectives and learning outcomes**:

The course is designed in such a way that upon its completion, you will enhance your skills in:

1. Understanding the broader historical context that has prevented diverse groups of people from accessing and producing scientific knowledge in psychological science.
2. Recognizing contributions of some remarkable but ‘forgotten’ scholars to groundbreaking research in psychology.
3. Analyzing how gender identity, race and class contribute to creating different experiences for individuals as producers of scientific knowledge in psychology .
4. Identifying and critiquing how bias manifests in scientific production about human behavior and with what consequences for women, underrepresented genders, and diverse ethnic groups.
5. Applying the above skills to prepare and conduct an in-depth interview project which keeps central the ideas of inclusion and equity.

**Course structure:**

We designed this course as interactive sessions in which each class builds upon in-class activities, reflections on readings and assignments. While there will be some material which we will deliver in the form of overview lectures, we will participate in various forms of active learning during classes. Classes will have time set aside for working on assignments.

**Important!** Please, note that due to the course being taught across OSUN, there will be joint sessions with colleagues from Bard College Berlin. They are scheduled on **February 27, March 27, April 17**. The joint sessions will be held via ZOOM. The link to the class will be provided. Participation in these meetings are mandatory.

**Reading materials:**

We will not have any textbooks for this course. Instead, each week we will provide you with reading materials which will include book chapters, research articles and also popular sources and visual materials. The materials will be made available through the course’s Google drive folder with clickable links to all required readings provided in this syllabus. It is essential that you do the readings before the class and prepare for the class discussions with questions or written reflections on topics which will be announced in class.

**Course schedule**:

| **Week #/ Date** | **Topic**  | **Assigned readings and work due** |
| --- | --- | --- |
| W1/ Jan 16 | Introduction: Diverse bodies and psyche across space and time | Getting to know each other“Check your privilege” exercise |
| W 2/ Jan 23 | The “great man” approach in (psychological) science and women’s contribution  |  Read  [Edwin Boring “Great men and scientific progress”](https://drive.google.com/file/d/1ei378EXJHewXeHilPoFSu5vNm4bC_FCE/view?usp=share_link) |
| W 3/ Jan 30 | Sex bias in psychological research: challenging the ‘universality’ of the “standard subject’ | Read [Leanor Tiefer “Human Sexual Response Cycle”](https://drive.google.com/file/d/1_yNhlfu8daMh3rGgAjxmeByw1xonPjOT/view?usp=share_link)Read [Stephanie A. Shields “Passionate men, emotional women”](https://drive.google.com/file/d/1pE6dMnUYKk7sVz6huGEWIav-Enq_h-Kq/view?usp=share_link) |
| W 4/ Feb 6 | Feminist protests | Read Sara Salem’s [On transnational feminist solidarity](https://drive.google.com/file/d/1DaHQgBc-QnRZa6Rzng4s80fd-aVCUbuM/view?usp=share_link)Watch [Angela Davis’s](https://www.youtube.com/watch?v=WGJ5LHZkYSg) speechPost an image of a feminist protest and a 300-word description to Padlet |
| W 5/ Feb 13 | Sara Salem lecture at 21:00 Bishkek time | Before the lecture, read the TEXT and post a question on PadletAfter the lecture write a one-page (250-300 word) response and submit by February 17 |
| W 6/ Feb 20 | Racial inequality in psychological research: ‘Even the rat was white’  | Read [Guthrie, R. V. (1976). Even the rat was white: Historical view of psychology.](https://drive.google.com/file/d/1Npjo60gcb1ZYiOoZa1t5RHyTq26e4gWt/view?usp=share_link)  |
| W 7/ Feb 27 | Sexuality and heterosexism in psychology: The ‘natural’ and ‘normal’? | Paul Preciado (2021) [Can the Monster Speak: Report to an Academy of Psychoanalysis](https://drive.google.com/file/d/18YDYgvtjTyxsXm_TIDtHIJLHPi7yb_Eq/view?usp=share_link)Submit 1000-word reflection on Feminist ProtestOptional reading by [Harry Harlow “Heterosexual affectional system in monkeys”](https://drive.google.com/file/d/1wKgQVcNiaH9sQ2TN4WdgcotTTFKZsWB7/view?usp=share_link) |
| W 8/ Mar 6 | Economic justice, class and psychology  | Read Audre Lord’s [*Notes from a trip to Russia*](https://rhinehartibenglish.weebly.com/uploads/2/2/1/0/22108252/sister_outsider_audrey_lorde_ib_pdf_packet.pdf)Read [Smith, L. (2005). Psychotherapy, classism, and the poor: Conspicuous by their](https://drive.google.com/file/d/19_jSXGsGAC8a63kSTlPA7cDEe2iIIbTa/view?usp=share_link)[absence. American Psychologist, 60 (7), 687-696.](https://drive.google.com/file/d/19_jSXGsGAC8a63kSTlPA7cDEe2iIIbTa/view?usp=share_link) |
| W 9/ Mar 13 | Anti-psychiatry and neurodivergence movements | Read Lauren Rose Strand (2017) [Charting Relations between Intersectionality Theory and the Neurodiversity Paradigm](https://drive.google.com/file/d/1rB38dur_x3UciZ8QwWpY_VPP9SmagyWB/view?usp=share_link) Students paired for interview assignmentRead Phadke, Khan and Ranade (2011) *Why Loiter?* [Chapter 13](https://drive.google.com/file/d/1XWIQiUjfABDFOFE4Uxi-6eb2Ama98E0Z/view?usp=share_link) & [Chapter 26](https://drive.google.com/file/d/1FnDNQp9L_n3dDDdU1paeWV3O7Hhsp9so/view?usp=share_link) |
| W10/Mar 20 | Spring Break - no classes |  |
| W11/Mar 27 | Keynote lecture on protests in Iran | Before the lecture, read the TEXT and post a question on PadletAfter the lecture write a one-page (250-300 word) response and submit by March 30  |
| W12/ Apr 3 | Guest lecture: Nina Bagdasarova and Georgy Mamedov on Psychological Wellbeing of LGBTQ+ people in Kyrgyzstan  | Read Post a question to Padlet before lecture |
| W 13/Apr 10 | Guest lecture: Elena Kosterina on Violence, Femininity and Gynecological Symptoms among Women in Kyrgyzstan | Read Post a question to Padlet before lecture |
| W14/Apr 17 | Science, social justice and diverse voices in today’s psychology  | Interview a student from another campus (Gendered bodies in public spaces) |
| W15/ Apr 24  | Inclusive frameworks, methodology and approaches in psychology: How to do research now? | Bakyt (Happiness) film (Kazakhstan, 2022) screening? Meeting with the writer Assem Zhapisheva? |
| W16/May 1 | Labour Day - no classes |  |
| W17/May 8 | Course wrap-up and evaluation |  |
| W18/May 15 | Final exams week |  |

**Course Assignments and Assessment**:

1. **Attendance and participation.** Attendance of all classes is essential for your learning success in this course. Your attendance and participation score is dependent on how consistently you attend classes, how frequently you participate in class discussions, and the quality of your contributions. This will also include various in- and out-of-class learning activities and small writing assignments that will be graded pass/no pass.
2. **The Feminist Protest** assignment asks you to think carefully about a feminist protest in your region, city or country. It consists of two parts:

**Part 1: A 300-word reflection paper on Feminist Protests.**

Pick one photo or video (one you made yourself or found online, in which case make sure to attribute it properly) and add a short (300-word) commentary by **February 6**. Then, post both the image and a 300-word description to Padlet. Students comment on each other’s posts in class. Please, pay attention to privilege and power disparities globally..Based on exchanges with their peers, students expand their short commentary to a 1000-word paper which they submit to their instructor.

**Part 2: A 1000-word reflection paper assignment: Feminist Protests**

Based on the exchanges with peers, expand your short commentary to a 1000-word paper. The 1000-word commentary is due **February 27.** In preparation, consider the points and tone of Angela Davis’ 2022 speech in Berlin as well as these questions:

* What is the purpose of these protests?
* Where do these protests take place? (streets, squares, parks, bridges, etc.)
* What slogans and imagery do protesters use?
* What formats and media do protesters utilize to get their message across? (banners, chants, dances, costumes, etc.)
* Who do these protesters address? Who is their audience? Who is not?
* What kind of image, in your opinion, do these protests try to project?
* Who is not there? Who is absent or excluded? Why?
* What alliances (if any) do you see emerge from the protests?
* What struck you most about Angela Davis’ address on Oranienplatz? How would you compare the atmosphere of that gathering to other protests you witnessed?
* If you took part in those protests yourself, what were your experiences?

Pick one photo or video (one you made yourself or found online, in which case make sure to attribute it properly) and add a short (300-word) commentary by ENTER DATE HERE. You will have a chance to revise and expand on this piece of writing in the coming weeks before you hand it in to your professor as a 1000-word statement in which you engage with at least one text (Angela Davis’ speech or a different one) assigned for this course.

1. **Peer Interview: Gendered Bodies in Public Space**

In this collaborative midterm assignment students will work in pairs with peers from other OSUN campuses to develop an understanding of how bodies are gendered in public space in various geographical locations depending on a wide set of factors including race, sexuality, religion, age, dis/ability, marital status, citizenship, among others. In preparation for this assignment, students will carefully read and annotate excerpts from *Why Loiter? Women and Risk on Mumbai Streets* by Shilpa Phadke, Sameera Khan, and Shilpa Ranade.

After conducting the interview, students will write a 1000-word profile of their peer, in which they will engage with at least two texts assigned for this course.

The goals of this assignment are:

1. to reflect on your gendered experiences of public space,
2. to consider other people’s gendered experiences of public space and in what ways they are similar or different from yours, and why,
3. to understand how one’s very embodied existence in public space can be an act of resilience, disruption or celebration,
4. to build academically informed connections with your peers at other campuses,
5. to learn about different perceptions of and experiences in public space,
6. to consider a range of factors, grounded in feminist thought and practice, that shape one’s experiences of and in public space – including factors beyond the common markers of identity such as age, sexuality, race, dis/ability, i.e., consider dress, body hair, gait, weight, height, hair color and style, makeup, footwear, activities such as eating, drinking, smoking in public, etc.

*Instructions on how to conduct a semi-structured peer interview*:

Before the interview:

* Prepare 5-8 questions. You will have a chance to workshop them in class and discuss them with your instructor. DEADLINE HERE
* Avoid suggestive questions (for example, instead of asking: “Did you really hate being stared at?” consider “How did you feel when you were being looked at?”)
* Set up an appointment with your peer for about one hour per person.
* Make sure the tech works properly (wifi connection, video, recording, etc.) Note: if you meet on zoom, the interview can be easily recorded and transcribed if you activate those functions.

During the interview:

* Ask your peer to sign or verbally agree to the consent form (attached) ahead of the interview.
* Check in with your peer if the interview is going well for them. If either of you feel uncomfortable, please take a moment to address the issues at hand. If needed, take a break and reschedule the interview for a later date with new questions.
* Listen attentively and take notes in addition to the recording. Ask follow-up questions as they emerge.
* If one of the questions you prepared has been answered, move on to the next one.
* If you run out of questions, ask your peer to share their thoughts on the assigned reading (*Why Loiter?*)

After the interview:

* Transcribe the interview either manually or with the help of software such as zoom or otter.ai.
* Read the transcript a few times to identify patterns, themes, key moments.
* Decide what theme or key moment you want to focus on in your profile.
* How do the readings from this course help you interpret the interview? Reference them in your profile.
* Give your 1000-word profile a title, run a spellcheck, and edit carefully before submitting it to your instructor by DEADLINE.

**4. Keynote Lecture**

2-3 days before the keynote:

In preparation for the zoom lecture by GUEST’S NAME on DATE & TIME please read PICK A TEXT SUGGESTED BY THE GUEST and then, by DATE, please submit one discussion question or a comment for her on the padlet INSERT PADLET LINK.

Your question or comment should engage with the social processes the text examines, the concepts it uses to analyze them, and the language it uses to represent them.

Ideally, your contribution should not simply pose a question, but provide some context. Do your best to explain how you arrived at your question, as appropriate by referring to a specific passage from the text. In the end, your discussion question should be composed of a few sentences or a short paragraph.

After the keynote (in class or via email):

Having attended or watched the recording of GUEST’S NAME keynote lecture and the following discussion, please submit a 250- to 300-word (1-page) response to the lecture. Your response can be a PDF, Word document, or Google Doc. Please submit it by DATE.

Here are a few questions to consider. (NOTE: your response definitely does not need to address all of them.)

* What are a few points and themes from the lecture and/or discussion that you found interesting, important, or surprising? Why was that the case?
* How did the lecture and/or discussion complement, or perhaps challenge, one or more of our readings thus far? How did it/they do so?
* What question or questions did the lecture and/or discussion raise for you (but not necessarily answer)? Just as you did with your discussion question, be sure to include some context that explains how you arrived at your question(s).

4. **Guest lecture preparation and report**. We will organize guest lectures for you, either synchronous or asynchronous. We will ask you to 1) read a paper either authored by the author or related to their lecture, 2) prepare a discussion question for the guest and post them on the Padlet prior to the lecture. Your question  should engage with the social processes the text examines, the concepts used to analyze them, and the language it uses to represent them. Ideally, your contribution should not simply pose a question, but provide some context. Do your best to explain how you arrived at your question, as appropriate by referring to a specific passage from the text. In the end, your discussion question should be composed of a few sentences or a short paragraph. 3) After the lecture and the following discussion, please submit a 250- to 300-word (1-page) response to the lecture. Your response can be a PDF, Word document, or Google Doc. Please submit it by December 1.

Here are a few questions to consider. (NOTE: your response definitely does not need to address all of them.)

* What are a few points and themes from the lecture and/or discussion that you found interesting, important, or surprising? Why was that the case?
* How did the lecture and/or discussion complement, or perhaps challenge, one or more of our readings thus far? How did it/they do so?
* What question or questions did the lecture and/or discussion raise for you (but not necessarily answer)? Just as you did with your discussion question, be sure to include some context that explains how you arrived at your question(s).

**GRADING**

1. Attendance and participation - 20%
2. Feminist protest image and 300-word statement – 10%
3. Feminist protest 1000-word reflection -15%
4. Peer interview: gendered bodies in public space - 20%
5. Keynote lecture preparation and report – 15%
6. Guest lectures preparation and reports - 10%X2=20%

**Grading system:**

| **Grade** | **Percentage Score Range** |
| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |
| I | Case-by-case decision; Incomplete grade is usually assigned because of health issues |
| W | Student may request Withdrawal grade from the course grade to avoid failure or low grade |
| X | X grade specifically denotes non-attendance; X grade cannot be requested by students and is only given at the discretion of a faculty member; |

**Resources to Support Student Learning:**

• Library Help, eReserves and research tools: <https://library.auca.kg/>

• Writing Center: <https://warc.auca.kg/>

• Academic Advising Office: <https://auca.kg/en/academic_advising/>

• Psychological Counseling Services: <https://auca.kg/en/psycons/>

• AUCA Student Code of Conduct <https://auca.kg/uploads/Students_life/Docs/Code%20of%20Students%202019.pdf>

• AUCA Bylaws of the Academic Appeals Committee <https://auca.kg/uploads/Faculty%20Senate/Academic%20Appeals%20Committee%20Bylaws.pdf>

Accommodation policy (for students with special educational needs)

<https://auca.kg/en/p5732652484/>

**honour code**

All work submitted must be free of plagiarism and meet the standards outlined in the AUCA Honour Code. Students are responsible for informing themselves regarding the rules of academic honesty and integrity. Plagiarism will not be tolerated and will result in an F for the assignment and possible suspension from the university.

Students are expected to show a respectful and collegial attitude towards the faculty and fellow students, be punctual and submit all assignments according to deadlines stated in this syllabus or otherwise announced by the instructor.