

HELTASA Excellence in Teaching and Learning Awards 2013

Anthony Collins

School of Applied Human Sciences, UKZN

Teaching context:

Position: Full-time lecturer in Psychology

School of Applied Human Sciences, Howard College Campus, UKZN.

Courses:

PSYC212: Understanding Violence, 2nd year, 250 students.

PSYC317: Trauma in Context, 3rd year, 150 students.

PSYC718: Psychology and Society: Love and Money, Honours, 30 students.

PSYC732: Victim Empowerment and Trauma Support, Honours, 30 students.

Context:

The students represent a very diverse range of educational, linguistic, cultural and economic contexts. It is a large urban campus and attracts both urban and rural students, many of whom stay in the university residences. English is the medium of instruction, but this is not the home language of most of the students. Teaching has to accommodate wide differences in academic preparedness, personal resources, social support, and styles of engagement. Classes are large and closer specific course support such as tutors and tutorials are not available, although some general academic resources such as essay writing support are offered. This creates challenges in terms of offering suitable additional support for students who are struggling with the academic demands of the courses, while simultaneously providing effective mentoring and inspiration for outstanding disadvantaged students to ensure that they emerge as future intellectual leaders in the field.

Abridged curriculum vitae:

Name: Anthony Collins

Current occupation:
Lecturer in Psychology, UKZN



Academic Qualifications

2011: Ph.D. University of California, Santa Cruz, USA.
1995: M.A. (Psychology) Rhodes University, South Africa.
1987: B.A. Honours (Psychology) Rhodes University, South Africa.
1986: B.A (English/Psychology) Rhodes University, South Africa.

Employment history

1999-2012: Lecturer, Psychology, University of KwaZulu-Natal, South Africa.
1994: Junior Lecturer, Psychology, University of the Witwatersrand, SA.
1991-93: Junior Lecturer, Psychology, Rhodes University, SA.

Academic administrative portfolios

Co-ordinator: Psychology and Society Postgraduate Programme

Other academic responsibilities

Board of directors: Advice Desk for the Abused
Committee: Critical Methods Conference Series
Co-ordinator: Safe Campus Research Project

Research grants

2012 UKZN Teaching Innovation and Quality Enhancement Grant.
2011 UKZN Humanities Strategic Funding Grant.
2011 South Africa - Netherlands Research Programme on Alternatives in Development (**SANPAD**) Grant: Enhancing the role of community organisations in reducing gender-based violence.

Awards

2012 UKZN Distinguished Teaching Award

Scholarships

Fulbright Scholarship
University of California Regents Fellowship

Publications

Books:

Hook, D., Kiguwa, P., Mkhize, N. & Collins, A. (eds) (2004) **Critical Psychology**. Lansdowne: UCT Press.

Ratele, K., Duncan, N., Hook, D., Mkhize, N., Kiguwa, P. & Collins, A. (eds) (2004) **Self, Community and Psychology**. Lansdowne, UCT Press.

Chapters:

Collins, A (2013 in press) *Faceless bureaucracy? A case of care in a higher education institution*, in Reddy, Meyer, Shefer & Meyiwa (eds) **Care, welfare and social cohesion: gender perspectives on theory, policy and practice in South Africa and Switzerland**. Pretoria: Human

Sciences Research Council Press.

- Collins, A. (2013) *Gender-based violence*, in Teo, T. (ed) **Encyclopedia of Critical Psychology**. Springer Reference. Online edition: www.springerreference.com/docs/html/chapterdbid/304772.html
- Collins, A. (2004) *Theoretical resources*, in Hook, Mkize, Kiguwa & Collins (eds) **Critical Psychology**. Cape Town: UCT Press.
- Collins, A. (2003) *Social psychology and research methods*, in Duncan, N. & Ratele, K (eds) **Social Psychology**. Cape Town. UCT Press.
Reprinted in Ratele, K. et al (2004) **Self, Community and Psychology**. Lansdowne: University of Cape Town Press.
- Collins, A. & Mulder, T. (1996) *A Trip to Utopia: discourse/postmodernism/nowhere*. Levett, A., Kottler, A., Burman, E. and Parker, I. (eds.) **Culture, Power and Difference: Discourse analysis in South Africa**. Cape Town: University of Cape Town Press.

Journal articles:

- Collins, A. (2013) *Bullies, sissies and crybabies: dangerous common sense in educating boys for violence*. **Agenda: Empowering women for gender equity** 27 (1) 1-13.
- Collins, A. (2013) *Violence is not a crime: a critical analysis of key concepts*. **South African Crime Quarterly** 43, 29-37.
- James, M. & Collins, A. (2011) *Media Constructions of Violent Crime*. **New Voices in Psychology**. 7 (2) 3-17.
- Loots, L., Collins, A., Meyiwe, T. and Mistery, D. (2009). *Nobody's Business: Proposals for reducing gender-based violence at a South African university*. **Agenda: Empowering women for gender equity**. 80, 33-41.
- Mukamana, D. & Collins, A (2006) Rape survivors of the Rwandan genocide. **International Journal of Critical Psychology**. 17, 140-166.
- Dutton, V. & Collins, A. (2004) *Subjects of Development: the UN Development Programme as technology of neoliberalism*. **International Journal of Critical Psychology**. 11, 10-29.
- Hoosen, S. & Collins, A. (2004) *Sex, sexuality, sickness: women, culture and HIV/AIDS in South Africa*. **South African Journal of Psychology**. 43 (3) 487-505.
- Collins, A. (2001) *How the Social Psychologist got his Facts: A postcolonial tale*. **Psychology in Society**, 27, 55-60.
- Collins, A. (1996) *The Politics of Remembering*. **Psychology in Society**. 21, 81-87.

Editorials

- Gobodo-Madikizela, P., Collins, A. & Eagle, G. (2006) Critical Psychology in Africa. **International Journal of Critical Psychology**. 17, 5-9.

Critical Book Reviews:

- Collins, A. (2011) *Documenting our traumatic practice. Review of Kaminer, D. Traumatic Stress in South Africa*. **Psychology in Society**: 42, 62-66.
- Collins, A (2009) *Taking on Albekker. A country at war with itself: The debate continues*. **South African Crime Quarterly**: 28, 35-38.
- Collins, A (2006) *Seeing through language. Review of Tuffin, K. Understanding Critical Psychology*. **Psychology and Society**: 33, 60-63
- Collins, A. (2004) *Instant Critical. Review of Hepburn, A. An introduction to critical*

- social psychology. **Psychology in Society**, 30, 45-50*
- Collins, A. (2003) *Nice rainbow, but where's the pot of gold? Review of Desai, A. We are the poors. **Psychology in Society**, 29, 58-59.*
- Collins, A. (2003) *Review of Gobodo-Madikizela, P. A human being died that night. **South African Journal of Psychology**, 33 (4), 272-273.*

Guest editor of journals:

- Gobodo-Madikizela, P., Collins, A. & Eagle, G. (2006) *Critical Psychology in Africa. Special edition of **The International Journal of Critical Psychology**. 17.*

Conferences

Conference hosting:

- 2005: International Critical Psychology Conference. (Conference director)
- 2004: Trauma in Context. (Conference director)
- 2001: Hidden Genders. (Conference director)
- 2000: What is critical in Critical Psychology? (Co-ordinating committee)

Selected Conference presentations:

- Collins, A. (2013) **Zombies of Post-Colonial Violence, or Why the Revolution Always Fails.** Critical Social Psychology Conference. Barcelona, Spain. February 2013.
- Collins, A. (2012) **Teaching sensitive topics: Critical pedagogy in a violent society.** Sixth Annual Teaching and Learning Conference. University of KwaZulu-Natal, September 2012.
- Collins, A. (2012) **Violence is not a crime.** Institute for Security Studies 3rd International Conference on Crime. Johannesburg, South Africa. October 2012.
- Collins, A (2012) **The reproduction of violence in post-conflict societies.** International Society of African Philosophy and Studies. UKZN Pietermaritzburg, April 2012
- Collins, A. **Theory and Identity: Accidental lessons from a course in Trauma Studies.** Seeing for Ourselves: Self-study for social change. Durban, July 2007.
- Collins, A. **Dr Kikoba and the DSMIV: Conflicting cultural interpretations of PTSD.** Trauma in Context, Durban, June 2004.
- Collins, A. **Trauma in Context: Towards a critical reframing of Post Traumatic Stress Disorder** National Conference on Victim Empowerment. Gauteng, January 2003.
- Collins, A. **Teaching Critical Social Psychology: a counter-narrative.** MQ6: What is critical in Critical Psychology? Wits University, August 2000

Community outreach, policy development and activism

- 2010-current: Advice Desk for the Abused (Board member)
- 2009-2011: UKZN Safe Campus Project (Task Team Member, Research Leader)
- 2007-current UKZN Gender-based Violence Working Group (Project Leader)
- 2003-2006: South African National Network of Trauma Service Providers (Themba Lesizwe) (Research Advisor and Conference Organiser)
- 2001-04: UKZN Programme for Survivors of Violence (Sinani) Research Partnership (Project Leader)

Statement about Teaching and Learning

Anthony Collins

Philosophy and ethics of teaching and learning

There is widespread recognition, both at a national level and within my own university, of the need to develop contextually appropriate curriculum for South African students. In the social sciences there is a particular emphasis on the idea that education should not only be relevant, but also transformative in the sense that it should create citizens who can become active participants in building a free, equitable and democratic society. In practice, however, there is a strong tendency to passively reproduce the received Eurocentric traditions of many of the disciplines, and to address the question of social relevance primarily through minor additions of local examples and recent South African research into the curriculum. My own work starts from a different position. Rather than accepting the existing content of the discipline of Psychology and wondering how to add a measure of relevance, it starts with the fundamental question: 'What is worth teaching?' This approach immediately prioritizes the needs of students and society in general, and reformulates the issue of curriculum as simultaneously ethical and pragmatic.

My response to the question, based on both its significance as a social problem and on the potential of my discipline of Psychology to provide useful resources in tackling it, was to focus on the question of violence in South Africa. Although there are certainly equally important social problems such as poverty and HIV/AIDS, these are already the focus of considerable intellectual work, whereas academic attention to violence has tended to be limited to narrow studies of aggressive behaviour or violent criminality.

Another reason for focussing on this problem is the intellectual poverty of the dominant public discourses on this topic. Violence reduction is popularly posed as a problem of punishing perpetrators, rather than understanding the complex processes by which individuals and societies become and remain violent. These popular understandings tend to work by attributing violence to a minority of deviant individuals, rather than exploring the ways in which nearly all South Africans are implicated in violence as both victims and perpetrators. Social research indicates however, that rather than being the province of a criminal minority,

violence is a way in which many people raise their children, maintain discipline in classrooms, assert their sexual desires, regulate their intimate relationships, negotiate social status, advance their economic interests, and assert their gender and national identities. This leads us to pose the question of violence not simply as a matter of criminal justice, but of how we have become who we are. This is then arguably not only a suitable question for the social sciences in general, but for Psychology in particular.

My project has thus been to develop curricula and pedagogical processes that would help us to understand and reduce violence in South Africa. To this end, I moved away from the conventional 'core content areas' (Social, Developmental, Personality, Psychopathology) that typically define the modules offered within Psychology, and began to develop several entirely original courses (Understanding Violence; Trauma in Context; Love and Money) defined by their topic area rather than an *a priori* commitment to traditional sub-disciplinary content areas. This starting point meant that from the outset it was possible to ask which epistemologies, theories and research findings would be useful for this project. While this allowed for great flexibility and innovation, it also meant there were no already existing textbooks or other tailored materials to rely on. My task has thus not only been to imagine and develop a coherent intellectual framework for this project, but to produce original materials and pilot effective methods of teaching in these areas.

Having argued that intervening in violence is not simply a matter of punishing criminals but of producing citizens who participate in society in prosocial ways, it is clear that teaching in this area is also not just about imparting knowledge and training professionals, but of facilitating transformative educational processes. The aim is not simply to produce intellectual expertise, but to facilitate processes in which students come to embody democratic and prosocial values in their everyday lives. Here the insights of Critical Pedagogy, as formulated by Paulo Freire and developed by writers such as Peter McLaren, Bell Hooks and Henry Giroux, are extremely useful. They foreground education as a process of empowerment in which learners come to understand the processes that shape them and their social worlds. As learners develop a critical grasp of these processes they are able to understand and challenge them, and thus become more autonomous in understanding themselves and transforming their social environments.

In addition to the ethical framework of Critical Pedagogy, Constructivism provides important

guidelines for the teaching methods used in these courses. Like Critical Pedagogy, Constructivism understands learners as active and engaged participants in the educational process rather than as passive recipients of knowledge. It also emphasises the relationship between the learners and pre-existing cognitive skills. Here the teacher strives to create a 'zone of proximal development' (Vygotsky) in attuning the educational process to the learners' capabilities, while challenging those abilities at a slightly higher level in order to facilitate cognitive advancement. The significance of these theoretical frameworks is elaborated in the explanation of teaching methods below.

Methods of teaching and supervision

The broad theoretical framework of Critical Pedagogy suggested two important aspects of my new courses. The first is that they should directly address the specific experiences of students as the starting point of analysis. Common experiences such as child abuse, bullying, sexual coercion and various types of discrimination and harassment provide the entry point into the analysis, showing how these are not simply personal misfortunes but also predictable and comprehensible consequences of common forms of social behaviour. In addition to identifying experiences of victimization, it is also necessary to ground the courses in students experiences of their own aggression - exploring for instance how they react to frustration, humiliation and panic, and examining their own socially learned ideas about the legitimacy of violence in specific situations.

The second emphasis suggested by Critical Pedagogy, is to build on students existing desire and abilities to understand their own lives. People typically already have informal accounts of themselves and their worlds, and one of the roles of the critical pedagogy is to provide a facilitating framework to recognize, articulate and test these understandings, whilst also providing a wider range of more critical analytic tools that can be considered and integrated into these informal knowledge systems. For this reason my courses do not simply examine formal academic accounts of their key issues, but also explore popular beliefs and representations in the mass media, enabling the students to recognize their own understandings and how these have been constructed. The course materials thus not only include formal academic writing, but also extracts from popular television series, newspaper and magazine articles, online posting and debates, and transcripts of everyday conversations.

These lay theories are subjected to critical scrutiny and contrasted with formal academic accounts, which are themselves then critically evaluated and assessed in terms of their explanatory power, supporting evidence and social consequences. In both of these processes, the insights of Critical Pedagogy show how grounding the courses in students own experiences as both victims and perpetrators of violence allows them to engage the theoretical materials as valuable tools for self understanding and social transformation.

The Constructivist methodology mentioned above also suggests specific methods of participatory instruction used in my courses, as it stresses the students' active engagement with the learning process, while highlighting the need to build effectively on existing skills to scaffold and extend their intellectual development. A good example of this process is evident in the problem that all of my courses are extremely reading intensive despite the historical decline of textual literacy precipitated by the rise of televisual media. The courses are thus designed to draw out the often unrecognised forms of visual literacy that they students have already acquired, by including regular film screenings as class activities. These visual media are then explored through class discussion and analysis, revealing to the students how they are already intuitively able to understand the tacit theories of social and psychological causation which structure the narrative of these works, and that it is a small step from this to following the more explicit theories articulated in their academic texts.

The other key practice suggested by a Constructivist approach is the importance of student participation. All my courses are allocated double the normal contact time for their level, in order to accommodate not only the film screenings but also extensive class discussion. In the unfortunate absence of resources for tutorials, in-depth discussions in the lectures are an essential forum for student participation. These are not simply academic question and answer sessions, but vigorous engagement with the personal significance and understandings of the analyses explored in the course. An increasingly effective extension of these debates is now possible through the use of online resources. While often simply used to posting lecture notes, MOODLE e-learning system in fact offers very useful discussion thread functionality, which is highly effective and builds on students increasing expertise in, and enthusiasm for, electronic media.

I was recently awarded a Teaching Innovation Quality Enhancement Grant for the

development of these online and multimedia materials for my courses. One of the aims here is to extend the interactive functionality and social media capabilities of MOODLE to promote online discussions of course topics, which are currently highly successful in my PSYC317 and PSYC718 courses, but also to develop podcasts, enabling students to access recording of lectures and other audiovisual materials on their smartphones and personal computers. The youthful forms of social engagement familiar from Facebook, Twitter and MXit are integrated into the courses, allowing students to engage in participatory electronic forums to discuss both the academic materials and the personal significance of the ideas in the courses.

From a Constructivist standpoint, the combination of carefully interfacing the courses with the students' existing levels of understanding and making them active agents in the learning process through extensive participation and discussion (both in lectures and online), is essential to an effective learning process. This, combined with the Critical Pedagogy's emphasis on critical empowerment, provides the key to understanding the structure of methods of my courses.

My supervision of postgraduate research, specifically honours research projects and full dissertations in the Psychology and Society programme, use similar principles of participatory engagement. These students are encouraged to be part of collective projects, usually linked to community organisations or interventions that allow them to develop skills that have practical and ethical value in terms of their relevance to current social issues. Students are organised into collaborative reading and writing groups, where they actively discuss the research literature relating to the projects, and provide peer feedback on each other's writing. These literature discussions allow them to build on their existing knowledge while advancing their understanding through discussion with their peers and supervisor. Through the process of reading and commenting on their peers' writing they are able to develop a clearer sense of the strengths and weaknesses typical of postgraduate writing, and to imagine themselves in the position of a prospective examiner, thus enhancing their ability to critically assess their own work. This is especially important for the masters by dissertation students, who are often otherwise left to work in isolation, without the intellectual collaboration necessary to facilitate a continuously engaged and interactive learning process.

Thus in all my teaching the combination of Critical and Constructivist pedagogies informs a

practice where issues of immediate interest to students are used to extend their learning skills through collaborative processes to a point where they can engage with social issues with a high level of critical reflexivity. Extensive use is made of new media technologies, especially where these assist in overcoming the problems created by large class sizes and limited resources, although throughout this process there is an emphasis on the 'zone of proximal development' where the lecturer meets the student at the specific point of their ability and interest, and extends their learning by challenging them by offering intellectual resources for critical self-reflection.

Methods of assessing student performance

At an undergraduate level, assessment is characterized by an uneasy tension between pedagogical ideals, the practicalities of large student numbers (250) and limited resources. While ongoing formative assessments are highly desirable, logistics limit them in practice. My own compromise is thus to distribute assessments across diverse formats, including a short answer test, an essay and a long-question exam for a six-week module. The test offers a mid-course summative assessment, focusing the students attention on covering the readings and revealing the extent to which they have familiarised themselves with the required materials. The essay provides an opportunity for more complex synthesis and analysis, assessing the ways in which students are able to understand and apply the key concepts. This also allows for formative feedback in the form of detailed exploration of the students successes and failures in grasping and applying the course theories.

The final exam provides a summative overview, assessing both the students' familiarity with the course materials and their ability to understand and apply to them to specific problems. One tactic I frequently use is to give the students a list of exam questions at the beginning of the course. They quickly realize that this does not allow them to spot for the exams as they hoped, as the questions cover all the major themes of the course. Rather, these questions simply provide them with a useful structure to organise their reading through the course materials. The exam questions thus provide thematic foci to guide and scaffold their learning of the diverse course materials.

This combination of assessments ensures that course outcomes are achieved, ensuring that the

students have a grounding in the core contents of the field, are able to apply theories to contemporary South African problems, and are able to articulate their understanding in clear and well conceptualised academic writing. It also ensures that despite the large class sizes, students have repeated opportunities to receive feedback on the academic progress during the courses.

Assessment at postgraduate level is rather more satisfactory given the smaller class sizes (15-20). There it is possible to implement successive stages of formative assessment, especially in the essay task. Students are first asked to submit an essay proposal on a topic of their own choice, then an essay plan, then an essay draft, and finally the completed essay. At each stage, detailed feedback is offered not simply in order to allow students to improve the final submission, but to understand and enhance their general writing skills. This process offers insight into the developmental needs of the students, and allows the teaching process to be closely tailored to these needs. It also ensures that students have clear feedback on their performance, and detailed responses on how to improve their academic work.

Memorising facts and speed-writing are not particularly important skills in my postgraduate courses, given the stress in critical thinking and integrative analysis, so I make frequent use of open-book, take-home exams. Here students are required to produce thoughtful and rigorous explorations of major themes in the course, integrating and critiquing competing perspectives and applying these analyses to topical local issues. This meets the goal of assessing the postgraduate students' ability to go beyond simply learning the course materials, to critically evaluate and apply the conceptual frameworks and present these analyses in a professional academic writing.

Development of new courses

It is clear from the above discussion that one of my major contributions to teaching has been the development of new courses. These are not simply updated versions of existing modules, but entirely original courses designed from the ground up to explore issues of significance to South African students, introducing not only new factual content but frequently also new epistemological and theoretical frameworks. Although I have also developed other modules

(AIDS, race and gender; Victim empowerment and trauma support), the consistent core that I will discuss here are: PSYC212: Understanding Violence (4A), PSYC317: Trauma in Context (4B), PSYC 718: Psychology and Society: Love and Money (4C)

These courses form an interlocking and developmental sequence around the broad theme of violence in South Africa. The first of these, *Understanding Violence*, raises questions of why people are violent, and why South Africa is a violent society, and what we even understand by the notion of violence. This module works by contrasting and evaluating different explanatory frameworks, starting with popular media accounts and students own beliefs, and moving through traditional psychological explanations of emotional development and social learning, and then through to critical social analyses of gender and inequality. As with all my courses, it works on a two levels. The overt level is an introduction to various theories of violence, but the real underlying work is in showing students how to recognise and critically evaluate competing explanations in the social sciences, in a way that could be applied across various domains of knowledge. True to the commitment to Critical and Transformative Pedagogy, the course does not simply teach the students abstract intellectual skills but to understand both the forms of violence they themselves have experienced and the forms of violence they might perpetrate. This allows them to challenge the many forms of victimization they may have experienced, and to explore new methods of conflict resolution and respectful coexistence.

The *Trauma in Context* course builds on this, shifting the focus from the causes of violence to its impact on victims. This course includes conventional psychological approaches to thinking about trauma and victim empowerment, but simultaneously also foregrounds the importance of understanding how social and psychological processes interact to produce patterns of risk, individual experiences of emotional trauma, and the presence or absence of support for survivors. As such, the course is not simply about trauma, it also functions as a critique of psychological reductionism, and an argument in favour of critical interdisciplinary approaches to creating a safer society and supporting survivors of violence. Here too the course draws out the students own specific experiences of subtle or overt abuse, and allows them to channel their desire to understand and transform those situations into coherent forms of critical intellectual and social engagement.

The third course in this series *Psychology and Society: Love and Money*, is perhaps the most

innovative and unusual in the context of the discipline of Psychology. This course explores emerging youth identities in contemporary South Africa, showing how they can be understood in the broad context of neoliberal globalization and the technologies of mass media. It challenges the assumption that psychological development is simply an internal or interpersonal process, showing that it is also rooted in social, economic and technological contexts. Here the theme of violence reaches a new level of abstraction - not the physical violence of the previous courses, but the structural violence of social systems that systematically produce inequality through the distribution of resources and creates anxiety through the construction of identities linked to social status and wealth. The course explores detailed local examples of how the manipulation of self worth through the system of advertising leads young people to engage in risky and destructive activities such as unprotected sex with 'sugar daddies', or membership in criminal gangs, in order to access the luxury commodities on which their sense of well-being and social desirability depends. It links these processes to various social problems, from traditionally psychological topics such as the rise of anorexia in young South African women, to seemingly unrelated issues such as the tolerance of greed and corruption in youth political organisations. Through these examples, this course shows how an interdisciplinary approach can add to psychological thinking about identity and experience, and how critical social analyses can illuminate processes of psychological development omitted from narrow intra-psychic or interpersonal accounts.

In addition to these courses, I also developed and co-ordinate the Psychology and Society Masters Programme. As an alternative to the traditional streams in postgraduate psychology, this builds on the critical analyses of the preceding courses and allows students to pursue their intellectual interests through a Masters by dissertation research structure which specifically allows innovative critical and interdisciplinary approaches. This programme nurtures outstanding students, guiding them into academic and research careers and facilitating new local research and analysis, while enhancing the research productivity of my School.

Sharing teaching experiences with others

In taking the risky steps towards introducing and developing these new curricula, one of the

challenges was to develop a network of like-minded peers. This was important not only to test the ideas and strengthen them with critical feedback, but because some of the approaches were not simply new but in fact incommensurate with existing epistemological and theoretical traditions in the discipline of Psychology. For that reason, those of us involved in this work formed the Critical Methods Collective, which hosted a series of conferences and produced a range of publications exploring new approaches to Psychology in South Africa. In addition to this I have been actively involved with the International Critical Psychology Conference series (2001, 2003, 2005, 2007), and the International Journal of Critical Psychology as a guest editor, contributor and reviewer. I have both helped organise and presented at these conferences, and also hosted two of the Critical Methods Conferences (2001, 2003) and the 2005 International Critical Psychology Conference at UKZN, to help establish it as centre of this type of new work.

I have further contributed to conferences in the specific field of education, such as the 2007 conference on Self-study for Social Change, and recent UKZN Teaching and Learning Conferences. I have also offered numerous departmental and public talks on my curriculum development, and on the specific problems around teaching sensitive topics with reference to my courses on violence and trauma. These presentations have also explored the area of African knowledge production, including recent papers at the 2012 Annual Conference of the International Society for African Philosophy and Studies, and the 2013 International Critical Social Psychology Conference.

These networks offered a forum for developing some of the core ideas of my courses. One early paper outlining a critical history of Psychology from a post-colonial perspective, was not only published in the conference proceedings, but also included in two later textbooks (Appendix 5D). I used it as the basis for producing a video that was then used in my own courses and at several other South African universities. In addition to this I have been involved with co-editing two textbooks (Self, Community and Psychology; Critical Psychology) designed to provide a new critical framework for Psychology in South Africa, and a substantial part of an ongoing attempt to develop a set of collective resources for the implementation of new curricula. My most current work in this regard is a book on violence in South Africa (Appendix 5A), which I am now completing, and which will provide a resource for others wishing to implement courses on themes similar to those in my Understanding Violence module. This book and the lecture podcasts and support materials

relating to it are currently being made available online to allow this innovative South African curriculum to be implemented by others in the field. In addition, it is currently being translated into Zulu through the support of a UKZN Strategic Funding Grant, making it the first African language social science textbook of its kind in South Africa. These resources will then create the possibility that the innovative and social relevant courses that I have developed for UKZN can become a model for national curriculum in dealing with issues around reducing violence and improving support for survivors in South Africa, and my future aim is ensure the translation of this work into other South African languages.

Peer and student feedback and evaluation

As my courses are all new and innovative, regular evaluation is an essential part the process of continuous improvement. I conduct full student evaluations almost every year, and have developed a comprehensive electronic evaluation questionnaire on the MOODLE system. This is far more detailed than the generic evaluation template that is commonly used, and many questions items are specific to assessing new course materials or teaching strategies in the year that they are piloted (see appendix C). I have offered a broad outline of the 2010 and 2011 trends below, organised according to key teaching goals for the courses.

Overall assessment of course quality

Global assessment results across the courses, reflecting the percentage of students who responded with 'agree' or 'strongly agree', as opposed to 'neutral', disagree, or 'strongly disagree':

I am glad I took this course, and would recommend it to other students: 91%

I learned a lot from taking this course, and believe it contributed positively to my study of psychology: 94%

The lecturer was well prepared for each class: 90%

The lecturer communicated ideas in a clear and organised manner: 90%

The lecturer answered questions, was approachable, was available after class or during office hours for questions and consultation: 84%

The lecturer created an environment that encouraged student participation: 90%

The lecturer encouraged students to think for themselves: 97%

This course helped me to think more deeply about my own beliefs and assumptions: 97%

The lectures were intellectually stimulating and challenged me to think in new ways: 92%

As is evident from the evaluation transcripts in the appendices, the overall tone of the evaluations is almost embarrassingly positive. Within these comments several themes emerge, namely: Lecture Structure and Style, Relevance, Critical Thinking Skills, Transformation and Personal Development, and Suggestions for Improvement.

Lecture Structure and Style:

I really enjoyed this course. I felt it was incredibly informative and the lectures were well prepared and presented. (2E)

It was a brilliantly organised course delivered in an intriguing manner. (2E)

it focuses on everyday situations making it easier to understand (2B)

this was a well planned and executed course. it was insightful and stimulating. also i found the lecturer was engaging and passionate about the module. (2E)

it was a well structured and had logic in its building upwards, leaves the student with a complete picture of where it all goes wrong, and i loved it because of that. (2E)

The course was an eye opener! It was deeply persuasive and convincing! Both the course and the lecturer were phenomenal (2B)

One of the best, most challenging and thought-provoking courses offered in Honours. (2C)

this is an amazing course that challenges the way we have behaved and lived. it is thought provoking and although sometimes emotionally draining, is filled with necessary knowledge and information. this is a course that everyone should take!!! the main reason for the success of this course is the lecturer, the way he presents the material, challenges us to think, and encourages discussion. (2D)

You communicate the content of the course so well and allow us to connect with the content. (2A)

Over time I feel like I finally understand some of it or my experience of it - that you take us through a journey of opening our eyes. Through your style of combining different mediums, class discussion and encouraging us to actively engage with the material and our own responses, I feel you have made it real - truth of psychology real - not only the theory. (2A)

Your discussions, your reflective listening and talking back to us, encouragement and nudging toward engagement and self reflection has engaged on a deeper level with internal

mechanisms. (2A)

Your perseverance and determination to teach and expand on what is true, is inspiring and incredibly motivating. It takes one person to make a stand, and even though this might seem like a never ending journey, you have begun that journey which is already resulting in you making a huge impact on people's lives. Your courses are the most interesting, educating and eye-opening courses I have ever been in. I cannot thank you enough for that. (2A)

Anthony was very attentive to how we were responding to the material and was tactful when exploring sensitive topics. He created a space in which we could discuss our emotional responses freely by successfully managing a non-judgemental inclusive environment. (2A)

It has been so inspiring to have a lecturer who is so passionate about his area of expertise, his role as a teacher to future generations, and his students. (2A)

He did more than teach, he brought his soul into the course. I've never seen someone so engaged not only with the work but with the class as well. He really wants a better world and that's what many lecturers lack today: genuine concern and the ability to make a difference. (2C)

Relevance

definitely the best psychology module i have taken this year because it is so challenging and life-applicable and it makes you think (2B)

This is a very demanding course in terms of time, energy and emotional strength. However, with the exception of Understanding Violence, it has been the single most interesting and useful course I have ever done. The material was relevant to our everyday lives. (2C)

I think this is probably the most relevant and interesting course in psychology. It was definitely thought-provoking and intellectually stimulating. It was also well-planned and organised. (2D)

Overall, this has been the most interesting course that I have taken and has emotionally and mentally demanded a lot from me. I think that the knowledge that I have gained from this course can help me through many areas and phases in my life. (2D)

In my three years studying psychology, this is by far the most interesting and captivating course I have done. It is extremely relevant and it should be made available to do every year. The material used in this course is brilliant. (2E)

It was so clear, very understandable, and very relevant to me as a student in psychology, as a member of a community and most especially as a South African in the 21st century (2E)

a very insightful course which has equipped me with skills i did not have before (2E)

Critical Thinking Skills

it taught me new ways of thinking (2B)

The only course that I have done that has caused me to think about the issues discussed after I left campus (2B)

I think that this is an excellent course as it challenges our conventional thinking as psychology students, and helps us to understand and make sense of both our lives and the lives of others in our society (2D)

excellant course that opened my eyes and showed me new realities and ways to think and see (2D)

The course was very helpful in a sense that most of my beliefs about violence were changed and led me to think in very different way about violence (2B)

although difficult and challenging both emotionally and intellectually, allowed me to change my ways of thinking completely. (2C)

The course makes you think critically about issues that we tend to take for granted. It encourages critical thinking (2D)

Excellent. Makes you think on a whole new level about things you never previously thought about. (2D)

This course was particularly academically stimulating and provided us with the opportunity of developing some very useful intellectual skills. It directly fostered critical thinking and exposed us to alternative theories and concepts (2A)

Transformation and Personal Development

a lot of work but truely insightful, it changed my life (2E)

I thank Mr. Collins for creating this module. I haven't seen so much people interacting in a module since my academic studies than they did in this course. I only hope that it continues to grow. The issues discussed helped me on a personal level as well. I do understand many things now but the process of digesting the information and using it to change society and myself, is where the real challenge lies but I look forward to it. (2B)

This was a fantastic course and while it was only a half semester course, it has made the biggest impact on me as an individual and academically. (2B)

Wow what this course has done for me! I have never been so interested in a subject. Mr Collins thank you for enriching our lives with your knowledge. (2A)

I myself can see the positive impact of applying your teachings in my own life with my own issues and your lectures have helped me and I know they are forming a foundation in me that will help me to take on the world, whether I become a psychologist or not. (2A)

On a social level, I have become more aware of my surroundings; the people I live with, my neighbors, my community and current issues in South Africa. A keen interest has inspired me to be more aware of what is going on in my country from a political as well as a social perspective. I want to make a difference in my country even if it is helping just one child in a small village. (2A)

I loved this course! I loved how we were encouraged to think and have opinions and wonder about things rather than just learning the material. I learnt a lot about myself through this course which was challenging and exciting and I think I've definitely grown. I've learnt to be more open to different possibilities but also more critical. I think that the topics we addressed are truly important and very relevant to now. I found this course to be really emotionally demanding which I hadn't expected but I don't think is a negative thing. This was the most interesting and stimulating course I've done and I think also the most important. (2D)

Overall this feedback verifies that the course topics are relevant to students both in their studies and their social development, and that the teaching methods are effective in engaging students with the course materials. The use of mixed media and multiple interactive styles of engagement are identified as appropriate teaching strategies. There is a strong positive evaluation of the key underlying goal of facilitating the development of critical thinking skills. Recurring comments on the success of the complex and often intangible goals of personal transformation and social engagement which are vital to a critical pedagogy, suggest that overall the courses are extremely successful across the range of their intended outcomes.

Negative feedback and suggestions for improvement

Although the course feedback is overwhelmingly positive, several criticisms also emerged in the evaluations. The most consistent of these is that a significant minority of students indicate that the courses (especially the undergraduate courses) require too much reading. I feel ambivalent about this, as while it is absolutely essential that the courses are pitched at a level appropriate to the students' abilities, it is equally important that they be intellectually

challenging. I further specifically believe in the importance of reading as the essential pillar of education in the humanities and social sciences. There is an increasingly widespread assumption amongst current students that learning involves memorising lecture notes rather than studying the prescribed reading materials- an assumption which I believed needs to be vigorously challenged and resisted. Rather than simply reduce the readings to the minimum possible amount, I have rather evaluated each prescribed item individually for relevance and comprehensibility, in order to ensure that the optimal course materials are used. In cases where the existing materials proved unsuitable, I have written new materials with a more appropriate style and focus for our current students. Interestingly many students also specifically indicated that the intensive reading requirements actually motivated them to work harder and engage the materials more seriously than they might otherwise have done.

A significant criticism of the Understanding Violence course is that it was too complex and demanding for a 2nd year, 8 credit module. For this reason, from 2013 it is now as a 3rd year, 16 credit course. A similar criticism was that the content of the Trauma in Context course was too emotionally challenging for some students, and it has thus now been shifted from 3rd year to Honours, where it is possible to provide closer individual support for a smaller and more mature group of students. Evaluations for this course also repeatedly requested a more in depth focus on counselling skills, so a module focusing on these issues is in the process of being introduced.

Peer Assessment

In addition student feedback, peer assessment is an important aspect of monitoring and evaluating my courses. Often the course related issues are discussed at staff-student liaison meetings and at planning meetings, but much of the ongoing peer feedback is done informally in collegial interactions and remains undocumented. Some practical gestures that indicate positive peer regard for my course development projects include regular invitations to address conferences, and to co-edit and contribute to new textbooks. Two formal peer reviews are attached, and include a detailed evaluation by my former Head of School (Appendix 3A), which concludes as follows:

I can thus confidently argue that Dr. Collins has clearly demonstrated his excellence in teaching by a substantial and sustained contribution to both the university and his discipline

nationally...

At a personal level, I would like to emphasise that I regard Dr. Collins as one of the most innovative teachers I have ever met, with the core of his contribution lying in both curricula development which address relevance in the South African/African and international context, and his ability to combine multiple teaching methods and multiple modes of presentation, in a manner that clearly inspires his students.

Conclusion

The above outline gives an overview of my personal attempt to contribute to South African teaching and learning by developing contextually responsive courses in keeping with current national education goals, and those of my own university. The focus has been on developing entirely new curriculum to solve the local problems of violence, inequality, exploitation and victimization. In keeping with the principles of critical and transformative pedagogy, this has entailed not simply producing new content but also stimulating forms of engagement that allow students to develop and empowering reflexive understanding and social insight. This work combines participatory learning with new technologies, making use of social media and tacit visual literacy to create forms of engagement that link formal academic thinking with existing skills and lived problems.

An important part of this project was been editing and contributing to new textbooks, organising conferences, giving conference presentations and public talks, and publishing articles on the curriculum innovations and the challenges around implementing them. This has encouraged other lectures to follow this example, and several of the materials are now being used nationally. It has involved translating material new materials into indigenous languages to support second-language students, and to offer close mentoring and support for emerging historically disadvantaged academics. This has been a process of constant evaluation, reflection and improvement, and its success is revealed in the exceptionally positive student and peer evaluations. Even more than the awards, grants and publications, it is this positive feedback from students that has guided this work and provided me with a personal sense of the importance of these ongoing efforts.

Appendices

Peer evaluations

Prof. Steve Collings, former HOS

Kerry Frizelle, winner of Distinguished Teaching Award

Student evaluations

Letters from students

PSYC212 Understanding Violence online evaluation

PSYC713 Trauma in Context online evaluation

PSYC 718: Psychology and Society: Love and Money online evaluation

Course outlines and assessment materials

PSYC212 Understanding Violence

PSYC713 Trauma in Context

PSYC 718: Psychology and Society: Love and Money

PSYC317 Trauma in Context

Publications and conference presentations

For details on teaching related publications and conference presentations, please see abridged curriculum vitae. Full copies, as well as videos of public talks and multimedia teaching materials, can be found online at:

<http://ukzn.academia.edu/AnthonyCollins>

I especially recommend viewing the video How the Social Psychologist got his Facts.



PEER REVIEW OF TEACHING

CANDIDATE: Dr Anthony Collins

REVIEWER: Prof Steven Collings [Deputy Head of School, Psychology: 2007-2010; Acting Head of School, Psychology, 2010-2011]

When Dr Collins initially interviewed for a position at the university, he presented an innovative plan to develop and introduce entirely new modules into the field of Psychology, with a specific view to assisting the discipline in becoming oriented toward addressing the urgent problems facing South African society. He then proceeded to deliver on these ideas, developing new curricula on two main themes. The first was a specific topic focus addressing violence and support for victims of violence, which were developed in his Understanding Violence and Trauma in Context courses. The other major theme was the project of developing a Critical Psychology in South Africa to provide a theoretical in framework for integrating multidisciplinary approaches that could enhance the ability of the discipline to conceptualise and address significant local social issues. Here he introduced a Psychology and Society postgraduate module, and established a new dissertation based Psychology and Society Masters programme to support emerging scholars and contribute to research specifically applying Psychology to South African society.

In addition to these modules and the Masters programme, he has been active in organising conferences on these topics at UKZN, including hosting the International Critical Psychology Conference in 2005. He has contributed to several new South African textbooks including *Self, Community and Psychology* (Ratele et al 2004) and *Critical Psychology* (Hook et al 2004). He has also been active in convening several conferences in these areas, including hosting the International Critical Psychology Conference at UKZN in 2005. He has also established several collaborative research projects with local community based organisations, which have both contributed to the development of socially responsive scholarship and provided a research framework and practical experience for our postgraduate students. He is currently writing a textbook for his Understanding Violence course, and has been awarded a university grant for translating this material in Zulu as part of our initiative to develop bilingual teaching materials.

In developing his new modules, Dr. Collins conducted regular course evaluations and students provided feedback at staff-student liaison meetings and in personal emails and letters. This feedback was overwhelmingly positive in almost all areas. Students described the lecturer as well prepared, enthusiastic and able to communicate in a clear and effective manner. Nearly all described him as approachable and of creating an environment that encouraged student participation. They were extremely positive about his use of audiovisual and internet resources. Some students argued that his courses were too demanding in terms of reading loads and should be offered at a higher level, while others indicated that the workload challenged them in a positive way and motivated them to 'to actually take the time to read and read, and read some more'.

As a lecturer Dr. Collins was described as 'passionate about his area of expertise', 'inspiring and incredibly motivating', asserting that 'he did more than teach, he brought his soul into the course. I've never seen someone so engaged not only with the work but with the class as well.'

One of the most common student responses is that the courses were intellectually stimulating and thought provoking, and that they provided new critical thinking skills. They were described as 'the most mentally stimulating courses I've had' and 'the best, most challenging and thought-provoking courses'. The feedback frequently

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■■■ Medical School

■■■ Pietermaritzburg

■■■ Westville

highlighted critical thinking and an important outcome arguing that the courses 'make you think critically about issues that we tend to take for granted' and were 'essential to developing our critical thinking skills', and that 'although difficult and challenging both emotionally and intellectually, [the courses] allowed me to change my ways of thinking completely'.

Related to this were frequent accounts of the personal and social relevance of the course materials, and how these had a significant impact on students. The courses were described as 'relevant and interesting', having 'emotional, intellectual and personal resonance' and the 'only course that I have done that has caused me to think about the issues discussed after I left campus'. Students argued that 'the technical theoretical matter become even more relevant in that it was pitched at a personal level, it did not appear abstract or distant but rather applicable to our everyday life' and that they could 'see the positive impact of applying the teachings in my own life with my own issues... and I know they are forming a foundation in me that will help me to take on the world, whether I become a psychologist or not'.

One of the outcomes of these enthusiastic responses for the university are that students have felt motivated to 'continue [their] studies in the field as far as possible, hopefully on to honours and further', and that he has been successful in attracting and graduate students, especially Psychology and Society Masters by Dissertation programme.

I can thus confidently argue that Dr. Collins has clearly demonstrated his excellence in teaching by a substantial and sustained contribution to both the university and his discipline nationally. These contributions have included the courses he has introduced and developed, the innovative curriculum materials he has published, the network of teaching scholarship that he has supported through hosting and contributing to national and international conferences, and the collaborative research projects that he has created to provide opportunities for the postgraduate research students.

At a personal level, I would like to emphasise that I regard Dr Collins as one of the most innovative teachers I have ever met, with the core of this innovation lying in both curricula development which address relevance in the South African/African/

and international context, and in his ability to combine multiple teaching methods, and multiple modes of presentation, in a manner that clearly inspires his students.

If I can be of further assistance in this matter please do not hesitate to contact me.

Regards



Prof Steven Collings

Head of School/Acting Head of School,

Psychology (2007-2011)



To whom it may concern

RE: Reference letter for Dr Anthony Collins

Since I started teaching in the Discipline of Psychology I have been aware of Dr Collins passion for both his area of expertise (trauma and violence) and his passion for teaching. His level of expertise and his dedication to his role as a teacher, have been confirmed by repeated student evaluations which highlight that he is a passionate, enthusiastic and approachable lecturer who teaches content that is highly relevant within the South African context. I am particularly impressed by the fact that Dr Collins's teaching results in students thinking critically about their own beliefs and assumptions and about the role of psychology within the current South African context. Students appear to have a transformative experience by participating in these modules, rather than simply learning prescribed content. It is this critical ability that prepares students to be able to respond appropriately to some of the challenges involved in pursuing a career in psychology in South Africa. In sum, the students are not only equipped with relevant skills, they are also equipped with the ability to be self-reflective and critical of their role as psychologists.

Dr Collins has been an inspiration as a colleague and based on the success of some of his innovative and participatory teaching approaches I have been encouraged to incorporate some of his approaches into my own modules. Dr Collins has been extremely innovative in the way he has integrated movies into his modules to support and extend their theoretical content. In addition, he makes extensive use of the online teaching network where he engages students in debate. Teaching in the area of violence and trauma is an emotionally 'risky' process and Dr Collins is aware of this and has always been open to thinking about ways to manage the teaching process and to emotionally contain students who are registered for his modules. He recently indicated the desire to participate in a critical peer reflection process where he can discuss some of his concerns around teaching such emotionally laden topics.

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Dr Collins has worked hard to develop modules that have emerged from the reality of the South African context rather than simply trying to adapt already existing content to the South African context. What is particularly impressive is the way in which his teaching is connected to community engagement and to his research practice. In this way his teaching is not a disconnected or isolated activity, but is rather integrated into the various activities associated with his role as an academic. Dr Collins, for example, will often encourage students who have successfully completed his modules to pursue research in the area at a postgraduate level. Dr Collins also works closely with NGOs that work in the area of trauma and violence.

Dr Collins is an exceptional teacher who shows incredible dedication to his students, his role as an educator and his areas of expertise. I strongly support his application for the Distinguished Teachers Award.

Regards

Kerry Frizelle

(Lecturer: Discipline of Psychology)

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2A Letters from students

Dear Anthony

I'd like to thank you for the enormous contribution that you had made to my academic development over the years. Your guidance, both as a lecturer and as a supervisor, has been invaluable and I really believe that I would not have achieved what I have without your help. Your Trauma courses and your Love and Money course are the most unique and enriching courses that I have taken throughout my studies. For the first time, I felt challenged by what I was studying. Your courses have been essential to developing our critical thinking skills, both in general and in terms of looking at mainstream psychology critically; and I believe this will stand us in great stead in our future studies and careers.

It has been so inspiring to have a lecturer who is so passionate about his area of expertise, his role as a teacher to future generations, and his students. As a supervisor, you have and continue to go well above the call of duty to help us in every area of our studies. Not only have you been a constant support and encouragement with completing our dissertations, but your help in securing scholarships this year has been incredible. Without your constant encouragement to further our academic careers by pursuing our masters, submitting abstracts to conferences and publishing our work, we would not be where we are today.

We really appreciate everything that you have invested in us and we are truly grateful.

Kind regards

<209536554@ukzn.ac.za>

13/4/2012

PSYC718 Psychology and Society: Love and Money

We both feel that this module was the most relevant and interesting course of our honours year. Possibly the most striking aspect about this course is that it provides unique material not discussed in any of the other psychology modules available. This course was particularly academically stimulating and provided us with the opportunity of developing some very useful intellectual skills. It directly fostered critical thinking and exposed us to alternative theories and concepts. In particular, it highlighted the link between culture, society and individual psychology and some of the shortfalls of mainstream psychology. It encouraged us to look beyond readily available discourses to other ways of thinking and perceiving the world. The technical theoretical matter become even more relevant in that it was pitched at a personal level, it did not appear abstract or distant but rather applicable to our everyday life. We were challenged to look beyond the label and categories we assign people to and see them as whole beings within complex contexts. We were made aware of the influences of our own contexts and the social structure which we are a part of, on the way we see and experience the world. This enabled us to become more reflexive of our position in relation to others. This course also was great because it had a large emotional component. We both feel that it was simultaneously emotionally challenging and therapeutic.

The course material was assembled carefully and a variety of sources were provided. The movie viewing provided active debate and really interesting discussion areas. The visual material complemented the written texts excellently by providing a slightly different representation of the theoretical constructs. It was really well ordered and presented. Anthony was very attentive to how we were responding to the material and was tactful when exploring sensitive topics. He created a space in which we could discuss our emotional responses freely

by successfully managing a non-judgemental inclusive environment. He was actively involved in every seminar without allowing sessions to become didactic. The way Anthony directed seminars and structured the course fostered independent thinking and encouraged us to voice our own opinions whilst at the same time prompted us to consider how we came to have these ideas and beliefs. He was interested in every student's opinions and well-being and was very approachable. He always made time to be available for students who needed to see him personally. We both feel that this course formed a vital part of our personal and academic development and feel that it was especially applicable to the South African context.

Many thanks,

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Trauma Course 2012

15/4/2012

Hi Anthony,

As I was reading Trauma in Context this evening, I was suddenly struck by the fact that for the very first time in my 3 years of studying at University I am being taught something of use to me. Something which is having an emotional, intellectual and personal resonance with me. This may sound strange, but this was so overwhelming for me I had to get my laptop out and write to you, to write an e-mail to say thank you for opening my eyes to the reality and the enormity that is realistically, Psychology.

Until last year (2011), when I did your Violence course I had no idea what world I was getting myself into when I signed up to do Psych. It is now after that course and through the Trauma course that I have come to really appreciate your style and methods of teaching. The fact that you refuse to teach us anything that isn't of absolute significance, as well as the way in which you push us as students to do our best- even though some may not realize it, the very tactical heavy workload is what motivates us, perhaps me specifically, to get involved in the course and to actually take the time to read and read, and read some more! It all suddenly becomes that little bit clearer when you do...

You communicate the content of the course so well and allow us to connect with the content. Although I am still finding it extremely difficult, you have opened our eyes to the fact that we need to be able to name our emotions and to understand ourselves before we can help others. I have had to come to terms with many of my own emotions that I had previously never considered, and it is all very much due to you and this course. This seemingly simple exercise of asking us to describe exactly how it is we feel has had an exceedingly large impact on me. The movies we are shown, while devastating and often very difficult to watch, are so effective in visually presenting the class with what it is that the books keep telling us about. They make it all just that little bit easier to understand, whilst leaving us with many unanswered questions.

Without this "REAL" course, I am certain my interest in, and passion for Psychology would have dwindled very quickly. Thank you for your commitment to the courses, as well as your organization regarding course packs, always keeping us updated and providing us with resources over and above the primary course material such as the discussion forums online, the Facebook page and the additional optional reading material suggestions. When a lecturer

puts in the hard work, passion and drive for their subject, I know that it motivates me, as well as others to put in all that we can too, so

Thank You.
Regards,
211519331@ukzn.ac.za

Trauma Course 2012
15/4/2012

Hi Anthony

I bumped into a family friend who is a psychologist earlier this week and started having a discussion with her about my experience studying psychology. This led to some interesting realisations which I wanted to share with you, as your courses, I realised, have been a pivotal part of the process for me.

I feel I have reached a 'moment of realisation' which has been in process over the last two years, probably longer, but I need to start at the end and work backwards in order to explain what I want to say, so please bear with me. Over the last week I have suddenly encountered what I presume is obvious, but has eluded me until this point - the gravity of psychology, the enormity of the responsibility, the emotional burden of what it actually entails working in the field and encountering unbearable human suffering - not merely, as I am doing now, studying it theoretically. Perhaps I felt a small look into the vision of what my future would be like actually doing what I am studying towards as a psychology student. This stopped me in my tracks and shook me to the core - I feel a crisis of sorts - suddenly I am confronted with my own weakness and have to question my ability to continue with psychology, whether I can actually deal with what I would be faced with. Although this initially felt like a very negative place to be, I realised that this is essential or a definitive moment for me to pass through in order to be able to reach the place that I can fully dedicate myself to pursuing a career in psychology with my eyes open. Whatever the outcome of this internal struggle I am now engaging in, it is an essential one for me to go through - be it to walk away knowing this is wrong for me or as I hope, will be to move forward confidently and as informed as I can be at this point. And for this I must thank you.

To get back to where I began, through discussion with my family friend, it set off some linked reactions, and I realised largely that it has been through your courses 'Violence and Society' and 'Trauma in Context' that this response has been evoked, to bring me to this place that I need to be, even if it is difficult. My friend asked me what courses I was doing and which lecturers I had enjoyed, she is in the field and was curious. As I am currently doing Psych 317, Trauma, I started chatting about the course, and put you forward as an excellent lecturer that has probably had the most impact on me and my friends who are also studying psychology. I also told her I wanted to get involved with volunteering, and she warned me of the danger of secondary trauma from dealing with traumatic situations. This conversation kicked off a ripple effect. On the same day, you showed us the clip in class 'When I am sad....' - I initially thought it was a cute clip, but as you spoke in class about how people struggle to define what an emotion makes them feel/do ect this led me to see how powerful it was. Over the next few days each time I experienced a clear emotion I tried to capture it and fill in the rest of the sentence - When I am happy, I feel or do, or when I am grumpy, excited, sad ect., but as I started trying to complete the sentence I realised how difficult it was. I had

not thought about this before, and what you said in class led me to start thinking. I suddenly thought I cannot even explain an emotion in myself! The following day, we watched "Life, Above All", in your class, and this threw me another curve ball. I had a very strong physical reaction to the film, leaving me feeling sort of disorientated, in shock. I tried to understand what I was feeling - this is when I felt like I had my 'moment of realisation', I was finally confronted with an image of the reality of human suffering and that this would be my job to engage with on a daily basis. All the factors came together, and I felt the jolt of a deeper level of insight or awareness into the reality of psychology. I spent the night fearing I was completely misguided and naive to study and think I could do psychology. But, as I said earlier, this experience has led me to perhaps a healthy place of questioning and self discovery and searching.

I really have given some thought to how and what is going on. I realised that in some ways this process started when doing your course 'Violence and Society' in my second year. The course structure and your teaching style forced us to engage with violence head on. Through a combination of the readings, watching the prescribed movies, reading Alice Miller and going to Bobby Bear, other than the fascinating information we were exposed to, it started opening up some sobering realities. For a long time I wondered why we were being exposed to what almost felt like gratuitous violence, and even though I was enjoying the course, I kept questioning why it all had to be so violent, why you had chosen to expose us to this. Over time I feel like I finally understand some of it or my experience of it - that you take us through a journey of opening our eyes. Through your style of combining different mediums, class discussion and encouraging us to actively engage with the material and our own responses, I feel you have made it real - truth of psychology real - not only the theory. All courses have reading work, but I found yours to be extremely relevant and challenging. I also feel watching these powerful movies and the taking it apart in class and you leading us in certain directions, has encouraged us to go toward self reflection, growing us as psychology students and people. These similar features have been at play in our Trauma course this year, which as I have explained has been massively impactful to me, and I know others also.

I wanted to let you know and thank you for creating courses and teaching courses in a manner that not only educates us about theories, but about life, about ugly reality, about ourselves, about people - about psychology undressed. I thought I was going to be learning about violence and trauma, but I realise I am also more importantly learning about me in your courses, which in turn is essential for me to do in order to ever presume I can be a psychologist. Your discussions, your reflective listening and talking back to us, exposure to gritty, ugly movies, encouragement and nudging toward engagement and self reflection has engaged on a deeper level with internal mechanisms. Even the large work load that accompanies your courses requires a process of immersion in the material that is part of this style that has been so powerful; one has to be immersed to engage at this level.

I am sorry that this might be a little long and personal but I wanted to demonstrate to you not only through words but a "live example" if you will, what your courses and teaching is bringing about. Thank you for the time and dedication required to do this. It is much appreciated by me, and I am sure all of your students that seriously have a desire to pursue psychology. Even though I may be currently questioning my relationship with psychology, your lecturing has most importantly opened my eyes to a 'big truth' and left me very much wanting to continue my studies in the field as far as possible, hopefully on to honours and further. I just wanted you to know that although your courses cover excellent content, they manage to go beyond just theories and reach into our lives, and that in my experience is very rare.

Thank you!

Regards

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Correspondence from Trauma in Context online discussion thread:

Re: 2012PSYC731|HAI1: Trauma Discussion forum

Trauma, we all know what it is, what it looks like and what it is capable of doing, yet walking into the seminar venue the very first day I felt as if I was hit by a massive wake up call. On a personal level, I know that I have grown emotionally and mentally. I feel as if I used to live in a vacuum or a bubble protected from the outside world. However, the jarring content that we are faced with has opened my eyes to the world outside. I feel more appreciative of what I have, of where I come from and of where I am going. My heart truly yearns for all those that are suffering yet sometimes I feel helpless. But I do know that just by allowing myself to become aware of these things is all the help people need.

One of the most trying requirements of the course has certainly been the outpouring of our emotions. It forces you to confront your dark horses as such.

On a social level, I have become more aware of my surroundings; the people I live with, my neighbors, my community and current issues in South Africa. A keen interest has inspired me to be more aware of what is going on in my country from a political as well as a social perspective. I want to make a difference in my country even if it is helping just one child in a small village. By far this has certainly been the most enjoyable course that I have undertaken in my studying career.

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2012PSYC317|HAI1 --> Discussion Forum -> "Changing the 'World',

"Changing the 'World', one small feeling at a time"

Friday, 20 April 2012, 04:22 PM

Today was rather reflectional in terms of going deeper into ourselves and society. We mentioned and discussed the various problems associated with how psychology is taught and the consequences of negligent teaching that does not prepare us as "future psychologists" to handle real life problems that are immensely depressing and hard to process and deal with. I would like to honour you Anthony Collins for pioneering psychology in a way that is going to raise up some enormously powerful people. I myself can see the positive impact of applying your teachings in my own life with my own issues and your lectures have helped me and I know they are forming a foundation in me that will help me to take on the world, whether I become a psychologist or not. So thank you Mr. Collins. We want to be the Trauma class that honours you and propels you forward in your own studies. That we are excited by your lectures and are impacted by it; I look forward to more of us PSCYC 317 students of 2012 stepping forward to share the impact of your lectures on our lives.

Re: "Changing the 'World', one small feeling at a time"

Friday, 20 April 2012, 04:38 PM

I would like to second what Jennifer said. Thank you Mr Anthony Collins for deepening our lives, experiences and understanding. You are changing the world, one small feeling at a time, one class at a time.

Re: "Changing the 'World', one small feeling at a time"
Friday, 20 April 2012, 04:55 PM

shooooo!! Jen!! YES!! Fully! I dont want to be so fixed on the negative emotions that i forget to see past the stiffness of the circumstances and not allow myself to get filled up with hope!! That balance between accepting reality and also striving to see the good in the world is what will keep me as a student in psychology going strong! if i wanna help other ppl understand themselves then i gotta understand myself 1st....its so freaking hard....but rewarding when i actually start seeing the change in myself as i start figuring me out!! In the lecture today, my friend turned to me and said, 'I feel so privileged to be in this class.' That hit me so hard! She was right. How can one thank another person for drawing the most hardcore and confusing emotions out of them and then helping them understand those feelings and dealing with them. No one i have ever met is brave enough to take the energy and time to fully understand themselves yet in this course i find myself taking little steps in the right direction!! Thank u Mr Collins for making that possible!! i can only imagine how amazing ur therapist must be!! haha! Truly, u are a brilliant intellectual*

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See this post in context

Re: "Changing the 'World', one small feeling at a time"
Friday, 20 April 2012, 06:25 PM

I couldn't agree more! Wow what this course has done for me! I have never been so interested in a subject. Mr Collins thank you for enriching our lives with your knowledge. This course has helped me in more ways then one, I am able to acknowledge my feelings analyse them and understand them. And I hope to become the best psychologist and thank to your lectures I have been able to look past the clean cut perception of psychology and see that its tough and that I'm gonna hear and see a lot of crap if I were to become a psychologist. Thanx again Mr Collins for making psychology real.

Re: "Changing the 'World', one small feeling at a time"
Saturday, 21 April 2012, 10:26 AM

Most things that have made a significant difference in this world have started with a single person. You are one of those people . A lot of people abandon what they believe to be true because they feel as though they are literally fighting against the ideas of the world. Your perseverance and determination to teach and expand on what is true, is inspiring and incredibly motivating. It takes one person to make a stand, and even though this might seem like a never ending journey, you have begun that journey which is already resulting in you making a huge impact on people's lives. Your courses are the most interesting, educating and eye-opening courses I have ever been in. I cannot thank you enough for that.

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2011 PSYC212H2 Psychology & Society: Understanding Violence

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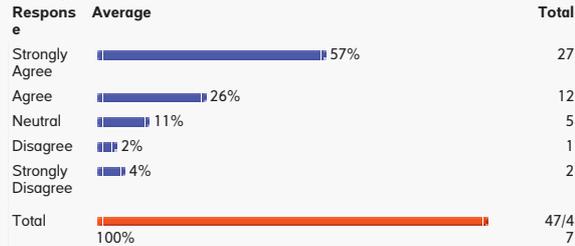
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Understanding Violence Course Evaluation

PSYC212 2011

Please answer the questions below. Your answers are completely anonymous. We will be using these responses to plan the future development of this course so your views are important, especially at the end where you can make comments.

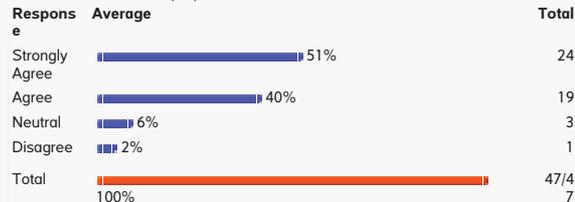
1. I am glad I took this course, and would recommend it to other students.



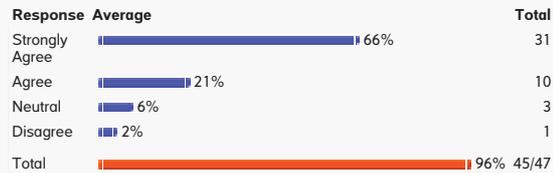
2. I learned a lot from taking this course, and feel like it contributed positively to my study of psychology.



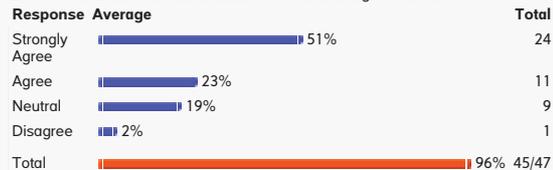
6. The lecturer was well prepared for each class.



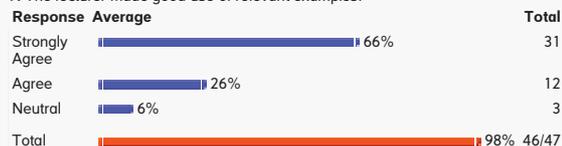
7. The lecturer showed enthusiasm for the course.



8. The lecturer communicated ideas in a clear and organised manner.



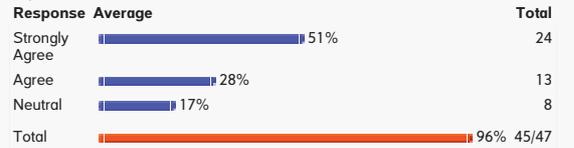
9. The lecturer made good use of relevant examples.



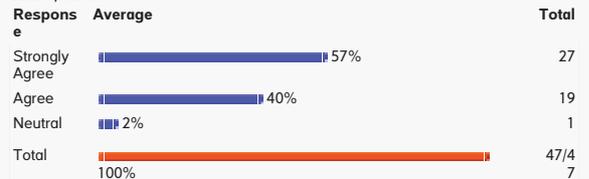
10. The lecturer answered questions, was approachable, was available after class or



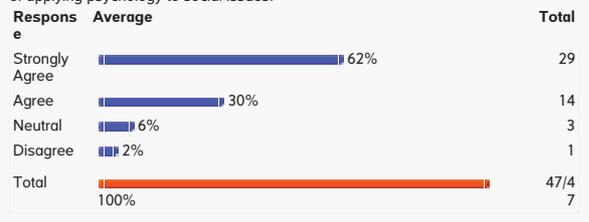
3. The lectures were intellectually stimulating and challenged me to think in new ways.



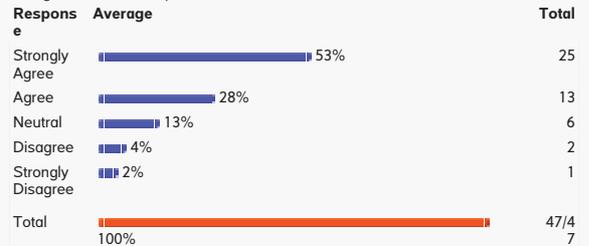
4. This course helped me to think more deeply about my own beliefs and assumptions



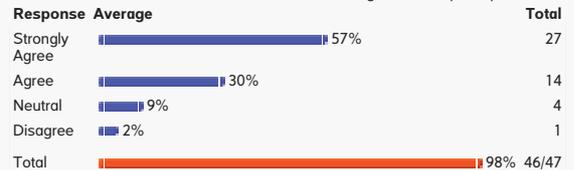
5. This course helped me understand our society better, and showed me new ways of applying psychology to social issues.



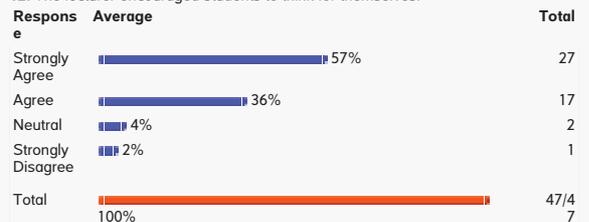
during office hours for questions and consultation.



11. The lecturer created an environment that encouraged student participation.



12. The lecturer encouraged students to think for themselves.



13. I felt free to express my opinion and ideas.



Neutral	28%	13
Disagree	4%	2
Strongly Disagree	4%	2
Total	98%	46/47

14. The reader and notes were useful and gave me a good idea of what was expected of me in the course.

Response	Average	Total
Strongly Agree	34%	16
Agree	23%	11
Neutral	30%	14
Disagree	4%	2
Strongly Disagree	2%	1
Total	94%	44/47

15. The films were a useful addition to the course, and helped me apply the theories to practical examples.

Response	Average	Total
Strongly Agree	40%	19
Agree	45%	21
Neutral	11%	5
Disagree	2%	1
Total	98%	46/47

16. I found the article in the reader: **Don't Panic: Wrong ways to think about crime violence** clear and useful (this was about violence in South Africa, including moral panics).

Response	Average	Total
Strongly Agree	28%	13
Agree	43%	20
Neutral	21%	10
Disagree	2%	1
Strongly Disagree	2%	1

Disagree	
Total	96% 45/47

17. I found the extra handout (4: **Authority, aggression and care, 5: Something to cry about 6: Men behaving bad**) clear and useful.

Response	Average	Total
Strongly Agree	47%	22
Agree	32%	15
Neutral	15%	7
Disagree	4%	2
Total	98%	46/47

18. The section of the course I found most interesting was:

Response	Average	Total
Psychodynamic approaches (Adorno, Miller)	21%	10
Social influence (Discipline, schools)	4%	2
Violence and gender (sexual assault, masculinity)	68%	32
Violence in South Africa	4%	2
Total	98%	46/47

19. Overall, how would you evaluate this course?

#	Response
1	It is a brilliant course which, although difficult and challenging both emotionally and intellectually, allowed me to change my ways of thinking completely. It is aimed at the right level, with content that is stimulating and at the perfect level for university students. Whilst the workload was very difficult to manage, in the end all the extra time and effort I put in for the course was well worth it. I would suggest this

course to anyone who is considering going into the field of psychology, as it makes you aware of the reality of the situation we are currently living in.

- the course is very interesting and it focuses on everyday situations making it easier to understand.
- a good course indeed but very demanding.
- the course was okay but i feel that the readings are too much in a short period of time and these readings are not just for reading but understanding the core contexts of each one which is not easy when you have only 6 weeks to complete them and at the same to understand them.
- it is a great course
- it taught me new ways of thinking about violence that happens around me, it made me realise because sometimes you can clearly see that the way a child is raised will be a cause of having aggression or being aggressive in future because that child is experiencing violence from people he/she can't stand upon.
- it is interesting but the notes should be more filled
- it was very interesting and it taught me well about our society
- very interesting and definitely the best psychology module i have taken this year because it is so challenging and life-applicable and it makes you think. A lot of the courses tell you what to think as you learn it off by heart and that's it, but with this course, my perception of violence in SA has changed. It has taught me so much about child-rearing and behaviour that happens all around me. I also liked the fact that we had a lot of independence when it came to learning for the tests as I don't enjoy being 'spoonfed' in my courses. So thank you all! :)
- This was a fantastic course and while it was only a half semester course, it has made the biggest impact on me as an individual and academically.
- This course is really helping
- Undoubtedly the best course i have done so far at Howard. I found the lecture Prof Stevens to be especially brilliant and well informed on various subjects related to crime and just vast knowledge on social issues which helped apply theories to examples. This course should be mandatory for anyone doing psychology along with Research, they are in my opinion the foundation of psychology, i personally want to thank Stevens for an exceptional job, i look forward to doing trauma and counselling with him next year. Brilliant lecturer. This semester i learned more theories than i did in two years. I question and caution people around me about

how they are violent or feed into a violent society, now that is learning.

- The course was brilliant. The only course that I have done that has caused me to think about the issues discussed after I left campus. I found the textbook reader by Alice Miller very uninteresting. I enjoyed the way in which everything done was easy to relate to and the passion that the lecturer showed in his lectures definitely filtered down to the whole course. The workload is intense, the course should be a 16 credit course as it did seem a bit overpowering for a 8 credit elective. However it was worth the time and effort as I have learnt an incredible amount of knowledge through the course. Thank you. Inspiring.
- I would give this course an 9/10, simply because it opened my mind up to what violence really is about, instead of me turning a blind eye from common stories that i hear in the media, i now want to read about them and analyse them. I am now able to look at, and analyse violence that occurs in society in a new light, and have a broader psychological understanding of why such violent episodes occur in this country and other parts of the world.
- I found myself engaging with the course a lot but it was time consuming. The book, course pack plus additional handouts and readings were too much to read in just 6 weeks. It was a great module but needs to begin at the start of the semester not in the middle. It also needs to become a 16 credit module. We did more work for this module than actual 16 credit modules.
- excellent course that opened my eyes and showed me new realities and ways to think and see - highly recommend it
- i have learnt alot from this course, i've learnt about practical problems facing everyday south africans. this course has helped me gain insight & look at things from a new perspective.
- it opened my eyes as to how people think and also how people are often misunderstood thus not being able to solve issues faced.
- It made us think seriously about being future psychologists. The movies had many emotional reactions but i do believe that it gave us a greater meaning of how we can evaluate human behaviour. Overall it was an enjoyable course, it was challenging at first but motivated us to work smarter. The course is needed to strengthen the undergraduate students education.
- This course was definitely not for 2nd year level, the content of the course seems very one sided (less views from other

sources) . It should have been made a 16 credit module instead of an 8 credit , the exam structure is not manageable, as there is only one long essay question .

- 1 very helpful and interesting
- 1 IT IS A GOOD AND INTERESTING CAUSE OPENS UP YOUR THINKING AND HELPS YOU UNDERSTAND THE MIND OF AND THE STATE OF THE MIND OF PEOPLE WHO ENGAGE IN VIOLENT CRIMES
- 1 this course is very important to everyone who is doing psychology. i think it must be compulsory to everyone because it gives a clear broad reasons for violence which will make us as future psychologist to be able to address issues of violence and crime in our societies.i think it must be a 16 credit module because it has lot of work for 8 credits.
- 1 It was well planned out, there was of course not enough time to cover every aspect that could've been covered. it broadened my awareness of issues in society that relate to violence. I now view violence not as an act, but rather as an act that stemmed from some psychological or emotional interference that resulted in violence. It's one of the most mentally stimulating courses I've had.
- 1 Average too much work for a 8 credit module all in all a waste of time and effort
- 1 was a very interesting course
- 1 The course was very helpful in a sense that most of my beliefs about violence were changed and led me to think in very different way about violence. The definitions and components of violence also became clear in a sense that i defined in a single. The theory covered was of rlevance to me and i found almost all the theory covered to be help;ful to me. The course was well organised and we had the most time to interrogate and intergrate the knowledge we had gathered from the readings.
- 1 In overall I think this is graet course it alter your way of thinking about violence and I think it will be a graet idea if it is offered next year. I think the the workload is too much for this course to be 8 credit.
- 1 the course was worthwhile to do and it taught me a lot I had never even thought about when it comes to violence in our society and the possible ways of dealing with it.
- 2 This course was a definite eye opener. It really made me think about and understand the inner dynamics of violence. I would recommend this course. It was also very interesting and I found the course material hard to put down.

- 1 no comment
- 1 Very well organised course,contributed soo much to my understanding of violene,its cultural and psychological roots,and sort of corrected my assumptions and stereotypical perception of violence.
- 1 It was a great course and one I would reoomend to people who are becoming psychologists or even to others who are looking for interesting electives to do.
- 1 Highly interesting course however, I think an alternative method to testing should be considered.
- 1 interesting and engaging
- 1 very nice butwouldn't love to do it again
- 1 it was a good course that needs one to know and be well prepared at all times.
- 1 It's a very interesting course, you get to think about things you wouldn't think about normally or at times things you don't want to think about. I definitely enjoyed it, but wouldn't want to further study it for the simple reason that it invokes really deep feelings and it made me view certain things and people in ways that could probably be distructive in my socialisation with certain groups (especially men).
- 1 The course was an eye opener! It was deeply persuasive and convicting!! felt it took me on an emotional roller coaster!! got the chance to put my psychology studies and understandings of theories into practice before 7 years of studying! I am very grateful for all that I was made aware of! I am also extremely honoured to have met Jackie and her team at bobbi bear! I think they also appreciate our support! Its always good to c people doing some good and positive work in a dark and often hopeless situation😊 thank u Mr Collins!you are a brilliant man and I wish u all the best with ur book and future*
- 1 It was a good course, a lot of reading and hard work!

20. How could the lecturer best improve this course?

- | # | Response |
|---|---|
| 1 | The lecture before the movie on a Thursday was unnecessary, and make the period go on for far too long, considering most of the movies were quite long as it is. It's not easy to concentrate for 3hours solidly, on any occasion!! |
| 1 | I think there should have been an essay assignment including the two MCQ tests, as it would have given students a feel of what the exam would be like. |
| 1 | just try and reduce the amount of the readings. |

- 1 the lecturer must cut down the number of readings and select those he feel they are important because they are too much to cover in 6 weeks but his style of teaching is very good he must continue lecturing the way he does.
- 1 try not to be ambiguous
- 1 introduce shoorter an and more detailed notes in the reader
- 1 N/A
- 1 I think the class was too big and so many people never came for any lectures, so maybe it should be limited to students with marks above 60% or who are really willing to do the work. In such a big class, you get less chance to talk and feel open to discuss. also, to make it more practical and real by suggesting other organisations students could visit to see abuse victims and spend time with them. I went with about 25 other students to the Bobbi Bear home foe abused kids and it was amazing, for bonding time and to do something practical, instead of simply sitting in lectures all the time learning theories.x
- 1 Both the course and the lecturer were phenomenal! Apart from perhaps turning this into a full semester course, nothing needs to be altered or changed. The content and lecturer were the best I've encountered to date.
- 1 there is nothing that needs to be improved
- 1 definately make it a 16 credit module that is mandatory for all psychology students.The most powerfull course in Psychology.
- 1 Remove any content that isn't relevant for the tests and exams.
- 1 I think that you should not have MCQ tests for this module, as this module requires alot of understanding and reading (which is not a problem) ,as well as having the ability to interpret what we have learnt and apply it to SOUTH AFRICA AND OTHER PARTS OF THE WORLD. The tests should be formulated in an essay format, so as to allow students to freely express what they have learnt from this module.
- 1 I found myself engaging with the course a lot but it was time consuming. The book, course pack plus additional handouts and readings were too much to read in just 6 weeks. It was a great module but needs to begin at the start of the semester not in the middle. It also needs to become a 16 credit module. We did more work for this module than actual 16 credit modules.
- 1 The only improvement could maybe be to have it over a semester, rather then term - it is too information intensive to

- be done over such a short period of time. There are also quite a few readings that repeat the same info and so maybe the material could be streamlined slightly
- 1 for me, Anthony was good. There is no need to improve on that!
- 1 The Alice miller book was not necessary. Chapter 4,5 and 6 was extremely useful and summarised most of the theories with some important quotes from various articles. More of those chapters should be included in the course.
- 1 The lecturer could be more approachable and more involved...
- 1 MORE THEORIES WOULD BE USE FULL AND MAYBE BROADENING IT TO HELP US UNDERSTAND THE CONNECTION BETWEEN THE MIND OF A CRIMINAL AND VIOLENCE HOW THESE TWO COL ORATE
- 1 the reading and the movies are conneted they must not change.but i think if the lecture can change the way he set the test for example he must focus on asking the knowledge of the theories than to ask the question that are not enquiring understanding.
- 1 Anthony please reduce the hours and rather spread them across the week. Sometimes concentrating for 2 hours or more is a challenge especially at the end of the day.
- 1 Make it easier to allow for a greater pass rate
- 1 no in anyway he very good he knows what his doin all i can say is keep up the good work sir!
- 1 Well with regard to the improvements the lecturer would best improve the course by testing on the relevant content like maybe asking questions that make more acedemic sense than to ask us questions based on our attentiveness in class because most students were not able to attend the entire lecture so most movies covered on the course were not able to sees and also participate on the analysis and discussion
- 1 The lecturer was good and I think he can improve the course by decreasing the workload.
- 1 no comment
- 1 The lecture is one of the phenomenon lectures,and presented the course in a simple but informative manner,though I think the tests must cover more on the movies,and allow students to apply their own perspectives on theories rather than asking about the statistics,overall he must keep up doing a great job in help fighting violence here on campus.Very interesting course lv done in

psychology, just need 2 pass it now.

- 1 I don't know, its quite good at the moment. Probably have group projects where students can assess what they're studying in the course, by going public.
- 1 use a mic
- 1 be even more enthusiastic about it.
- 1 he could have a positive attitude towards the passing of the students, from the first day he discouraged the students that they will fail.
- 1 The lecturer is awesome, honestly i don't think there is much he can do to improve it as it is a relatively good course. The only thing is that it is too real and at times dark, so it forces one to go to places we like to pretend don't exist. We were all warned at the very beginning that it could be a little disturbing, and i guess the problem lies within managing our own emotions than the course itself.
- 1 I thank Mr. Collins for creating this module. I haven't seen so much people interacting in a module since my academic studies than they did in this course. I only hope that it continues to grow. The issues discussed helped me on a personal level as well. I do understand many things now but the process of digesting the information and using it to change society and myself, is where the real challenge lies but I look forward to it. I also look forward to taking on the PSYC317 Trauma in Context course which Mr. Collins will be conducting. I only wish him the best for the development of his book. His concern for society was genuine. He did more than teach, he brought his soul into the course. I've never seen someone so engaged not only with the work but with the class as well. He really wants a better world and that's what many lecturers lack today: genuine concern and the ability to make a difference. Hats off to Mr. Anthony Collins.
- 1 Perhaps making it a 16 credit course would help everyone! Getting more lecturers on board to help take classes, then having tuts would even lead to a greater opportunity to put understandings into practice! There is so much potential in a module that brings enlightenment in such a powerful and hard hitting way!! hope it gets much support and approval! I also hope it is a blessing to the department and not a burden! something this module helped me understand in a new light is that sometimes the hardest thing to do is the right thing!
- 1 Cut down on the readings.

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2011|PSYC212|HA|2



2011 PSYC731H2 Trauma in Context

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Course Evaluation PSYC731 Trauma in Context

PSYC731 2011

Please consider your answer to these questions carefully. We will be using these responses to plan the development of this course. Your responses are completely anonymous.

1. I am happy I took this course and would recommend it for other students.

Response	Average	Total
Strongly Agree	82%	9
Agree	18%	2
Total	100%	11/1

2. The module was well organised and I knew what was expected of me in the seminars and assessments.

Response	Average	Total
Strongly Agree	64%	7
Agree	36%	4
Total	100%	11/1

3. The amount of material covered during this module was appropriate for a postgraduate course.

Response	Average	Total
Strongly Agree	82%	9
Agree	18%	2

Strongly Agree	45%	5
Agree	55%	6
Total	100%	11/1

4. The course gave me significant new insights and skills that will continue to be useful once I graduate.

Response	Average	Total
Strongly Agree	100%	11
Total	100%	11/1

5. The seminars were useful and encouraged me to engage with the course materials.

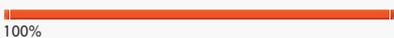
Response	Average	Total
Strongly Agree	73%	8
Agree	27%	3
Total	100%	11/1

6. I felt comfortable participating in discussions during seminars.

Response	Average	Total
Strongly Agree	64%	7
Agree	36%	4
Total	100%	11/1

7. The lecturer showed enthusiasm for the course.

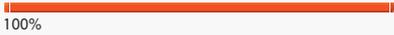
Response	Average	Total
Strongly Agree	82%	9
Agree	18%	2

Total		11/1 1
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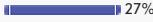
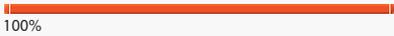
8. The lecturer communicated ideas in a clear and organised manner.

Response	Average	Total
Strongly Agree		9
Agree		2
Total		11/1 1

9. The lecturer created an environment that encouraged student participation.

Response	Average	Total
Strongly Agree		9
Agree		2
Total		11/1 1

10. The lecturer responded helpfully to questions and was available for assistance when required.

Response	Average	Total
Strongly Agree		8
Agree		3
Total		11/1 1

Please rate the usefulness of the following prescribed texts

11. Herman, J. Trauma and Recovery

Response	Average	Total
Very useful		10
Moderately useful		1
Total		11/1

100%	1
------	---

12. Wastell, C. Understanding Trauma and Emotion

Response	Average	Total
Very useful		2
Moderately useful		8
Not very useful		1
Total		11/1 1

13. Dalenberg, C. Countertransference and the treatment of trauma

Response	Average	Total
Very useful		11
Total		11/1 1

14. What part of the course did you find most interesting?

#	Response
1	the dalenberg book and the sections on vicarious traumatization
1	I found the Wastell readings on dissociation/vicarious traumatization very interesting. I also liked that Dalenberg looked at the practical skills involved in trauma therapy.
1	vicarious traumatization
1	The section on transference and counter transference. None of our other courses have given us practical examples of what to expect in the counselling environment, how to make use of transference and counter transference, and how to deal with possible challenges that we might face.
1	vicarious trauma
1	The Herman book was very interesting and useful. It engaged with the issue of trauma in an informative, and yet compassionate and interesting way. I also found the issue of countertransference as discussed in the Dalenberg book a real eye-opener.
1	Herman, Dalenberg and the movies

- 1 I found the countertransference material the most interesting and practically applicable to us as psychology students.
- 1 I really found the sections on Dissociation very interesting. It was difficult to deal with the fact that such horrific things could happen to people that they would need to split it off their conscious, but extremely enlightening to learn about a human's ability to do so. I thought that Where The Wild Things Are was a great depiction of differentiating Dissociation's ability to be adaptive as opposed to being simply pathological. I also found VT a very helpful section - it allowed me to work through some issues, so I was personally grateful to learn about it.
- 1 The countertransference section because it was interesting to see the client's view in comparison with the therapist's view. It was educational because some of the examples will be useful when we enter the practical part of our studies and encounter our own client's. It really was an eye-opener and I think it will thoroughly add to my skills in future.
- 1 The use of movies really reinforced the ideas and allowed us to draw on practical examples in our discussions in the seminars.

15. Overall, how would you evaluate this course?

#	Response
1	a very insightful course which has equipped me with skills i did not have before
1	Above average
1	very useful
1	One of the best, most challenging and thought-provoking courses offered in Honours.
1	excellent
1	I think this is probably the most useful course in Honours. It has taught me so much about trauma, about therapy, and about myself. I feel more equipped to deal with traumatised clients, as compared to fellow students who haven't done the course. The course has also highlighted the importance of emotion, which I think is very significant. Other courses in Honours have been more academic-they haven't had personal significance for me or helped in my personal growth like this course has.
1	Excellent
1	This course is the one I've learnt the most about therapy in. The lecturer had a wide range of knowledge and always

there to assist us in anyway. Highly recommend this for students planning on conducting therapy one day.

- 1 After taking the Trauma course in 3rd year, I found this course extremely interesting and useful. It allowed me to look at the second 'stage' of Trauma in learning about what can be done after atrocities occur. I think it left us with a sense of purpose that if we continue in the field of Trauma and Psychology that we now have tools to help people and a deeper understanding of the psychological and social mechanisms that both a client and therapist go through.
- 1 It was really good. Rate it a 9/10.
- 1 I would say that it is essential for anyone who wishes to go into clinical psychology and work with PTSD patients. Courses which take an in-depth look at each disorder would be extremely useful as part of a clinical degree, or even in honours.

16. How could the lecturer best improve this course?

#	Response
1	cut down on the reading material so other sections can be covered in the course.
1	I really would have liked to have done the childhood attachment stuff before/with the Dalenberg book, especially because the book suggested how important it is to understand how a person has developed attachments and the implications it will have on the therapeutic process/alliance. With regards to the movies we watched I recommend the series "The United States of Tara" (it's about dissociation) and it's the reason I really found the Wastell section interesting.
1	more movies significant to content being covered. Less presentations, more discussion.
1	Perhaps try and structure the course so that there is enough time to cover the attachment theory section.
1	exclude a lot of the readings, include "Mans' search for meaning" V. Frankl. as part of the recovery section of the course
1	Cut out the Wastell book-it was heavily academic and not as helpful as the other books. This will create space for doing the Bowlby Attachment Theory stuff. Also, I feel like the course focused too much on the negative. It needs to include some positive aspects as well. Finally, the course should include a practical element so students can see first-hand what trauma is all about.

- 1 The most important chapters in Wastell should be converted into a coursepack. Dalenberg is too dense
- 1 Change some of the material, the understanding trauma and emotion book is a bit repetitive. could read some chapters from that book and add in the child attachment book.
- 1 I honestly thought the course ran very well - especially since this was the first year that it was offered. The only thing I can think of to make it better would be to have a clear structure of what the presentations should entail and how to deliver them in order to get maximum participation from the whole class, without simply presenting a summary of the readings. I think this would leave more time for discussion - which is always the most interesting and useful part of the seminars in my opinion. Also, the idea of role playing would be quite interesting.
- 1 Perhaps He could have it in the first semester as we could not cover everything we wanted to cover because it was such a short term.
- 1 Perhaps a scaling down of each of the texts would allow for more content to be added. A set movie list would also help co-ordinate each movie with the theory most appropriate to it.

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2011|PSYC731|HA|2



2011 PSYC718H1 Psychology and Society

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- / ► View All Responses

View All Responses. All participants. View Default order Responses: 11

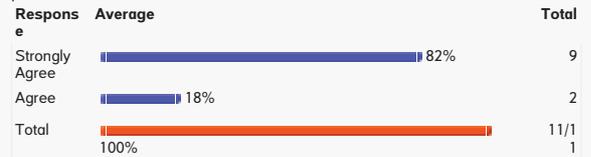
Course Evaluation PSYC718 Love and Money

Please consider your answer to these questions carefully. We will be using these responses to plan the development of this course.

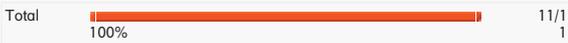
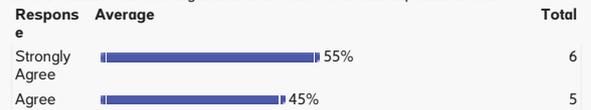
1. The module has given me new critical thinking skills



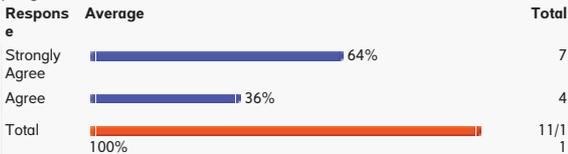
2. This module has challenged the way I think about my discipline, and the range of problems that it can address.



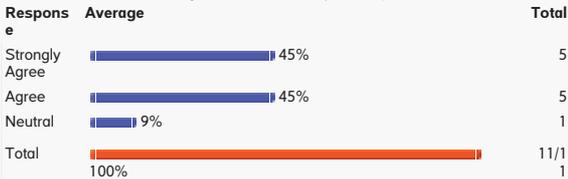
3. The module was well organised and I knew what was expected of me.



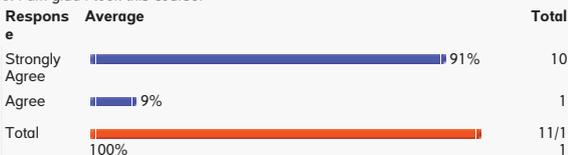
4. The amount of material covered during this module was appropriate for a postgraduate course.



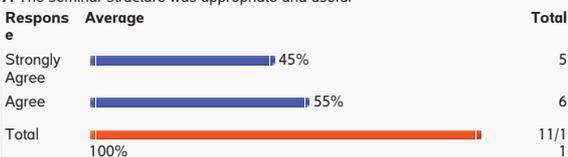
5. This module has encouraged me to work independently.



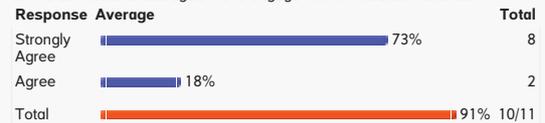
6. I am glad I took this course.



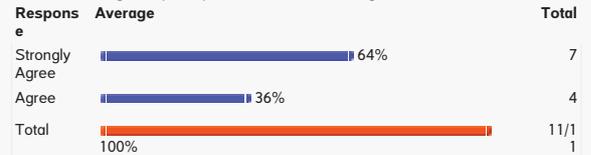
7. The seminar structure was appropriate and useful



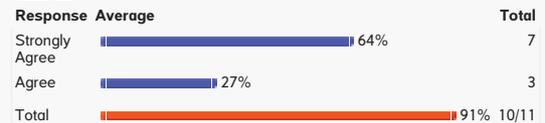
8. The seminars encouraged me to engage with the course materials.



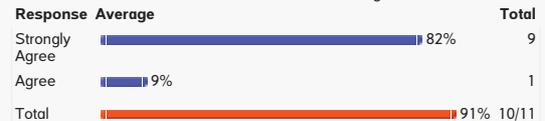
9. I felt encouraged to participate in discussions during seminars.



10. The seminars related well to the course and helped me understand the course materials



11. The lecturer communicated ideas in a clear and organised manner.



12. The lecturer showed enthusiasm for the course.



13. The lecturer encouraged students to think for themselves.		
Response	Average	Total
Strongly Agree	100%	11
Total	100%	11/11

14. The lecturer created an environment that encouraged student participation.		
Response	Average	Total
Strongly Agree	91%	10
Agree	9%	1
Total	100%	11/11

15. The lecturer responded helpfully to questions and was available for assistance when required.		
Response	Average	Total
Strongly Agree	91%	10
Agree	9%	1
Total	100%	11/11

Please rate the usefulness of the following prescribed texts

16. Status anxiety		
Response	Average	Total
Very useful	91%	10
Moderately useful	9%	1
Total	100%	11/11

17. No Logo		
Response	Average	Total

Very useful	36%	4
Moderately useful	64%	7
Total	100%	11/11

18. Affluenza		
Response	Average	Total
Very useful	100%	11
Total	100%	11/11

19. Final articles on identities, transactional sex and violence		
Response	Average	Total
Very useful	82%	9
Moderately useful	18%	2
Total	100%	11/11

20. Overall, how would you evaluate this course?
- | # | Response |
|---|---|
| 1 | Well organised, interesting and helps in understanding society. |
| 1 | Love and Money has been a well-organised and carefully structured course with interesting and challenging material. Overall, an excellent (and unique!) learning experience. |
| 1 | The course makes you think critically about issues that we tend to take for granted. It encourages critical thinking. Explores exploitation through various channels, Historical use of propaganda to steer people into certain ways of thinking, consumerism in a capitalistic society and the negative spin off's associated with personal & social identity...ie. status anxiety, affluenza, status insecurity leading to violent crime. |
| 1 | this is an amazing course that challenges the way we have behaved and lived. it is thought provoking and although |

- sometimes emotionally draining, is filled with necessary knowledge and information. this is a course that everyone should take!!! the main reason for the success of this course is the lecturer, the way he presents the material, challenges us to think, and encourages discussion. we owe Anthony a huge thank you for all his effort and time.
- I think that this is an excellent course as it challenges our conventional thinking as psychology students, and helps us to understand and make sense of both our lives and the lives of others in our society. I think future honours students will be at a great disadvantage if this course is not offered again next year.
 - This course is exceptional and unique. A thoroughly interesting alternative view of modern society and the underlying processes. It is only unfortunate that more people don't take a course like this, as then it wouldn't be necessary.
 - Excellent. Makes you think on a whole new level about things you never previously thought about.
 - This was an excellent course that I thoroughly enjoyed. It was evident that its composition was carefully thought through and was well structured. It enlightened me in so many areas of my life, including my shopping rationales and awareness of the larger world beyond myself. It made real the obvious truths that we often take for granted in society. I believe that this course has permanently changed all of us for the good. As young psychologists, this course allowed us to think about issues regarding identity and alienation through a different lens, providing a better understanding. In conclusion, loved this course...I'd definitely take it again and recommend it!
 - I think this is probably the most relevant and interesting course in psychology. It should be adapted and taught at undergrad level! It was definitely thought-provoking and intellectually stimulating. It was also well-planned and organised. However, the reading material was a bit too much to get through at times (in particular No Logo). To sum up, this course has changed the way I think about things like advertising, consumption, globalisation, status and happiness.
 - I loved this course! I loved how we were encouraged to think and have opinions and wonder about things rather than just learning the material. I learnt a lot about myself through this course which was challenging and exciting and I think I've definitely grown. I've learnt to be more open to different possibilities but also more critical. I think that the topics we addressed are truly important and very relevant to

- now. I found this course to be really emotionally demanding which I hadn't expected but I don't think is a negative thing. This was the most interesting and stimulating course I've done and I think also the most important. Thank you!
- an engaging course which encourages students to think out of the traditional domains of psychology especially in terms of issues which are present in their everyday lives.

21. What part of the course did you find most interesting?
- | # | Response |
|---|---|
| 1 | <u>Samantha Petzer</u>

<u>208507442</u>

<u>Love and Money Course Evaluation</u>

This course opened my eyes and deepened my understanding of society and the many forces acting within it. The detrimental effects of capitalism, with the overwhelming linkage of money to self-worth have really been highlighted, along with the detrimental effect consumerism and constant need for more has on our environment.

The clear distinction between 'having' and 'being' has been drawn but the alarming thing is how much of society spends their lives 'having'. People define themselves on their materials, their cars, their houses, their clothes and their jobs. People are completely vulnerable and open to the sharks of the market place. Selfish capitalism reigns and society's mental health and wallets suffer.

Relationships are now based on work and who is wearing a particular brand, as image is everything. Family units are being broken due to the constant striving for more. Intimacy and authenticity is lacking amongst people, damaging our very core as social beings. Why? Because there is no time to relax, enjoy friends and family as the stocks may drop or the new Nike shoe |

needs to be designed or work needs to be done till late at night to afford that car to impress my boss to get a promotion and so the vicious cycle continues.

Whilst all this is happening the divide between the poor and the rich gets bigger as the poor suffer tremendously. This is not acknowledged enough. People are under tremendous strain to stay on top economically to meet materialist needs. This needs to be acknowledged in therapy and dealt with. As psychologists, this is imperative for a holistic understanding of clients. Hopefully we as psychologists will venture further into the world to help those who bear the consequences of our material values, those in sweatshops, in poverty and in dangerous living conditions.

- 1 Love and Money encouraged me to interpret and conceptualise many "everyday" issues in a critical and structured way which helped me make sense of some of the forces at play in the world in which we seem to obviously live. I found Affluenza to be a really enjoyable read, I feel that it made some important theoretical and conceptual points in a very approachable and "user-friendly" manner. I was particularly interested in the chapter linking one's childhood to their present anxieties. The concept of "introjection" really made me think about which values that I hold today are really my own. The film selection was also really interesting. Although quite uncomfortable at times, they were relevant to the themes we discussed each week and presented the issues in unique and often abstract ways.
- 1 'Affluenza' as a concept and how it results in a large percentage of our 'successful' population being stuck in a spiral of meaningless existence, what Frankl terms an 'existential vacuum,' and the negative consequences. I feel that as future psychologists, it is important to have insight into issues such as these, which so often exist in our society.
- 1 The main reason that I think this module affected me the way it did, and still is, is because we are, in a way, the subjects being studied. We, as consumers, are part of the economy and form a role that was already set out for us. It makes me a little angry and very guilty that I had been fulfilling this role that inevitably made rich multinationals

richer.

The psychology behind purchasing, consuming, and consumption has been the most interesting part of the course for me as there is a sense of realization that your desires for materials have been somewhat programmed into you through advertising and unconscious notions that makes us unsatisfied with our lives.

The sections that have made the biggest impact on me was learning about the Export Processing Zones in No Logo, the rat race that globalization has caused so many people in Affluenza, and those criminals from Inside Story who have the undeserving power and authority to steal, plot, lie, and evade justice – I really hate them!!!

Overall, this has been the most interesting course that I have taken and has emotionally and mentally demanded a lot from me. I think that the knowledge that I have gained from this course can help me through many areas and phases in my life. Although, it does leave me feeling a little despondent about the way the world is being run, it does offer some hope that people can come together, out of goodness and kindness and 'share the trophy'.

- 1 For me, the practical application to our own lives as young people in consumer culture was the most interesting. The course has broadened my thinking and helped me to be more critical about the consumer decisions I make in my own life. It has made me reflect on the next steps I take in my education in terms of how and why one pursues a particular kind of education. It has also helped me to better make sense of the society that I live in.
- 1 The films all brought home a particular part of the course and were for me the most vivid and emotional part of the course. Affluenza was an important read.
- 1 The whole course was very interesting, however, the link between social status and the affluenza virus was most interesting.
- 1 Though every component was interesting, I thought that the application to the South African context was most interesting as it's understanding required an integration of all preceding sections. It tied up the entire course quite well.
- 1 Affluenza-because it made me realise that the people who've 'made it' financially are actually no happier than everyone else. It also provided useful insight into how people unknowingly possess Virus values and goals. Most importantly, it also left me with hope because it gave

alternatives and solutions to the problems it discussed.

- 1 I found the effects advertising has on us very interesting and how materialism and striving for status makes us miserable. I also found the terrible things big corporations are doing and the power they have really interesting although obviously horrifying and upsetting at the same time.
- 1 I enjoyed the final part whereby we explored how the theories we have been learning affect young south africans.

22. How could the lecturer best improve this course?

Response

- 1 Perhaps a little more time could be spent on individual psychological factors as opposed to the societal forces.
- 1 I found the seminars, presented by the students, extremely long, drawn out and tiring with very little variation. Given that we had all studied the material and written notes on them prior to the seminar, I feel that more emphasis should be placed on keeping the seminars short, succinct and interactive.
- 1 I honestly wouldn't change anything about it!
- 1 Affluenza could have come earlier in the course, and more attention could be paid to possible solutions. This course needs to run alongside a think tank or society/student organisation, where students can find a productive outlet for the outrage and indignation that certain parts of this course provoke. In a good way though.
- 1 N/A
- 1 The only suggestion I have is maybe to keep to a time limit. Even though seminars were interesting, they sometimes were exhausting. A good option would be to make the movies available on learning for students to watch individually and then be discussed in class.
- 1 Cut down on the reading material and replace some of the movies with more interesting ones. Everything else is fine, though.
- 1 Perhaps in the beginning there could have been a bit more guidance about how to structure a seminar and how long it should be etc as at first we made our presentations quite long not leaving as much time for discussion. I felt that all the materials-readings and movies were really relevant so don't see any reason to get rid of any of them.
- 1 a greater exploration of the role these play in the formation of identity and perhaps even requesting the class to have

critical explore their construction of their identity and if any of the theories that they have learned played a role and if so how

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2011|PSYC718|HA|1



Psychology 212 H2 (A): Psychology and Society

Understanding violence in South Africa
Anthony Collins

Prescribed books:

Miller, Alice **For your own good: the roots of violence in childrearing**

Recommended - multiple copies on reserve

Gilligan, J **Violence: reflections on a national epidemic**

Altbeker, A **A country at war with itself**

Krog, A. **Country of my skull**

Some of the prescribed readings are taken from these books, and if you want to read further, it would be useful to read the whole book. They are all very clear, engaging and readable. Altbeker or Gilligan could be a good place to start. Krog is useful if you want to understand the recent social history of South Africa and to think about trauma and violence, but some readers find it quite emotionally disturbing. You should also keep a close eye on the way violence is being reported in newspapers, magazines, on TV, and in everyday discussions.

By now it is clear that you have a lot of reading to do for this course. Most of it is quite easy (and really interesting, I hope), but you have to **keep up with the reading at all times**. The lectures will not summarise the information in the readings and you need to do the required reading **before** the lecture if you want to follow what is going on. Clearly there is no chance of being able to cram it all just before the exam. **You will need to read 1 hour every day to keep up.**

You are also strongly encouraged to ask questions in lectures. Your questions may cover anything from terms and theories in the readings or lectures, to the applications of the material to contemporary social conditions, or pretty much anything else that relates to the course. If you don't like asking questions publicly, you should just hand in a note with your question.

You can also talk to me about any questions or problems you are having. I will be available after lectures, and during my student consultation times. You can also email me: collinsa@ukzn.ac.za

Always check Moodle for course updates and notices: <http://learning.ukzn.ac.za>

COURSE OUTLINE

Section 1: What is violence?

How do we think about violence? Our beliefs, understandings & assumptions.

Topical events: violence at UKZN

“Now comes another tale”

Bereaved and dumb...

How to think about violence

The crime capital of the world?

Section 2: Psychodynamic approaches

How do early experiences influence later violence?

Frustration-aggression, Authoritarian personality, and other psychodynamic

Intergroup Relations: theories and positions pp.27-38

Miller, A. For your own good

Section 3: Social influence

How does the interpersonal environment influence violence?

Intergroup Relations: theories and positions pp. 38-51

Violence in Schools: Discipline

Responses to gender-based violence in Schools

Section 4: Violence and gender

Why is sexual assault such a problem? Why are men more violent than women?

Kilroy was here: Yroumoer in South Africa

Violent crime: rape

Shame: the emotions and morality of violence

Section 5: Violence in South Africa

What theories and strategies can be used to understand and reduce violence?

Perceptions and realities of violence.

Underlying social conditions.

Xenophobia and racism

Possibilities and limitations of psychology in dealing with violence.

Course evaluation:

Test: 30 question MCQ on all course material

Exam: 1 long question on all major concepts and analyses.

Essay: 1 page essay plan, 1500 word essay (typed, APA format, **no plagiarism**, submit 2 copies). (An alternate form of evaluation may replace the essay - **check!**)

CONTENTS OF READER

Newspaper reports violence at UKZN	
“Now comes another tale..”	pp. 148-183 Malan, R.
Bereaved and dumb...	pp. Krog, A.
How to think about violence	ch. 4 Gilligan, J.
The crime capital of the world	ch.2 Altbeker, A.
Intergroup relations: Theories and Positions	ch. 2 de la Rey, C. (in Foster)
Violence in Schools: Discipline	ch. 12 Holdstock, T. (in Hoffman & McKendrick)
Newspaper reports on bullying	
Responses to gender based violence	Richter, et al
Kilroy was here: Vroumoer in SA	ch.5 Altbeker, A.
Violent Crime: Rape	ch. 4 Vogeliman, L. (in Hoffman & McKendrick)
News reports on gender based violence	
Shame: The emotions & morality of violence	ch.5 Gilligan, J.
Youth attitudes toward violence (Crime and Conflict)	Segal, Pelo, Rampa
News articles on xenophobia	
References:	
Altbeker, A	A country at war with itself
Foster & Louw-Potgieter	Social Psychology in South Africa
Gilligan, J	Violence: reflections on a national epidemic
Krog, A.	Country of my skull
Malan, R.	My traitor's heart
McKendrick & Hoffman	People and Violence in South Africa
Richter, L. Dawes, A. & Higson-Smith, C.	Sexual abuse of young children in Southern Africa

Movie Schedule

The Tuesday lecture starts at 2:10pm and is followed by a film screening. The film starts at 3pm unless otherwise indicated, and usually ends by 5pm, but will sometimes run a bit later. Please wait till the end before leaving: don't make arrangements to have to leave before 5:15pm. Movies are subject to change.

Tue 27 July:	Tsotsi	1hr34
Tue 3 August:	City of God	2hr05
Tue 10 August:	This is England	1hr41
Tue 17 August:	The Guletu Seven	1hr47
Tue 24 August	Once were warriors	1hr40
Tue 31 August	Bowling for Columbine	1hr55
Tue 7 September	Sometimes in April	2hr20

Monday mornings: Architecture of Fear 55min, Question of Equality 50 min, The Dark Heart 60 min, No past to speak of 60 min, Law & disorder in Joburg 60 min

The films are prescribed course materials - not just entertainment. Think about the following questions, and be able to discuss them in the essay and exam:

What kinds of violence are shown in the film. Why these in particular?

Whose experience or perception of violence is it (what social group?)
(Also: Who made the film? Why? For what audience?)

What theories and explanations of violence are offered or assumed?

What ideas about reducing or preventing violence are implied?

Why are these explanations used, and where do they come from?

How does this depiction of violence relate to your own experience or ideas about violence?

Quotes of the day:

“Cricket civilizes people and creates good gentlemen. I want everyone to play cricket in Zimbabwe; I want ours to be a nation of gentlemen” Robert Mugabe
“We are prepared to take up arms and kill for Zuma” Julius Malema

ESSAY and ESSAY PLAN

Essay plan:
Essay:

The essay plan is a VERY BRIEF, POINT FORM skeleton structure of what you want to say in the essay. It must be typed, and may not be more than one page.

It should contain about 12-20 key points, each one just a key phrase to explain your point.

The emphasis is on showing the logical structure of the argument you will develop in your essay. It must also include a list of references you will use.

The aim of the plan is to help you conceptualise your argument in advance, so you don't end up submitting a type-as-you-think first draft, which always have very weak overall structure, even if the contents are good. As a partial example:

Title: The relevance of the concept of ideology for understanding violence in SA.

Paragraph 1: why examine ideology?

Where do definitions of violence come from?

Dangers of accepting received definitions - what gets concealed.

How to develop critical alternatives.

Paragraph 2: definitions of ideology

3 views: positive, pejorative, neutral and critical and relative.

Paragraph 3: critical definitions

Marx: 'consciousness is determined by life', class conflict

Larrain: attempt to explain Marx

Althusser: interpellation, subjectification

Therborn: forms of interpellation

etc, etc, etc

ESSAY: some typical questions (**THESE ARE NOT THE ACTUAL ESSAY TOPICS!**)

Explain xenophobia and xenophobic violence in South Africa using theoretical models covered in the course.

Or

Discuss the nature and prevalence of violence against children in South Africa, its consequences, and how explain it could be reduced.

Or

Explain the relationship between masculinity and violence (including sexual violence), suggesting ways in which gender based violence might be reduced.

A good essay consists of good research, clear presentation, a well structured argument, and a thoughtful conclusion. A weak essay usually consists of a collection of basically relevant ideas which are not actually worked into an integrated argument, with few typographical and spelling errors.

The essay should be 1500 words long - it may not be longer: remember it is harder to write a good short essay than a good long essay, so be clear about what you do and don't need to include. You must use at least 3 actual printed references (ie: not internet sources).

The essay must be written and referenced using the standard APA format. Don't even think of plagiarising a single phrase, you will get zero and face disciplinary action.

EXAM: The question might look like one of these -

Answer **ONE** of the following questions. You answer must have two parts:

1) *A plan of the answer, listing main points and showing the structure of the argument. This can be done in rough with corrections, diagrams, etc. (15 minutes)*

2) *The essay, presented neatly with legible handwriting (1hr 15 minutes)*

Explain the **psychodynamic** approaches to understanding violence covered in the course, clearly showing their strengths and weaknesses.

Explain how Alice Miller's work on the roots of violence in childrearing, and Adorno's theory of the Authoritarian Personality, can be used together to understand certain types of violence in South Africa.

Explain the strengths and weaknesses of the Frustration-Aggression Hypothesis, also showing how it can be linked to other approaches such as Gilligan's understanding of masculinity and violence.

Explain how the feminist analysis of rape can be used to understand the relationship between gender roles and sexual violence in South Africa.

Explain how we can understand violence in South Africa using Realistic Conflict Theory and Relative Deprivation Theory. Show both the strengths and weaknesses of these theories.

Discuss the arguments linking corporal punishment and violence. Compare popular arguments with relevant psychological research findings on this issue.

Explain how masculinity and violence are linked. Refer to the analyses offered by Gilligan, Vogelman and other relevant writers covered in the course.

Explain xenophobic violence in South Africa, clearly explaining and assessing the variety of causes that may contribute to it.

Tips: the exam question will also tend to ask you to link the theories to specific South African problems and possible solutions.

Plan your answer first, then write it up as neatly as possible

Don't just try to write as much as you can, as fast as you can.

Don't try rely on the lecture notes, show a detailed knowledge of the readings.

Always first explain the theory as clearly and precisely as possible - show that you have done the reading

Then, as required,

compare the different theories

evaluate the strengths and weaknesses of the theories

show how the theories apply to the problem under discussion.

Use appropriate (but brief) examples to illustrate your points.

Conclude with your own criticisms & observations, if they reflect insight into the theories.

PSYC212: Psychology and Society: Understanding Violence

November exam 2010

Examiner: Anthony Collins

Answer ONE of the following questions. You answer must have two parts:

- 1) A plan of the answer, listing main points and showing the structure of the argument.
This can be done in rough with corrections, diagrams, etc. (15 minutes)
- 2) The essay, presented neatly with legible handwriting (1hr 15 minutes)

Explain how the feminist analysis of rape can be used to explain the relationship between gender roles and sexual violence in South Africa.

Be sure to discuss the following (in the order given below):

- i) definitions of rape and other forms of sexual violence
- ii) incidence of various forms of sexual violence
- iii) traditional assumptions surrounding sexual violence
- iv) feminist critique of these assumptions
- v) traditional gender roles and sexuality
- vi) the psychology of the rapist
- vii) issues around masculinity
- viii) ways of reducing sexual violence in South Africa

OR One of the conclusions we reached in the course is that South Africans often try to get rid of violence by using even more violence.

- i) Give at least 3 different examples of this approach
- ii) Explain, using theories from the course, why this approach is so popular even when it seems irrational. (This is the most important part of this question).
- iii) Referring to your previous examples, explain the alternatives that could be used. Here you should go into detail on what needs to be done, and the practical ways in which it can be implemented.

PSYC212: Psychology and Society: Understanding Violence

Supplementary exam 2010

Examiner: Anthony Collins

Answer ONE of the following questions. You answer must have two parts:

- 1) A plan of the answer, listing main points and showing the structure of the argument.
This can be done in rough with corrections, diagrams, etc. (15 minutes)
- 2) The essay, presented neatly with legible handwriting (1hr 15 minutes)

Several of the theories in the course were built on psychodynamic models. These included the Frustration-Aggression Hypothesis, the theory of the Authoritarian Personality and Alice Miller's discussion of "poisonous pedagogy". Explain each of these theories, clearly showing how each one emphasises a slightly different aspects of the causes of violence.

In your answer you should:

- i) explain the theories in detail, showing the concepts they have in common.
- ii) show how they are relevant to violence in South Africa
- iii) point out any limitations they may have
- iv) explain what we would need to do to reduce future violence, according to these theories.

OR

Explain how masculinity and violence are related. Refer to the analyses offered by Gilligan, Vogelman and other relevant writers, clearly showing how both sexual and non-sexual violence are explained as expressions of certain forms of masculinity. Illustrate your answer using examples from the films in the course, and conclude with some suggestions related about how to reduce violence in South Africa.

**PSYCH350. Understanding Violence, Exam
June 2013 Examinations**

Time: 3 hours

Examiner: Dr A Collins Marks: 100

INSTRUCTIONS

There are TWO sections to this paper. Answer BOTH questions from Section A, and ONE question from Section B.

Each question in Section A is marked out of 25. The question in Section B is marked out of 50. The section B question carries more marks, so must obviously be developed in much more depth.

On the cover of your answer book as well as inside it, clearly indicate which questions you have answered.

Section A

Answer **both** questions:

Question 1

Gilligan states that we should use a public health approach to prevent violence. Explain what he means by a public health approach to the study of violence and why this provides an effective way of thinking about and preventing violence. Use specific South African examples and examples from the course movies or novels to illustrate your argument. (25 marks)

Question 2

In his article, “*Violence is Not a Crime: a Critical Analysis of Key Concepts*”, Collins states that not all violence is criminalised. Name and explain five types of legitimate violence that occur in South Africa. Give a specific example of each from the reader or the course movies or novels. (25 marks)

Section B

Answer **one** question:

Question 3

Explain, using theories from the course, as well as Miller’s book *For Your Own Good*, why people often support violent and destructive leaders. Be sure to explain key concepts such as idealization and identification with the aggressor. Use relevant current South African examples, at least two examples from Miller, and at least three examples from the course movies or novels to illustrate your explanation. In each case clearly explain how the example illustrates the theory. (50 marks)

Your discussion must contain the following subsections:

3.1) A list of each of the theories that you will discuss.

3.2) An explanation of each of these theories. The explanation of each of these theories, including the processes involved in these theories, should be presented in turn. Include discussion of examples that illustrate each of the theories and the processes involved in each of the theories.

OR

Question 4

Explain how masculinity and violence are linked. Refer to analyses offered by Gilligan, Vogelman and Collins and other relevant writers covered in the course. Use relevant and current examples from South Africa and at least three examples from the course movies or novels to illustrate your discussion, showing how each example illustrates the relevant theory. Clearly identify how these forms of masculinity are produced in South Africa, and suggest how they could be changed. (50 marks)

Your answer must contain the following subsections:

4.1) An explanation of how masculinity and violence are linked. Include discussion of examples.

4.2) An explanation of how these forms of masculinity are produced in South Africa.

4.3) Suggestions for how these forms of masculinity can be changed.

PSYCH350, Understanding Violence Supplementary Exam

June 2013 Examinations

Time: 3 hours

Examiner: Dr A Collins Marks: 100

INSTRUCTIONS

There are TWO sections to this paper. Answer BOTH questions from Section A, and ONE question from Section B.

Each question in Section A is marked out of 25. The question in Section B is marked out of 50. The section B question carries more marks, so must obviously be developed in much more depth.

On the cover of your answer book as well as inside it, clearly indicate which questions you have answered.

Section A

Answer both questions:

Question 1

“People feel incomparably more alarmed by a threat to the psyche or soul or self than they are by a threat to the body. The death of the self is of far greater concern than the death of the body. People will willingly sacrifice their bodies if they perceive it as the only way to avoid ‘losing their souls’, ‘losing their minds’ or ‘losing face’.” (Gilligan, 1996, p. 96). Gilligan states that shame is the major determinant of people’s enactments of violence. Explain how Gilligan allows us to understand those incidents of violence for which there seems to be no material gain. Use specific South African examples and examples from the course movies or novels to illustrate your argument. (25 marks)

Question 2

In his chapter “Something to Cry About”, Collins argues that there are two different kinds of respect. Name and explain each of these kinds of respect and give examples of each from the course movies or novels. (25 marks)

Section B

Answer one question:

Question 3

The Authoritarian Personality does not cause prejudice but it does make a person more susceptible to socially existing prejudices. Using contents from the reader, as well as Miller’s book, For Your Own Good, explain the psychodynamic processes that result in a person being more susceptible to socially existing prejudices. Then describe and explain, using specific current examples, and at least three of the course movies or novels, the different types of prejudice that operate in South African society. (50 marks)

Your answer must contain the following subsections:

- 3.1) An explanation of the psychodynamic processes that result in a person being more susceptible to prejudice.
- 3.2) A description and explanation of specific current examples, including three of the course movies or novels.

OR

Question 4

Vogelman asserts that rape is not simply a crime of uncontrollable sexual desire. Discuss evidence that supports this claim. Then describe how consideration of socially constructed gender roles and ideas about masculinity provide us with a better way to understand rape. Use specific examples from South African society as well as at least three of the course movies and novels to illustrate your discussion. Use these examples to explain the different forms of gender-based violence in contemporary South Africa, and how they could be reduced. (50 marks)

Your answer must contain the following subsections:

- 4.1) Evidence that supports the claim that rape is not simply a crime of uncontrollable sexual desire. Include discussion of examples.
- 4.2) A description of how gender roles and ideas about masculinity allow us to understand rape. Include discussion of examples.
- 4.3) A discussion of examples that explain different forms of gender-based violence in contemporary South Africa.
- 4.4) How these forms of gender-based violence can be reduced.

PSYC317 HC Trauma in Context

Anthony Collins

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The module examines the idea of trauma in Psychology, specifically the way in which it offers a bridging concept between the social and the psychological by providing a way of theorising the impact of society on the individual. In so doing it links clinical psychology with social theory, and develops a framework for understanding the importance of cultural and historical processes within applied psychological practice.

Through examining the historical emergence of the concept of trauma and its recent institutionalization in the category of Post-Traumatic Stress Disorder, the module shows how any examination of individual breakdown remains incomplete without a clear understanding of the social situations and historical processes in which it occurs. By examining feminist and other critical approaches to trauma, it extends the notion of psychological harm to go beyond the traditional idea of single dramatic events, and to include the effects of sustained structural elements of the social world, such as racism, sexism, heterosexism and poverty. These elements are explored with specific reference to the practice of psychology in contemporary South Africa.

The course is a 3rd year elective and runs over 7 weeks. It is designed to be reading intensive, and students must keep up with the prescribed readings at all times. Some of the prescribed readings (especially Alice Miller & Antjie Krog) require self-study: they are examinable, but only covered briefly in class. Others, like part 1 of Herman, are central to the course and require multiple readings. Students should actively take part in class discussions, as well as raise questions about the readings. There are weekly film screenings, which are examinable course materials. The films can also be viewed in the library media centre.

Prospective students should be aware that studying psychological trauma can be emotionally stressful, and should not enrol for the course if they feel overwhelmingly uncomfortable thinking about the issues that will be raised. It is also essential to seek additional psychological support in such situations.

The course information is on the learning site (learning.ukzn.ac.za)

COURSE PLAN

1) History and Context

Herman: Introduction and 1: A forgotten history
Swartz: Culture, stress and social upheaval
Gobodo-Madikizela: The language of trauma
Beveridge: On the origins of PTSD
Hacking: Trauma
Book: Country of my skull
Movies: Mysterious skin, Regeneration

2) Psychological responses: Post-traumatic stress

Herman 2: Terror

Turnbull: Classification
Book: Thou shalt not be aware
Movie: Rough Aunties

3) Social and psychological disconnection

Herman 3: Disconnection
McFarlane: Trauma and its challenge to society
Movie: Festen

4) Power, powerlessness and captivity

Herman 4: Captivity
Laub: Truth and testimony
George: Contested meanings and controversial memories
Movie: Deliver us from Evil

5) Child Abuse

Herman 5: Child abuse
Hacking: Child abuse
Terr: Childhood traumas
Movie: Capturing the Friedmans

6) Beyond PTSD

Brown: Not outside the range
Herman 6: A new diagnosis
Janoff-Bulman: Victims of violence
Eagle: Political conundrums of PTSD
Bracken: Deconstructing PTSD
Movie: Everything is illuminated

Prescribed Books:

Herman, Judith Trauma and recovery: domestic abuse to political terror
(*this is the essential core text for the course*)
Gobodo-Madikizela, Pumla A human being died that night
Miller, Alice Thou shalt not be aware: society's betrayal of the child.

Highly recommended

Eagle & Kaminer Traumatic stress in South Africa

Films:

Mysterious skin 100 min
Regeneration 114
Rough Aunties 103
Deliver us from evil 101
Capturing the Friedmans 107
Festen (The Celebration) 105
Everything is illuminated 106

Recommended Reading: (copies are on reserve)

Krog, Antjie Country of my skull
Morrison, Tony Beloved
Speigelman, Art Maus: a survivors tale (2 vol.) (Graphic novel)
Michaels, Anne Fugitive Pieces

Books on reserve:

Antze, P. & Lambek, M. (eds) Tense past
Black, Dora, et al Psychological Trauma: a developmental approach
Bracken, P Rethinking the trauma of war
Caruth, Cathy (ed) Trauma: Explorations in memory
Brecken, P. & Petty, C. Rethinking the trauma of war
Figley, C (ed) Trauma and its wake. Vol 1 & 2
Hacking, Ian Rewriting the soul:
Kleber, Rolf Beyond trauma: cultural and societal dynamics.
O'Brien, L Stephen Traumatic events and mental health
Ochberg, F (ed) Post-traumatic therapy and victims of violence.
Wolf, M.E. Posttraumatic Stress Disorder: Etiology, phenomenology & treatment.

Also see the website of the Centre for the Study of Violence and Reconciliation

(CSVr) <http://www.csvr.org.za/>

Contents of Reader

Course outline, lecture notes & information on service providers

Swartz, Leslie (1998) Culture, stress and social upheaval
Culture and Mental Health: A South Africa View

Gobodo-Madikizela, Pumla (2002) The language of trauma. From **A human being died that night**. Cape Town: David Phillip

Beveridge, Alan. On the origins of PTSD

Black, D. et al (1998) **Psychological Trauma: a developmental approach**

Turnbull, Gordon. Classification

Black, D. et al (1998) **Psychological Trauma: a developmental approach**

McFarlane & van der Kolk Trauma and its challenge to society

Van der Kolk et al (eds) (1996) **Traumatic Stress: The effects of overwhelming experience on mind, body and society**

George, Glynnis Contested meanings and controversial memories

Antze, P. & Lambek, M. **Tense Past: Cultural essays in Trauma & Memory**

Hacking, I (1995) Child abuse. (4)

Rewriting the Soul: multiple personality and the sciences of memory

Terr, L. Childhood traumas: an outline and overview. Everly, G.S. & Lating J.M. (1995) **Psychotraumatology**. New York: Plenum Press.

Brown, Laura S. Not outside the range: one feminist perspective on psychic trauma. Caruth, Cathy (ed) (1995) **Trauma: Explorations in memory**

Janoff-Bulman, R. Victims of violence. Everly, G.S. & Lating J.M. (1995) **Psychotraumatology**. New York: Plenum Press.

Eagle, Gill The Political Conundrums of PTSD. Hook & Eagle (2002) **Psychopathology and Social Prejudice**. Cape Town: UCT Press

Additional materials from the Sinani (KZN Programme for Survivors of Violence) and the Trauma Centre (Cape Town). Includes **Sinani Handbook for Trauma Support Workers**.

Trauma in Context: Possible exam questions

Remember the aim is NOT to write as much as you can, but to develop a clear, well conceptualised and well-argued answer that thoughtfully responds to all the elements of the question. Possible exam questions may look like this:

Explain the emergence of the notions of psychological trauma and PTSD over that the last 150 years, clearly showing the specific historical contexts and how they influenced the development of these ideas.

Several South African writers have criticised the DSM formulation of PTSD, arguing that it remains inadequate for our social context. Identify and explain these critiques, showing the specific problems that have been raised, and the possible solutions that have been proposed. Be sure to refer the contributions of Swartz, Gobodo-Madikizela and Eagle.

Alice Miller both uses and criticises psychoanalysis and as a framework for understanding child abuse. Explain her position, clearly indicating her exact points of agreement and disagreement with Freud. You should also refer to existing debates around the changes in Freud's own thinking, and how these have affected the study of trauma.

Herman challenges us with the claim that "all that the perpetrator asks is that the bystander do nothing". Discuss this claim, showing how confronting trauma is often linked to social movements. Include an explanation of McFarlane's discussion of trauma and society, and conclude with some reflections on the role of psychologists in South African society.

It has been argued that traumatic stress responses can be understood as a dialect of intrusion and constriction. Explain what this means, linking it to the symptoms associated with PTSD. Include a discussion of both the physiological and psychological processes at work, and show how these can have both adaptive and dysfunctional elements.

Herman offers the notion of Complex PTSD as an addition to the current diagnoses outlined in the DSM. Explain this diagnosis, clearly showing how its causes are different from conventional PTSD, and describe the symptoms and the underlying psychological processes that may account for them. Also discuss the other similar critical alternatives that have been suggested.

Any understanding of trauma is also a way of thinking about memory. Explore the problems of memory, including its social aspects, that have been raised in the course. Include some discussion on the questions of false and recovered memories.

Trauma in Context Essay questions

Essay plan

The essay plan is a VERY BRIEF, POINT FORM skeleton structure of what you want to say in the essay. It must be typed, and may not be more than one page.

It should contain about 12-20 key points, each one just a key phrase to explain your point. The emphasis is on showing the logical structure of the argument you will develop in your essay.

It must also include a list of references you will use.

The aim of the plan is to help you conceptualise your argument in advance, so you don't end up submitting a type-as-you-think first draft, which always have very weak overall structure, even if the contents are good.

Essay plan: Fri 16 Oct, 8:30am (in class)

Herman says that "trauma is an affliction of the powerless". Explain what she means, showing the specific forms of powerlessness that exist in South African society, and the forms of trauma that these can create. Explain the models that have been developed to explain the links between powerlessness and trauma, and go on to explain the role of social support in overcoming that powerlessness.

OR

Describe a traumatic response that you have experienced or witnessed, and explain it using the concepts you have covered in the course. The important focus here is on linking the experience to the specific theories that predict and explain it, and how you apply them to an actual case.

Essay: Fri 23 Oct, 8:30am
(printed copy in box and electronic copies to Turnitin)

PSYC317: Trauma in Context
Final Exam 2012
Anthony Collins

Answer ONE following questions. You answer must have two parts:

1) A plan of the answer, listing the main points and showing the structure of the argument. This can be done in rough with corrections, diagrams, but must be included in your answer book. (20 minutes)

2) The essay, presented neatly with legible handwriting (2hr 40min)

Do not attempt to write as much as possible. The aim is to present a clear, well structured and legible argument, showing your grasp of the relevant theories and applying them to the problems. You answer should be 4-6 pages long.

Several South African writers have criticised the DSM formulation of PTSD, arguing that it remains inadequate for our social context. Identify and explain each of these critiques, showing the specific problems that have been raised, and the possible solutions that have been proposed. Be sure to refer the contributions of Swartz, Gobodo-Madikizela and Eagle. Begin your answer by explaining the current DSM definition of PTSD and the historical factors that shaped its development.

OR

It has been argued that traumatic stress responses can be understood as a dialect of intrusion and constriction. Explain what this means, linking it to the symptoms associated with PTSD. Begin your answer by giving identifying the main clusters of PTSD symptoms, and listing the individual symptoms in each cluster. Then go on to explain the 'dialectic of trauma' with a discussion of both the physiological and psychological processes at work. Show how these can have both adaptive and dysfunctional elements, and how they tend to change over time.

PSYC317: Trauma in Context
Supplementary Exam 2012

Anthony Collins

Answer ONE following questions. You answer must have two parts:

1) A plan of the answer, listing the main points and showing the structure of the argument. This can be done in rough with corrections, diagrams, etc. (20 minutes)

2) The essay, presented neatly with legible handwriting (2hr 40min)

Do not attempt to write as much as possible. The aim is to present a clear, well structured and legible argument, showing your grasp of the relevant theories and applying them to the problems. You answer should be 4-6 pages long.

Alice Miller both uses and criticises psychoanalysis and as a framework for understanding child abuse. Explain her position, clearly indicating her exact points of agreement and disagreement with Freud, and illustrating these with case studies from her book *Thou Shalt Not Be Aware*. You should also refer to existing debates around the changes in Freud's own thinking, and how these have affected the study of trauma. You should also compare changes within Freud's own work, and differences with his contemporaries such as Janet.

OR

Any understanding of trauma is also a way of thinking about memory. Explore the problems of memory, including its social aspects, that have been raised in the course. Include some discussion on the questions of false and recovered memories, showing how these debates were present from the earliest days of psychoanalysis. With reference to *Mysterious Skin*, Capturing the Friedmans and other relevant course films, explain the problems of reliability in the area of traumatic memories.

PSYC 718 HC: PSYCHOLOGY AND SOCIETY:

LOVE and MONEY

Anthony Collins

"The latest items for this summer are definitely All Stars sneakers, Lacoste golf shirts and the latest BMW M3. This toy promises to be a babe magnet wherever you travel this summer." ANC Youth League website

"I shop, therefore I am." Barbara Kruger

"The crisis of capitalism is not an economic problem, but a catastrophe of the human essence." Herbert Marcuse

"Be silent. Consume. Die." Anonymous graffiti

This course explores the relationship between self and social context, focussing on emerging identities and social problems in contemporary South Africa. It explores the impact of our globalized, media saturated consumer society on the desires, aspirations, anxieties, lifestyles, and sense of self of young South Africans.

In order to do this the course covers several critical theoretical frameworks:

- i) explorations of globalisation and consumer society
- ii) traditional Marxist accounts of capitalism and alienation
- iii) Frankfurt School attempts to update these within a psychoanalytic framework
- iv) Fanon's exploration of race and colonialism as forces shaping identity
- v) Contemporary approaches to understanding identity in terms of discourse, focussing on work on Black women's identities.
- vi) How all of these intersect in the pressing problems of violence, HIV and individual insecurity in our society.

The course consists of 12 weekly seminars of 3 hours, in which students present on the course readings, actively take part in class discussions, and submit very brief point-form summaries of the weeks readings. There are also regular film screenings - mainly documentaries related to the readings. Assessment is primarily

by essay (3000 words) and exam. Students define their own topics in an essay proposal. There is considerable freedom to explore the links between course issues and individual interests. This is a reading intensive course which requires students to grapple with quite a bit of theory, and think through to apply it to specific problems. Course materials are selected from the lists below.

Articles

- Berger, J (1972) *Publicity. From Ways of Seeing*. London, Penguin.
- De Botton, A. (2004) *Status Anxiety*, part 1. Hamish Hamilton.
- Singer, P. (1980) from **Marx**. Oxford: Oxford University Press.
- Reiss, E (1997) *Unhappiness and Alienation, Class and Society*, and Ideology. from **Marx: a clear guide**. London: Pluto Press.
- Kellner, D. (1984) *Repression and Liberation: Eros and Civilization*, and Marcuse's theory of advanced industrial society: *One-Dimensional Man*. From **Herbert Marcuse and the crisis of Marxism**. London: MacMillan.
- Steger, M. (2002) *Five central claims of Globalism*. From **Globalism: the new market ideology**. New York: Rowman & Littlefield.
- Klein, N. (2002) *Making - and breaking - the rules*, and Economic Apartheid in South Africa. **From Fences and Windows**. London: Flamingo.
- What is capitalism anyway? (No author or source available)
- Hook, D. (2003) *Frantz Fanon and racial identity in post colonial contexts*. In Ratele, K & Duncan, N. **Social Psychology: Identities and Relationships**. Cape Town: Juta.
- Stevens, G. & Lockhat, R. (2003) *Black adolescent identity during and after Apartheid*. In Ratele, K & Duncan, N. **Social Psychology: Identities and Relationships**. Cape Town: Juta.
- Motsemme, N (2003) *Black women's identities*. In Ratele, K & Duncan, N. **Social Psychology: Identities and Relationships**. Cape Town: Juta.
- Segal, S, Pelo, J. & Rampa, P (1999) **"Asicamtheni Magents" Let's talk magents: Youth attitudes towards crime**.

Leclerc Madlala (2004) Transactional sex and the pursuit of modernity.
CSSR Workin Paper no. 68. Cape Town: UCT Centre for Social
Science Research.

Books

Klein, N. (2000) No Logo. London: Flamingo.
Bulhan, H (1985) Frantz Fanon and the Psychology of Oppression. Plenum
Press.
Mama, A (1995) Beyond the Masks: race, gender and subjectivity.
London: Routledge.

Films:

How the kids took over, Century of the Self (1-4), New Rulers of the
World, The Corporation, Life and Debt, Roger and me, Darwin's
Nightmare, Fight Club, Frantz Fanon: Black skin, white mask, Very fast
guys, Fat Dog, Thirteen, We - the unauthorised Arundhati Roy. Fourth
World War. Supersize Me, Sicko.

Essay:

You will be required to submit and essay proposal, rough draft and final
copy on the required dates. One of the options will allow you to develop
your own essay topic, which will be subject to approval of the proposal.

Exam Guidelines:

Be sure to identify the relevant theories, clearly explaining the key
theoretical concepts in each case.
Pay careful attention to the overall structure of your argument to ensure
that it presents a logical development toward your conclusion.
In addition to describing and explaining the theories, include some of
your own critical evaluation and explore the application of the theories to
the local context, showing both their strengths and limitation.

Seminars

- 1) Ways of seeing, Status Anxiety
- 2) No Logo: No Space
- 3) No logo; No Choice, No jobs
- 4) Marx readings
- 5) Marcuse readings
- 6) Globalism, economic apartheid, What is Capitalism anyway?
- 7) Frantz Fanon and the Psychology of Oppression (i)
- 8) Frantz Fanon and the Psychology of Oppression (ii)
- 9) Frantz Fanon and the Psychology of Oppression (iii)
- 10) Beyond the masks (i)
- 11) Beyond the masks (ii)
- 12) Fanon, Black women's identities, Black adolescent identities

Tasks:

Weekly: reading summaries (1 page, bullet points)
Week 10: Essay plan
Week 11: Essay draft
Week 12: Final essay

Possible exam questions

Clearly these questions all require:

- i) a clear, accurate and detailed explanation of the relevant theory
- ii) a critical assessment of the implication of the theory of contemporary psychology in South Africa

The notion of alienation is useful for a critical social psychology because it combines both a psychological and a social dimension. Discuss how it has been used by various critical theorists, and why it might be fruitfully applied to South Africa today.

It has been argued that consumer society creates both specific identities and particular social relationships. Show (clearly explaining the relevant theoretical models) how this is the case in contemporary South Africa, clearly identifying both the psychological and social problems that arise in this situation.

Psychology has often tended to look at the issues race in terms of prejudiced attitudes.

Explain how more critical approaches have focussed instead on the historical context of colonialism and the ongoing production of racialised identities. Show how these approaches help us understand why race continues to be such a complex problem even after the collapse of the Apartheid system.

Within critical social psychology, there are have been repeated attempts to integrate a social analysis derived primarily from Marxist critique of capitalist society with a depth psychology based of Freudian theory. Explain how these integrations work, and why the might be useful for in addressing specific contemporary South African issues

Why is it important for professional psychologists (whatever their specialization), to have a critical social theory? Surely this just distracts them from their core business of understanding and assisting individuals with personal problems? If not, why not?
(Be sure to explain specific theoretical concepts and their consequences in your answer)

Possible exam questions

- 1) If we follow the critique of the medical model in breaking down the dichotomy between the normal and the pathological, what is the point of doing psychology at all?
- 2) Why is it useful for psychologists to have a critical notion of ideology?
- 3) Explain some of the alternative models of therapy developed in feminist psychoanalysis and how they might be usefully implemented in South Africa.
- 4) How does Marcuse's notion of 'surplus repression' enable us to integrate social factors into a psychoanalytic approach?
- 5) What are the implications of Fanon's analysis of colonialism for the practice of psychotherapy in South Africa today?
- 6) Give a detailed account of one area where you have explored a social approach to psychology introduced in the course, but investigated in more depth than simply covering the course readings.
- 7) "The crisis of Capitalism is not an economic problem, but a catastrophe of the human essence."
This quote from Marcuse might be thought of as summarising the Frankfurt School's attempt to synthesise Marxism and Psychoanalysis. Explain this project with specific reference to Marcuse's attempt to historicise major Freudian concepts, and suggest how it has relevance for psychology in South Africa today.
- 8) Explain how Franz Fanon's analysis would help us in understanding the ways in which issues of race and racial identity are perpetuated after the decline of formal Apartheid.