

**Psychology and Activism for Social Justice:
Individual, relational, and organizational dynamics and applications**

Day/Time: Thursday 1:15 to 3:45

Place: M-2-428

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Office Hours: Tues 12:30-2:30, Th 10-11

Office: Wheatley--4-144/13 (Follow signs for CLA Advising or Labor Studies—my office is in the same suite)

This course examines how applied psychology relates to activism for social justice, emphasizing activism as a psychologist and/or within psychological settings/organizations/activities. The course considers meanings of social justice and activism, the differentiation of activism from “helping,” personal/relational dynamics within activism (e.g. what prevents or facilitates personal motivations, challenges of interpersonal connections and coalition building that affect effective activism), the ways in which social justice has been integrated (or not integrated) into psychology, how psychological understandings have been integrated (or not integrated) into theories and praxis of activism, and how how psychological concepts can be applied to facilitate effective activism for social justice. This course is a student-centered discussion and skills oriented seminar, ultimately focused on the praxis of activism informed by psychological concepts and/or applied within psychology.

Central questions we will explore include:

- What is the meaning of activism? Of empowerment or advocacy? What are the similarities and differences among these concepts?
- What does psychology (particularly applied psychology), have to contribute to the understanding and practice of activism in order to promote effective action for healing, health, and well being? How can psychological understandings contribute to activism that is effective, through better understanding and praxis intrapsychically within individuals, relationally between individuals (including in psychotherapy) and communities, and at multiple levels within organizations and society more generally?
- What does effective social justice activism look like within psychology and by psychologists, in our professional activities (such as therapy, research, education, community engagement), or within our organizations or organizational leadership? What kinds of changes are needed in the field of psychology to improve the ways in which our professional activities and contexts avoid reifying oppression and instead actively promote social justice for health and healing?

Although focused primarily in psychology, we will use a transdisciplinary lens to advance our understanding, incorporating readings and analyses from other disciplines as well.

The course begins with an introduction to activism, empowerment, and advocacy, including the consideration of multiple ecological levels of meanings and action (individual, relational, organizational, and societal), and an exploration of building coalitions, addressing intersectionality, negotiating resistance, and preventing burnout. We will then go on to explore in more depth specific topic areas generated by students and focus on developing skills to implement understandings.

Course Objectives

- To introduce/overview foundational theory on activism and social justice and relate this to clinical psychology. These theories affect the conduct and critical analysis of research, the development of effective interventions (particularly in relation to minority populations) and form the foundation of leadership skills within the field to promote equity, healing, and justice.
- To foster the development of a personalized understanding of activism and social justice, integrating awareness of positionality as recommended by psychological guidelines, so that one may locate oneself within this understanding and develop skills that reflect one's own style, capacity, challenges, vulnerabilities, etc.
- To develop skills for moving beyond understanding and awareness to take action for advancing social justice. This relates to developing leadership within the field, as consistent with the mission of the Clinical Psychology doctoral program.
- To contribute to understandings of individual differences in a social context, highlighting the complexities of the interaction between individuals and social construction (particularly for oppressed populations) and the connections between mental health and justice.
- To contribute to understanding the perspectives of people of color, ethnic minorities, low-income groups, LGBTQ, and other people/groups experiencing systemic oppression and knowledge, and develop skills and awareness necessary for liberatory intervention.
- To support students' particular clinical and/or research interests and professional development by enabling in-depth exploration of student-chosen topics related to empowerment and social justice.

Structure:

The first two-thirds of the semester will be used to create a foundation in theory, research, and skills development about activism and social justice, and consider the ways in which clinical psychological understandings and expertise might contribute to activism, or how social justice and activism might be integrated into clinical psychologist's professional activities. We will use readings to explore issues/dilemmas and attempt to come to tentative agreement or structure of understanding (co-constructed meaning) regarding effective activism and applications.

The last third of the semester, class time will be focused on deepening our theoretical understanding and skills development through:

- making connections between theory and projects and applying our understanding through developing and workshopping praxis projects.

OR

- exploring in more depth specific topic areas generated by students and developing praxis plans related to those topic areas.

OR

- exploring in depth examples of social justice activism and advocacy within psychology and in psychological settings/activities and developing related praxis plans.

Assignments:

Midterm outline (10%): an outline and in-class presentation presenting your understanding of effective activism to promote social justice and your own relation to it, integrating readings and discussion from the first part of the course.

Facilitated class discussion(s) and project workshopping (30%): You will facilitate (in group member pairs or with other students) at least two class session(s) focused on your topic or project. The specific focus or structure of these will depend on our decisions about focus and assignments. In general, these sessions aim to further explore meanings of activism and support your project or activism plan. Within (or before) these sessions, you will:

1. Provide some readings ahead of the class
2. Provide central discussion questions for classmates to consider for discussion of the theory, research, and your project. These should be discussion questions that you will use to facilitate the actual discussion in class
3. Provide a brief thematic summary of the readings to start our class session, making connections to our prior readings/discussions of activism and to your project/project plan/focus
4. Facilitate a discussion/workshopping session to advance your understanding and project/project planning.

Project: (all components=35%)

1. Project proposal and completion of preliminary proposal: 5%
2. Project: A major part of this class is the focus on application. This project aims to develop your skills, either through action for more direct impact (at the appropriate scope for a single semester) or through the planning and development of a larger project (with a clear action or dissemination plan). Group and individual grades combined. 30%

Final reflection outline (15%): A reflection on learning from the project, and one's own personal and professional growth and future in relation to activism and social justice. 15%

Class participation including effective activism examples, participation in class discussions. 10%

Foundational Readings:

Most readings available through the library and/or in class: Student folder with readings that are not linked in the library and assignments can be accessed here:

https://www.dropbox.com/sh/44wp9xkrir01i96/AAAVnRinMQcL0AEwtohp_Lrxa?dl=0

Some notes related to class participation and engagement:

- **A note about multitasking:** your bodily presence in class is appreciated but not enough: your attention and full interpersonal presence is necessary both for your own learning and to create the kind of learning environment that facilitates learning for all students. In addition, research suggests that "multi-tasking" (e.g. checking email or texting while participating in class discussion or taking notes on lectures) detrimentally affects learning. Thus, I expect that you will turn off email and phone, close internet windows (if using computer—see below), etc. during class. If we end up on zoom, I expect that you will be in a private place without external distractions (please let me know if there are challenges to meeting this expectation). I understand that there may be some circumstances that

preclude things like turning off the phone or avoiding interruption if on zoom (e.g. child or family care responsibilities). These may occur for me as well. Please share these circumstances if they arise so we may accurately interpret any distractedness or seeming inattention.

- **A note about computers and taking notes:** Research suggests that taking notes by hand is better for retention and for actual engagement with the material. It has also been my experience that interpersonal interactions are detrimentally affected by being on the computer. While some people may have disabilities or learning approaches that mean that taking notes by computer is necessary or particularly helpful, please consider the research and its possible meaning for your learning and engagement. I would also strongly encourage you to carefully consider how taking notes on the computer affects your relational engagement. If we end up on zoom, we will all have our computers open and this may mean that it is easier to take notes on the computer in a second window, but even if this is the case, I would encourage you to consider the effects on your learning and relational engagement and respond accordingly.
- **A note for/about parents:** It is my belief that if we want women in academia, that we should also expect children to be present in some form, because the research suggests that women continue to do more of the parenting, (particularly if we end up on zoom or things shift so children and work are sharing home space due to Covid-19 restrictions). Regardless of gender, we should support the ability of parents to also pursue education. Currently, the university does not have a formal policy on children in the classroom. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.¹ Please talk with me about your needs if parenting needs or experiences are affecting your course engagement.

Communication: I will be using my UMB email for communication. Please do not email me through Blackboard. I will do my best to use your preferred email address. However, there may be times when the class receives emails through UMB email. If your UMB email is not your preferred email, please set this email to forward to your preferred email.

Turning in assignments and Late assignment policy:

Assignments are due at the ***beginning*** of class on the date listed. Please email your assignment to me before class begins. Any assignments turned in after the start of class (even if it's later that day) will be considered one day late. Late assignments affect both your learning and my ability to provide thoughtful feedback (as well as my general schedule, as late assignments create back-ups and stress on my time that affect other classes and students). If there are factors preventing you from getting an assignment in on time, please meet with me as soon as possible so we can work towards a resolution. Please come and talk with me as soon as possible if you are experiencing difficulties fulfilling the requirements of the course (completing any assignments, attending class, etc.). I want all of you to succeed and problems can more easily be resolved earlier, rather than later when the effects have multiplied.

Grading and evaluation: Grades are de-emphasized in this class. Instead, we focus on feedback and growth and, as needed, revision. You will have opportunities throughout the semester to evaluate your own progress and to provide feedback to your classmates and to me. At the end of the semester, you will assign yourself a letter grade in consultation with me.

University Resources and Student Supports:

Ross Center for Disability Services (617-287-7430) – I (and UMass Boston) am committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning

¹ adapted from Meghan Kallman, with thanks

and performance in this class, please let me know so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive formal accommodations, students must be registered with the Ross Center and request accommodations each semester that they are at UMass Boston. For more information visit: <https://www.umb.edu/academics/seas/disability-services/>. Please note that the Ross Center will provide a letter to your instructor with information about your accommodation only and not about your specific disability.

Immigrant Student Success: Provides resources and advocacy for immigrant-origin, DACA, TPS, and undocumented students, and resources and education for allies. Visit <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/immigrant-student-programs/>

Basic Needs Security. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students for support at dean.students@umb.edu. In addition, U-ACCESS can help students meet various non-academic challenges, such as homelessness, parental neglect, chronic or persistent poverty or hunger, domestic violence, legal issues, financial emergencies, or other unanticipated events. Visit http://www.umb.edu/life_on_campus/uaccess for more information on U-ACCESS.

Mental Health Care – As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, health issues, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. The current Covid-19 pandemic and repeated racial traumas and protest for resistance are increasing stress and mental health challenges for all. These concerns, or other stressful events, may lead to diminished academic performance or may reduce your ability to participate in daily activities or may affect your well being generally. Students are encouraged to seek help when this is the case (see resources and support services below). Staff in the Counseling Center can (and do) provide referrals to Clinical Psychology Doctoral students and keep this request confidential from faculty. The Counseling Center can be reached by phone at 617-287-5690.

Health, Wellbeing, and Success: We are still coming through the COVID-19 pandemic. To safeguard your own health and safety as well as that of all students, staff, and faculty, please make sure you are vaccinated and boosted. If you have symptoms of COVID-19, you should not come to campus. Please let me know as soon as possible, so I can extend flexibility and support for your learning.

Graduate Writing Center: Writing is hard. Support for graduate students is available her: <https://www.umb.edu/campus-life/diversity-inclusion/multicultural-affairs/immigrant-student-programs/>

Tech Help with email, blackboard, or wiser, reach out to [IT](#). Zoom support is [here](#).

Other Policy Issues:

Recording class. It is illegal to record conversations or classes without permission of all participants. If I will be recording the class, I will inform all students and participants and you will have an option of refusing recording for your direct conversation and participation. An exception to the prohibition on recording without permission is if the course needs to be recorded by a student with an approved accommodation to do so. That student will be using the recording only for their personal review of the course and will not be sharing the recording. If you need a recording of class for accommodations or your own learning, you should register with the [Ross Center](#), and let me know and we can discuss appropriate arrangements to make this happen. It is illegal for a student to record the class independently without formal accommodation approval through the Ross Center.

Student conduct and academic dishonesty: Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and

fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

TENTATIVE COURSE CALENDAR

1/25	<p><u>Week 1: Introductions. What is activism?</u> Collaboratively shaping the course</p>
2/1	<p><u>Week 2: Conceptualizing Justice, Resistance, and Activism in Psychology</u></p> <p>Goals worksheet due Tuesday Feb 5</p> <p><i>As you complete these readings, consider the following questions (these are the central questions for this half of the course):</i></p> <ul style="list-style-type: none">• <i>What is your meaning of activism in psychology? Of social justice? (of course, these meanings are going to be developing all semester, so you're not expected to have a definitive answer right now).</i><ul style="list-style-type: none">○ <i>What are the relations and differentiations of activism, advocacy, social justice, social movements, empowerment, or service/helping?</i>• <i>Does a social justice emphasis belong in psychology (why or why not)?</i><ul style="list-style-type: none">○ <i>How does social justice activism fit into the discipline of psychology and/or the actions that psychologists should engage in as part of the profession?</i>○ <i>What should a social justice emphasis in psychological activities, settings, or organizations look like?</i>• <i>How does activism relate to the person and professional we are and the person and professional we want to become?</i><ul style="list-style-type: none">○ <i>How is our understanding of effective activism shaped by our positionality (culture, education, discipline, identities, privilege, oppression, etc.)?</i> <p><i>Required readings:</i> Prilleltensky (esp. pp. 1 to 9—intro and especially types of justice) Hatfield & Rapson Louis et al. Walsh Zlobina Harro (Cycle of Liberation—check out the model on p. 89, read the rest as desired) Eason & Robbins</p> <p><i>Recommended:</i> Harro (Cycle of Socialization); Levin 2020</p>

Week 3: Expanding and Complicating Resistance, and Activism in Psychology: Meanings and Challenges

As you complete these readings, think about the central questions for this foundational section (see Week 2), and also consider the following questions:

- *How might our very meanings of “activism” be constrained by our culture or context?*
- *What is needed to take effective action? What kinds of knowledge, skills, understandings, actions? Is resistance necessarily activism? Are intentionality, personal awareness, empowerment necessary for something to be activist or effective??*
- *What kinds of complications or dangers are there in activist consciousness, frameworks, or actions? In what ways might our attempts at social justice activism exacerbate problems rather than advance justice? How can we prevent or address these issues?*

Required readings:

Anzaldúa pp. 540 to 546 only.

Burton (pp. 251 to 256)

Turiel—marked sections only.

Hollander & Einwohner.

Cattaneo & Chapman: pp. 646 to 654 (up to the case), plus table on p. 657. As you review the table on p. 657, consider these questions in relation to yourself and review your thoughts on this for project planning.

Bouvier & Machin

Tuck & Yang, pp. 1-7, 17-22(moves to innocence III and IV)

[Kattan](#) (note date of this for context, please)

2/15

Week 4: Social Justice and Action in Psychology

As you complete these readings, think about the central questions for this foundational section (see Week 2), and also consider the following questions:

- *What is the difference AND what is the connection between activism and service or helping?*
- *What are the challenges/complications of activism from or aimed at “the center”?*
- *What is needed for effective action? How do we tailor, scale and contextualize our actions for the specific organizations or settings or contexts we are in?*
- *What kind of process (including relational connections) do we want in our actions? How will we create this?*

Applications

- *What is the relation of (a) your understanding of the meaning of effective activism; (b) your goals for change; (c) your goals for your own growth and learning; and (d) the kinds of actions, strategies or tactics you might use?*
- *What “level” might be your focus at this time, for this class in terms of your focused learning and your project? What knowledge are you seeking and what actions are you considering?*

Required readings:

Ricketts (pp. 6-14, 20-21 only)—the rest of chapters 1 and 2 are recommended.

Pettinichio (Read pp. 499 through and including 502, then read *one* of the examples in pp. 503 to 506)

Awad

Silva

Pope (see also: <https://ks pope.com/apa/index.php>)

Fernandez

Youth Activist Toolkit pp. 38, and 49-50 (page numbers on the PDF itself).

ALSO required:

- All: Read/skim at least abstracts in one or two of the articles listed in the “Exploring Actions” list of the readings
- All: Check out: <http://ctb.ku.edu/en/table-of-contents> AND <https://ctb.ku.edu/en/toolkits>
 - Especially, check out: <http://ctb.ku.edu/en/analyzing-problems-and-goals> and <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main> and
- Start to poke around in different resources and ideas about what action looks like, what issues are most salient to you, etc. To do this:
 - Student A&B: Poke around on the internet or in the field and find an example of activism in the center that is something that you see yourself as possibly being a part of or developing as part of your professional activities. NOT an article! Share this via email with the class by Tuesday evening latest.
 - All: Read/skim at least abstracts in one or two of the articles listed in the “Exploring Actions” list of the readings

Recommended: Vera & Speight, 2003; Leong et al., 2017

Check out: <https://billmoyers.com/tag/interviews-for-resistance/>

2/22

Week 5: Social Movements

As you complete these readings, think about the central questions for this foundational section (see Week 2), and also consider the following questions:

Conceptual Understanding

- *What is a social movement? What is the relation of social justice movements to effective activism or individual action?*

	<ul style="list-style-type: none"> • <i>How (if at all) do we connect the movement, the individual, the relationships, the organizations, etc.? How might applying an ecological model help us understand how individual action, psychological professional activities, “insider” activism, and social movements fit together (for picture of ecological model see , p. 121 figure 7.1 in Toporek & Suyemoto—listed under recommended readings for week 2)?</i> • <i>What might clinical psychological training or understanding offer to movements or organizations, or to individuals involved in movements? How does the role of emotion in activism relate to psychology?</i> <p><i>Application and personalization</i></p> <ul style="list-style-type: none"> • <i>How do you relate? What kinds of experience do you have with different types of movements? What is new or challenging? How does your personal and professional ideas about or interest in activism relate to larger movements?</i> • <i>At what “level” might your focus/praxis be at this time, for this class in terms of your focused learning and your project? How is your possible focus/praxis connected (or not) to a movement? Are there things you need to know more about in terms of this?</i> <p><i>Required readings:</i></p> <p>Poletta Haenfler Ruiz Junco Abolitionism:</p> <ul style="list-style-type: none"> • Kaba: https://level.medium.com/so-youre-thinking-about-becoming-an-abolitionist-a436f8e31894 • Kaba: in folder—there are two chapters here. The first chapter is an interview transcript, that you can also find here, if you’d rather listen: https://forthewild.world/listen/mariame-kaba-on-moving-past-punishment-151 The second chapter is a story that first year folks have already read, and that I include for your interest for second year folks. • Berger, Kaba & Stein: What abolitionists do. • Read in Jobin-Leeds (<i>When we fight, we win</i>) (read one of the main sections, on LGBTQ, education, prison pipeline, dreamers, economic power, or environment. Only the Economic Power one is in the folder. The program has purchased copies of the book that you can use). <p><i>ALSO required:</i></p> <ul style="list-style-type: none"> • StudentB&C: Poke around on the internet or in the field and find an example of activism in the center that is something that you see yourself as possibly being a part of or developing as part of your professional activities. NOT an article! Share this via email with the class by Tuesday evening latest. • All: Read/skim at least abstracts in one or two of the articles listed in the “Exploring Actions” list of the readings <p><i>Recommended:</i> Worchel, Edelman</p>
2/29	<p style="text-align: center;"><u>Week 6: Project Focus</u></p> <p style="text-align: center;"><i>Preliminary project proposal due for workshopping Collaboratively determine project update schedule Final praxis project proposal due by midnight Saturday Mar 2: NOTE the off date</i></p>
3/7	<p style="text-align: center;"><u>Week 7: Personal and Relational Engagements</u></p>

As you complete these readings, think about the central questions for this foundational section (above in week 2), and also consider the following questions:

- *Do you see yourself as an activist? Why or why not? Do you see yourself as engaging in activism?*
- *How do you relate your own experience to these readings? Where is your growing edge, emotionally, relationally, conceptually?*
- *What are the rewards that you experience or anticipate experiencing in relation to your activism engagement?*
- *How will you avoid: “the perfect is the enemy of the good” in your own activism and/or in your judgements of others and their activism/intentions/approaches? How does this relate to positionality and procedural and relational justice?*
- *How does the above relate to your focus for this class in terms of your focused learning and your project? What knowledge are you seeking, what growth are you hoping for, and what actions are you considering for what impact?*

Required readings:

Review Harro (Cycle of Liberation-from week 2); Prilleltensky (from week 2)

Read: Dutt, pp. 107-110

Bobel

Rodriguez

Gorski 2019 (675 to 683)

Ricketts, chapter 12, 249-262 (13)

Spade, chapter 5, esp. pp. 37-49, followed by 49-65 in priority

Recommended: Garcia, rest of Dutt, Danquah, Swanson and Szymanski

ALSO required:

- StudentC&D: Poke around on the internet or in the field and find an example of activism in the center that is something that you see yourself as possibly being a part of or developing as part of your professional activities. NOT an article! Share this via email with the class by Tuesday evening latest.
- All: Read/skim at least abstracts in one or two of the articles listed in the “Exploring Actions” list of the readings

3/14

SPRING BREAK

3/21

Week 8: Building Connections and Coalitions

- *As you complete these readings, think about the central questions for this foundational section (above in week 2), and also consider the following questions:*
- *How does procedural and relational justice relate to intersectionality, ally/accomplice intention/action, and coalition building?*
- *What do we need to understand, become aware of, and act on in order to avoid reifying oppression?*
- *How might too much attention to positionality or identity hamper our efforts towards social justice?*

How does the above relate to your focus for this class in terms of your focused learning and your project? What knowledge are you seeking, what growth are you hoping for, and what actions are you considering for what impact?

Consider also implications for your project: How might the original vision for your project be problematic in relation to coalitions and intersectionality? Are voices or perspectives being left out in ways that are unintentionally the antithesis of positive change from another perspective (especially intersectionally)? Is there not enough agency and too much emphasis on doing for others? Is this inevitable? How do we address this? What do you need to consider to address this?

Consider issues related to the tension of a focus on one issue, without ignoring others and what this looks like.

Required readings:

(review—y'all read this in CMH) Sengupta, Suyemoto & Hochman
Purdie-Vaughn
Nicholls et al
Reagon
Srivsitava (pp. 38 to 58)
[Mei-Singh and McGregor](#)

Recommended: Moradi; Suyemoto & Donovan; Lipsitz,

ALSO required:

- StudentE&F: Poke around on the internet or in the field and find an example of activism in the center that is something that you see yourself as possibly being a part of or developing as part of your professional activities. NOT an article! Share this via email with the class by Tuesday evening latest.
- All: Read/skim at least abstracts in one or two of the articles listed in the "Exploring Actions" list of the readings

Second Half of Class: **Praxis example**: Guest Speakers on Training Program Development as Activist Praxis

3/28	<p style="text-align: center;">Week 9: Midterm Theory and Connections Discussion:</p> <p style="text-align: center;">Midterm Theory and Connections Outline due Come to class prepared to “present” your view on the assignment questions.</p> <p>Second half of class: Praxis example: Guest Speakers on Organizational Advocacy</p>
4/4	<p style="text-align: center;">Week 10: Student focused topics/Project workshopping</p> <p>Second half of class: Praxis example: Guest Speakers on Using Research as Activist Praxis for Disciplinary Impact</p> <p style="text-align: center;">Required and Recommended Reading: As assigned by student facilitators or related to examples.</p>
4/11	<p style="text-align: center;">Week 11: Student focused topics/Project workshopping</p> <p>Second half of class: Praxis example: Guest Speakers on Activism and Advocacy in Clinical Settings</p> <p style="text-align: center;">Required and Recommended Reading: As assigned by student facilitators or related to examples.</p>
4/18	<p style="text-align: center;">Week 12: Student focused topics/Project workshopping</p> <p>Second half of class: Praxis example: Guest Speakers on Strategies for Good Trouble in Large Organizational Governance</p> <p style="text-align: center;">Required and Recommended Reading: As assigned by student facilitators or related to examples.</p>
4/25	<p style="text-align: center;">Week 13: Student focused topics/Project workshopping</p>
5/2	<p style="text-align: center;">Week 15: Project Presentations and Wrap Up Debrief, consolidate, reflect, consider sustainability and next steps</p> <p style="text-align: center;">Praxis or Praxis Plan due with Project Overview</p>
5/9	<p style="text-align: center;">Final Reflections Due via email</p>

PSYCHOLOGY AND ACTIVISM FOR SOCIAL JUSTICE READINGS

NOTE2: This list includes only readings and links/location. It does not include other required assignments.

Week 2: What is social justice? What is activism? How might we fit in?

Week 3: Social Movements

Week 4: Social Justice and Action

Week 7: Personal and Relational Engagements

Week 8: Building Coalitions

Exploring Actions: Social Justice In And Related To Psychology Examples

WEEK 2: What is social justice? What is activism? How might we fit in?

Required

Prilleltensky, I. (2012). Wellness as fairness. *American Journal Of Community Psychology*, 49(1/2), 1-21.
doi:10.1007/s10464-011-9448-8

Hatfield, E., & Rapson, R. L. (2005). Social justice and the clash of cultures. *Psychological Inquiry*, 16(4), 172-175.
doi:10.1207/s15327965pli1604_06

Louis, W. R., Mavor, K. I., La Macchia, S. T., & Amiot, C. E. (2014). Social justice and psychology: What is, and what should be. *Journal Of Theoretical And Philosophical Psychology*, 34(1), 14-27. doi:10.1037/a0033033

Walsh, R. G., & Gokani, R. (2014). The personal and political economy of psychologists' desires for social justice. *Journal Of Theoretical And Philosophical Psychology*, 34(1), 41-55. doi:10.1037/a0033081

Zlobina, A., Dávila, M. C., & Mitina, O. V. (2020). Am I an activist, a volunteer, both, or neither? A study of role-identity profiles and their correlates among citizens engaged with equality and social justice issues. *Journal of Community & Applied Social Psychology*. <https://doi-org.ezproxy.lib.umb.edu/10.1002/casp.2491>

Harro, B. (2000). The cycle of liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 463-469). Routledge: New York.

Eason, E. A., & Robbins, R. (2012). Walking in beauty: An American Indian perspective on social justice. *Counseling & Values*, 57(1), 18-23. doi:10.1002/j.2161-007X.2012.00003.x

Recommended

Harro, B. (2000). The cycle of socialization. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, ableism, and classism* (pp. 15-21). Routledge: New York.
Available in class folder

Levin, L. (2020). Rethinking social justice: A contemporary challenge for social good. *Research on Social Work Practice*, 30(2), 186–195. <https://doi-org.ezproxy.lib.umb.edu/10.1177/1049731519854161>

WEEK 3: Complicating Resistance and Activism in Psychology: Boundaries and Challenges

Anzaldúa, G. E. (2002). Now let us shift...the path of concocimiento...inner work, public acts. In G. E. Anzaldúa & A. Keating (Eds.), *This bridge we call home: Radical visions for transformation* (pp. 540-578). New York, NY: Routledge.
Required pp. 540 to 546 only

Burton, M. (2013). Liberation psychology: A constructive critical praxis. *Estudos De Psicologia*, 30(2), 249-259.
doi:10.1590/S0103-166X2013000200011

Turiel, E. (2003). Resistance and subversion in everyday Life. *Journal Of Moral Education*, 32(2), 115-130.
doi:10.1080/0305724032000072906

Hollander, J. A., & Einwohner, R. L. (2004). Conceptualizing Resistance. *Sociological Forum*, 19(4), 533–554.
<https://doi.org/10.1007/s11206-004-0694-5>

Cattaneo, L. B., & Chapman, A. R. (2010). The process of empowerment: A model for use in research and practice. *American Psychologist*, 65(7), 646-659. doi:10.1037/a0018854

Bouvier, G., & Machin, D. (2021). What gets lost in Twitter ‘cancel culture’ hashtags? Calling out racists reveals some limitations of social justice campaigns. *Discourse & Society*, 32(3), 307–327.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1).

[Kattan, K \(2023\) How do we Reach Each Other? Towards Generative Solidarities. The Funambulist, Feb 15, 2023.](https://thefunambulist.net/magazine/questioning-our-solidarities/how-do-we-reach-each-other-towards-generative-solidarities)
<https://thefunambulist.net/magazine/questioning-our-solidarities/how-do-we-reach-each-other-towards-generative-solidarities>

WEEK 4: Social Justice and Action

Required

Ricketts, Aidan. *The Activists' Handbook: A Step-by-Step Guide to Participatory Democracy*, Zed Books, 2012.
Required pp. 6-11, 20-21 only.

Pettinicchio, D. (2012). Institutional Activism: Reconsidering the Insider/Outsider Dichotomy. *Sociology Compass*, 6(6), 499-510. doi:10.1111/j.1751-9020.2012.00465.x
Required pages 499 through and including 502, then read one of the examples in pp. 503 to 506

Awad, M. N., Crusto, C. A., & Hooper, L. M. (2021). Macrointervention processes and strategies for leaders, changemakers, advocates, allies, and targets: A new framework to address macroaggressions in systems. *New Ideas in Psychology*, 62, Article 100858. <https://doi.org/10.1016/j.newideapsych.2021.100858>

Silva, J. M. (2018). #WEWANTSPACE: Developing student activism through a decolonial pedagogy. *American Journal of Community Psychology*, 62(3–4), 374–384.
<https://doi-org.ezproxy.lib.umb.edu/10.1002/ajcp.12284>

Pope, K. S. (2016). *The Code Not Taken: The Path from Guild Ethics to Torture and Our Continuing Choices*.
<https://ks pope.com/PsychologyEthics.php>.

Jesica, Siham Fernández. “The Society for Community Research and Action on a Path toward Conocimiento: From Silences and Statements to Solidarities in Action in U.S. Community Psychology.” *American journal of community psychology* 71.1–2 (2023): 8–21. Web.

<https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12629>

The Youth Activist Toolkit:

Required pages 38, and 49-50 (page numbers on the PDF itself).

<https://www.advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf>

Recommended

Vera, E. M., & Speight, S. L. (2003). Multicultural competence, social justice, and counseling psychology: Expanding our roles. *The Counseling Psychologist*, 31(3), 253-272. doi:10.1177/0011000003031003001

Abstract: The construct of multicultural competence has gained much currency in the course psychology literature. This article provides a critique of the multicultural course competencies and argues that counseling psychology's operationalization of multicultural competence must be grounded in a commitment to social justice. Such a comment necessitates an expansion of our professional activities beyond counseling and psychotherapy. While counseling is one way to provide services to clients from oppressed groups, it is limited in its ability to foster social change. Engaging in advocacy, prevention, and outreach is critical to social justice efforts, as is grounding teaching and research in collaborative and social action processes.

Leong, F. T. L., Pickren, W. E., & Vasquez, M. J. T. (2017). APA efforts in promoting human rights and social justice. *American Psychologist*, 72(8), 778–790. <https://doi-org.ezproxy.lib.umb.edu/10.1037/amp00002>

Abstract: This article reviews the American Psychological Association's (APA) efforts in promoting human rights and social justice. Beginning with a historical review of the conceptualizations of human rights and social justice, the social challenges that have faced the United States over time are discussed in relation to the APA's evolving mission and strategic initiatives enacted through its boards, committees, and directorates. From early efforts on the Board for Social and Ethical Responsibility in Psychology and the Board of Ethnic Minority Affairs to the establishment of the Public Interest Directorate, the APA's efforts to address these human rights and social justice challenges through its task force reports, guidelines, and policies are described. Specifically, issues related to diversity and underrepresentation of minority group members and perspective within the APA, as well as women's issues (prochoice, violence against women, sexualization of young girls, human trafficking) were central to these efforts. These minority groups included racial and ethnic minority groups; immigrants and refugees; lesbian, gay, bisexual, transgendered, and queer individuals; and those with disabilities. Later attention shifted to broader social justice challenges within a public health perspective, such as AIDS, obesity, and violence. Also included is a brief discussion of the Hoffman Report. The article ends with a discussion of future directions for the APA's efforts related to human rights and social justice related to health disparities, violent extremism, social inequality, migration, cultural and racial diversity, and an evidence-based approach to programming. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

WEEK 6: Social Movements

Required

Polletta, F., & Jasper, J. M. (2001). Collective identity and social movements. *Annual Review Of Sociology*, 27283.

Haenfler, R., Johnson, B., & Jones, E. (2012). Lifestyle Movements: Exploring the Intersection of Lifestyle and Social Movements. *Social Movement Studies*, 11(1), 1-20. doi:10.1080/14742837.2012.640535

Ruiz-Junco, N. (2013). Feeling Social Movements: Theoretical Contributions to Social Movement Research on Emotions. *Sociology Compass*, 7(1), 45-54. doi:10.1111/soc4.12006

Kaba, M. (2020). Abolition for the people: So you're thinking about becoming an abolitionist. *LEVEL*, October 30, 2020. <https://level.medium.com/so-youre-thinking-about-becoming-an-abolitionist-a436f8e31894>

Kaba, M. (2021). Selections from *We do this 'til we free us: Abolitionist organizing and transforming social justice*. Haymarket Books: Chicago, Illinois.
Available in class folder

Berger, Kaba & Stein: What abolitionists do. *Jacobin*. August 2017: <https://jacobin.com/2017/08/prison-abolition-reform-mass-incarceration>

Jobin-Leeds, G. & AgitArte (2016). *When we fight, we win! Twenty-first-century social movements and the activists that are transforming our world*. The New Press.

(read one of the main sections, on LGBTQ, education, prison pipeline, dreamers, economic power, or environment.

Only the Prison pipeline one is in class, if you want to read one of the others, you will need to buy the book—see the syllabus for the link to buy).

Recommended

Edelman, M. (2001). SOCIAL MOVEMENTS: Changing Paradigms and Forms of Politics. *Annual Review Of Anthropology*, 30(1), 285.

Recommended if you are someone who likes the big picture or larger historical context of movements [first part] or if you are interested in transnational issues [last part].

Worchel, S., & Coutant, D. (2004). It Takes Two to Tango: Relating Group Identity to Individual Identity within the Framework of Group Development. In M. B. Brewer, M. Hewstone, M. B. Brewer, M. Hewstone (Eds.), *Self and social identity* (pp. 182-202). Malden: Blackwell Publishing.

WEEK 7: Personal and Relational Engagements

Required

Dutt, A., & Grabe, S. (2014). Lifetime activism, marginality, and psychology: Narratives of lifelong feminist activists committed to social change. *Qualitative Psychology*, 1(2), 107-122. doi:10.1037/qp0000010

Bobel, C. (2007). 'I'm not an activist, though I've done a lot of it': Doing Activism, Being Activist and the 'Perfect Standard' in a Contemporary Movement. *Social Movement Studies*, 6(2), 147-159. doi:10.1080/14742830701497277

Rodriguez, D. (2011). Silent rage and the politics of resistance: Countering seductions of Whiteness and the road to politicization and empowerment. *Qualitative Inquiry*, 17(7), 589-598. doi:10.1177/1077800411413994

Gorski, P. C. (2019). Fighting racism, battling burnout: Causes of activist burnout in US racial justice activists. *Ethnic and Racial Studies*, 42(5), 667-687.

Ricketts, Aidan. *The Activists' Handbook : A Step-by-Step Guide to Participatory Democracy*, Zed Books, 2012.

Required chapter 12, 249-262 (13)

ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.umb.edu/lib/umboston/detail.action?docID=875598>

Recommended

Garcia, M., Košutić, I., & McDowell, T. (2015). Peace on Earth/war at home: The role of emotion regulation in social justice work. *Journal Of Feminist Family Therapy: An International Forum*, 27(1), 1-20. doi:10.1080/08952833.2015.1005945

Abstract:

The present article discusses the role of emotions in translating critical awareness of social inequities into action. Our work is premised on the assumption that emotions play a key role in social justice work by not only fueling capacity for resistance but also hindering ability to resist injustice effectively or even prompting unwitting contribution to oppression. Drawing from the clinical psychology literature, we introduce the concepts of psychological flexibility, emotion regulation, and mindfulness to the discourse on social justice in therapy and counseling. We argue that emotion regulation enhances our capacity for social justice work. We entertain the following questions: Is social justice work influenced by emotions? Do emotions hinder or fuel our work to dismantle systems of injustice? (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Danquah, R., Lopez, C., Wade, L., & Castillo, L. G. (2021). Racial justice activist burnout of women of color in the United States: Practical tools for counselor intervention. *International Journal for the Advancement of Counselling*. <https://doi-org.ezproxy.lib.umb.edu/10.1007/s10447-021-09449-7>

Abstract: The pervasive racially hostile climate in society can bring severe mental health ramifications, such as burnout, to racial justice activists. For women of color (WOC), intersecting identities presents additional challenges. Due to the significant psychological impact burnout can have on WOC activists, counselors need the knowledge and tools to address this mental health issue. This article aims to provide counselors with a guide to working with WOC racial justice activists in the United States by outlining challenges faced by this population, health and mental health effects of burnout, and counseling interventions. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Strauss Swanson, C., & Szymanski, D. M. (2020). From pain to power: An exploration of activism, the #Metoo movement, and healing from sexual assault trauma. *Journal of Counseling Psychology*, 67(6), 653–668. <https://doi-org.ezproxy.lib.umb.edu/10.1037/cou0000429>

Abstract: In this qualitative study, we explored the role that social activism and #MeToo and other large scale antiviolence activist movements may play in sexual assault survivors' healing process and how they navigate and make sense of their sexual assault experience. We interviewed 16 adult sexual assault survivors (13 women, 2 genderqueer/nonconforming individuals, and 1 identifying as a man and genderqueer) who were engaged in anti-sexual assault activism and analyzed their data using thematic analysis. Participants were predominately White and highly educated. We found that activism helped participants find their voice and regain their power. They described a process of moving from silence and shame around their sexual assault to freedom and empowerment. Their involvement in activism and/or connection to larger scale antiviolence activist movements (a) helped increase their understanding of themselves and their sexual assault experience, (b) served as a useful coping mechanism, (c) improved their self-confidence and relationships, (d) allowed them to stand up and speak out against attitudes and behaviors that foster rape culture, (e) provided support, validation, and connection to others, and (f) provided a source of meaning and fulfillment in their lives. Helping other survivors through their activist work also contributed to participants' healing process. Participants also described challenges associated with anti-sexual assault activism and #MeToo and related movements. These included being triggered, being inundated with media coverage and public narratives about sexual assault, burning out, and feeling disillusioned and frustrated. Finally, participants noted the importance of mainstream movements in increasing awareness. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

WEEK 8: Building Coalitions

Required

Purdie-Vaughns, V., & Eibach, R. (2008). Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. *Sex Roles*, 59(5-6), 377-391. doi:10.1007/s11199-008-9424-4

Nicholls, W., Uitermark, J., & van Haperen, S. (2021). Dynamics of Distinction and Solidarity within Social Movements: Explaining Relations between Privileged and Underprivileged Groups in the U.S. Immigrant Rights Movement. *Sociological Perspectives*, 64(6), 1104-1121. <https://doi.org/10.1177/0731121421990067>

Reagon, B. J. (1983). Coalition politics: Turning the century. In B. Smith (Ed.), *Home girls: A Black feminist anthology*, (pp 356–368). New York: Kitchen Table: Women of Color Press.

Srivastava, S. (2005). "You're calling me a racist?" The Moral and Emotional Regulation of Antiracism and Feminism. *Signs: Journal Of Women In Culture & Society*, 31(1), 29-62.

[Mei-Singh, L. and McGregor, D. P. \(2023\). To be done with allyship: Towards Oceanic justice in the Pacific. *The Funambulist*, Feb 15, 2023. <https://theFunambulist.net/magazine/questioning-our-solidarities/to-be-done-with-allyship-towards-oceanic-justice-in-the-pacific>](https://theFunambulist.net/magazine/questioning-our-solidarities/to-be-done-with-allyship-towards-oceanic-justice-in-the-pacific)

Review (from CMH)

Suyemoto, K. L., & Hochman, A. L. (2021). "Taking the empathy to an activist state": Ally development as continuous cycles of critical understanding and action. *Research in Human Development*. <https://doi-org.ezproxy.lib.umb.edu/10.1080/15427609.2021.1928453>

Sengupta, S. (2006). I/Me/Mine -- Intersectional Identities as Negotiated Minefields. *Signs: Journal Of Women In Culture & Society*, 31(3), 629-639.

Recommended

Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. *Journal Of Counseling Psychology*, 64(5), 500-513. doi:10.1037/cou0000203

Abstract (English):

The increasing popularity of the concept of intersectionality in the social sciences, including in psychology, represents an opportunity to reflect on the state of stewardship of this concept, its roots, and its promise. In this context, the authors aim to promote responsible stewardship of intersectionality and to tip the momentum of intersectionality's flourishing toward fuller use and engagement of its roots and promise for understanding and challenging dynamics of power, privilege, and oppression. To this end, this article provides a set of guidelines for reflection and action. The authors organize these guidelines along 3 major formulations of intersectionality: intersectionality as a field of study, as analytic strategy or disposition, and as critical praxis for social justice. Ultimately, the authors call for expanding the use of intersectionality toward fuller engagement with its roots in Black feminist thought, its current interdisciplinary richness and potential, and its central aims to challenge and transform structures and systems of power, privilege, and oppression.

Suyemoto, K. L., & Donovan, R. A. (2015). Exploring intersections of privilege and oppression for Black and Asian immigrant and US born women: Reaching across the imposed divide. In O. M. Espín, A. L. Dottolo, O. M. Espín, A. L. Dottolo (Eds.), *Gendered journeys: Women, migration and feminist psychology* (pp. 54-75). New York, NY: Palgrave Macmillan. doi:10.1057/9781137521477.0008

Abstract: Psychologists and other social scientists are increasingly attending to intersectionality, recognizing that sociopolitical statuses interact to create qualitatively different experiences. For example, Black and Asian' women in the United States experience racism and sexism generally, racialized sexism, and gendered racism, regardless of whether they are immigrants or US born. However, immigrant and US born women may differ in how they understand and react to these experiences, which affect the ways in which they relate to each other in response to these experiences. In this chapter, we apply a structural power analysis to explore interpersonal divides between immigrant and US born women within Black and Asian racialized groups. We argue that tensions between immigrant and US born women in these groups are influenced by imposed meanings of gendered racialization created to maintain White male supremacy. Including both Black and Asian women enables us to examine how conflictual interactions are not necessarily inherent in specific cultural or racial dynamics of a particular minority group. We begin by presenting a brief overview of Black and Asian populations in the US and our personal positionalities, with specific attention to nativity. We identify nativity-related influences on perspectives of racialization and ethnicity and then critically examine the ways in which these perspectives and associated relational tensions relate to meanings imposed by the dominant US discourse of gendered race for Blacks and Asians. We conclude by reflecting on the challenging process of developing awareness of relative power and privilege as an immigrant or US born Black or Asian woman in order to foster greater unity. Throughout the chapter, we use vignettes from our personal and observed experiences to illustrate the divides and processes we explore.

EXPLORING ACTIONS: SOCIAL JUSTICE IN AND RELATED TO PSYCHOLOGY EXAMPLES

Note that these are chosen with an attempt to illustrate examples of processes and approaches to activism, and not research about activism. I've also tried to mostly choose examples of interventions or actions that are trying to create institutional, organizational, or social change. For example, articles in the "community SJ interventions" are not about interventions in the community to help individuals, but about interventions in the community to foster institutional or social level change.

[Advocacy from psychology organizations and service providers to affect policy](#)

[Advocacy for social justice within psych orgs](#)

[Activism and SJ Interventions in the Academy/Higher Ed](#)

[Arts and Social Justice \(community and psychology\)](#)

[Organizational Consulting for Multicultural Social Justice](#)

[Psychotherapy Counseling SJ](#)

[Research and Research Methods Examples and Social Justice](#)

[Teaching Higher Ed General SJ](#)

[Therapy Training Social Justice Classes](#)

[Advocacy from psychology organizations and service providers to affect policy](#)

Andrews, K. T., & Edwards, B. (2004). Advocacy Organizations in the U.S. Political Process. *Annual Review Of Sociology*, 30(479-506). doi:10.1146/annurev.soc.30.012703.110542

Persistent link to this record (Permalink):

<http://ezproxy.lib.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=psych&AN=2004-17956-015&site=ehost-live>

Abstract:

We examine scholarship on the role and influence of advocacy organizations in the U.S. political process. We identify common theoretical questions in the disconnected literatures on social movements, interest groups, and nonprofits, and we propose a unifying conceptual framework for examining advocacy organizations. Focusing on the post-1960s growth in advocacy organizations, we examine major organizational characteristics including organizational structures, membership and participation, resources, and interorganizational networks and coalitions. Our analysis of organizational influence focuses on five dimensions of the policy process: (a) agenda setting, (b) access to decision-making arenas, (c) achieving favorable policies, (d) monitoring and shaping implementation, and (e) shifting the long-term priorities and resources of political institutions. Finally, we identify recurrent theoretical and methodological problems, including the compartmentalization of research within disciplines, an overreliance on studies of large national organizations, a disproportionate focus on recruitment and selective incentives, and limited research on the influence of advocacy organizations. We conclude by highlighting productive pathways for future scholarship. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Cohen, K. R., Lee, C. M., & McIlwraith, R. (2012). The psychology of advocacy and the advocacy of psychology. *Canadian Psychology/Psychologie Canadienne*, 53(3), 151-158. doi:10.1037/a0027823

Abstract (English):

This article addresses needs and opportunities for advocacy for the science, education and practice of psychology from the perspectives of three leaders within organized psychology, academia, and hospital practice. The authors make distinctions between knowledge transfer and knowledge translation as well as between lobbying and advocacy. They define proactive and reactive advocacy and draw attention to the impact of self-promotion and the need for collaboration in advocacy activity. Further, the authors define the need for and application of advocacy within the university environment, highlighting how advocacy skills can be taught and can have a broad reach within university student populations. The authors then address the characteristics of a practice environment upon which successful advocacy in this setting depends: the size of the problem, the effectiveness of available solutions, and the unique role psychology can play in the application of solutions. The article concludes by underscoring the collective responsibility psychologists have to be advocates and offers 12 steps in support of successful advocacy for psychology at individual, departmental, and organisational levels. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Frain, J. (2014). Advocacy required!. *Canadian Psychology/Psychologie Canadienne*, 55(1), 1-4. doi:10.1037/a0035517

Abstract (English):

Psychologists are not taught how to advocate for their profession and often must learn how to be an effective advocate after they graduate. The difficulties Canadians have accessing psychological services or the difficulty a researcher has accessing adequate funding for their research are 2 prime motivations for becoming a psychology advocate. There are a number of ingredients that go into an effective advocacy strategy, and this paper highlights 3 of them: relationships, seizing or creating opportunities, and perseverance. These 3 key ingredients will be illuminated by describing the work of advocates in 3 provinces and their successes. A video created for the Presidential Address in Quebec City (June, 2013) will be referenced. This video is posted on You Tube and accessible through the CPA website. Finally, 2 commissioned reports, 1 that provides the economic case and a number of potential models for increasing access to psychological services, and another that provides up-to-date evidence on the efficacy and effectiveness of psychological treatments will be briefly described. Support for the specifics of engaging in advocacy through an updated advocacy guide will also be outlined. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Hasenfeld, Y., & Garrow, E. E. (2012). Nonprofit human-service organizations, social rights, and advocacy in a neoliberal welfare state. *Social Service Review*, 86(2), 295-322. doi:10.1086/666391

Abstract:

The hallmark of the welfare state is the extension of social rights to the most vulnerable, a cause historically championed by nonprofit human-service organizations. With the rise of neoliberalism, these rights are threatened. This article attempts to show how the institutional, economic, and political environment of the nonprofit human-service sector is reshaped by a neoliberal ideology that celebrates market fundamentalism. The ideology institutionalizes such rules and practices as new public management, devolution, and privatization of services. Those elements shift the political discourse about the rights of the most vulnerable from the national to the local level. By turning vulnerable citizens into consumers, the ideology also reduces the national visibility of their needs. Most importantly, neoliberalism dampens the sector's motivation to challenge the state and greatly curtails its historical mission to advocate and mobilize for social rights. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

Advocacy for social justice within psych orgs

Gardella, L. G., & Prinsloo, R. (2021). Build the social justice bridge: Participatory photography with the international group work community. *Social Work with Groups*, 44(1), 3-16. <https://doi-org.ezproxy.lib.umb.edu/10.1080/01609513.2019.1683787>

Abstract:

'Build the Social Justice Bridge' was a participatory photography project that engaged international group workers in an assessment of group work as a social justice profession. Inspired by principles of photovoice research, the project invited social work students, educators, and practitioners from around the world to contribute photographs and brief narratives that represented the relationship between group work and social justice. The photographs were exhibited during the opening session of the 2018 Symposium of the International Association for Social Work with Groups (IASWG) in South Africa, where more than 200 participants from ten countries reflected on the meaning of the photos for the group work community. In viewing the photos, symposium participants identified a common vision of social

justice as well as culturally-specific approaches to group work. Implications are drawn for the internationalization of professional knowledge. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Greene, A. D., & Latting, J. K. (2004). Whistle-Blowing as a Form of Advocacy: Guidelines for the Practitioner and Organization. *Social Work, 49*(2), 219-230. doi:10.1093/sw/49.2.219

Abstract:

Advocacy has been an inherent component of social work since the mid-1800s. The NASW Code of Ethics explicitly promotes advocacy as an ethical stance against inhumane conditions. Whistle-blowing, on the other hand, occurs mostly in the business and public administration disciplines and is relatively unknown in the social work profession. Using facts from composite cases of whistle-blowing incidents, the purpose of this article is to review the social work profession's current stance on advocacy to protect clients' rights, define and describe theoretical and practical knowledge about whistle-blowing based on a literature review, explain whistle-blowing as a special form of advocacy, and offer guidance to potential whistle-blowers and their organizations on how to handle situations in which whistle-blowing is likely to be considered an option. (PsycINFO Database Record (c) 2018 APA, all rights reserved)

Hill, J. K. (2013). Partnering with a purpose: Psychologists as advocates in organizations. *Professional Psychology: Research And Practice, 44*(4), 187-192. doi:10.1037/a0033120

Abstract:

To ensure that psychological issues are on policymakers' agenda, psychologists often focus professional advocacy efforts in the political and social realm. Psychologists working in organizations, however, also have a role in ensuring that professional issues rise into the consciousness of organizational decision makers. In an era of health care reform, the advent of program-based management, limited resources, and managed care, psychologists are under increasing pressure to show their worth inside organizations and often have limited ability to communicate with organizational leaders. Psychologists typically report to nonpsychologists who may have only a general understanding of what psychology offers and can often misunderstand requests from psychologists about patient care alternatives, time for research, ability to present at conferences, and so forth. Advocacy is one avenue for increasing effective communication of psychologists' perspectives and interests that can serve to educate leaders about the value of psychology and how to best use psychological expertise. A major benefit of organizational advocacy is learning advocacy skills in a known environment, which can then be transferred to broader social advocacy. The article discusses the development of advocacy skills in organizations and suggests possible advocacy activities that are consistent with the professional role. It is argued that clarity of the message and partnering with decision makers are important as psychologists advocate for the role of psychology in service delivery. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Activism and SJ Interventions in the Academy/Higher Ed

Wilkins-Yel, K. G., Gumbiner, L. M., Grimes, J. L., & Li, P. F. J. (2020). Advancing social justice training through a difficult dialogue initiative: Reflections from facilitators and participants. *The Counseling Psychologist, 48*(6), 852–882. <https://doi-org.ezproxy.lib.umb.edu/10.1177/0011000020919905>

Abstract:

Our society continues to be plagued with rampant acts of racism, sexism, xenophobia, transphobia, misogyny, and hate crimes. More so than ever before, engaging in difficult dialogues across differences is imperative. Counseling psychologists are equipped with a multitude of skills that make them uniquely suited to be leaders in effective dialogue engagement. This article provides an overview of a time-limited social justice training opportunity for emerging counseling psychologists called Community Conversations. Community Conversations are designated brave spaces where small groups of college students from varying backgrounds are invited to engage in facilitated interactive and experiential dialogues that explore difficult topics related to power, privilege, and marginalization. The current study examined the multi-tiered impact of the Community Conversations Initiative on both graduate student facilitators and undergraduate participants. We discuss results and practical implications. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Estrellado, J. E., Green, J. M., Shuman, T. J., & Staples, J. (2021). Cross-racial and intersectional allyship efforts among faculty in a psychology doctoral program. *Research in Human Development, 2021*. <https://doi-org.ezproxy.lib.umb.edu/10.1080/15427609.2021.1942687>

Abstract:

The current study examined events by which four faculty members who teach in the same psychology doctoral program engaged each other in an allyship development process primarily related to race over the course of two years. The purpose of the study is to provide a model for allyship among faculty members in a psychology doctoral program. The study utilized critical incident techniques (CIT) and thematic analysis to identify and examine the formative experiences that became catalysts for intrapersonal, interpersonal, and structural changes resulting from these allyship processes. Textual evidence to identify critical incidents included e-mails, social media posts, text messages, and personal conversations from each coauthor about the process of these internal and external shifts. Recommendations for the implications of this allyship development process, as well as potential applications for other psychology doctoral programs, are discussed. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Shin, R. Q. (2008). Advocating for social justice in academia through recruitment, retention, admissions, and professional survival. *Journal Of Multicultural Counseling And Development, 36*(3), 180-191. doi:10.1002/j.2161-1912.2008.tb00081.x

Abstract:

There has been a growing focus on integrating social justice issues in counseling and counseling psychology fields. In this article, the author explores some of the opportunities and responsibilities that social justice-oriented counseling faculty have within institutions of higher education. Specific areas of focus are recruitment, retention, admissions, and professional survival. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Bhattacharyya, S., Ashby, K. M., & Goodman, L. A. (2014). Social justice beyond the classroom: Responding to the Marathon bombing's Islamophobic aftermath. *The Counseling Psychologist, 42*(8), 1136-1158. doi:10.1177/0011000014551420

Abstract:

Counseling psychology doctoral programs across the country are working to develop new approaches to bring social justice to the curriculum. Boston College has done so, in part, through a course titled Counseling in Context. The three core emphases are (a) ongoing self-examination of power and privilege, (b) applying traditional counseling skills to community-level problems, and (c) building from a clear intellectual and values framework. Building on an ally development conceptual frame, we illustrate how these principles were used to develop an intervention to combat Islamophobia on campus in the wake of the Boston Marathon bombings. The *Don't Meet Hurt With Hate. Love Islam Campaign* served to support Muslims and engage non-Muslims in ally behavior, engaging more than 400 students on campus and 10,000 people virtually. In demonstrating how students can act with and for oppressed communities, we hope to provide a template for similar actions on other campuses. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lantz, M. M., Fix, R. L., Davis, B. L., Harrison, L. N., Oliver, A., Crowell, C., & ... García, J. J. (2016). Grad students talk: Development and process of a student-led social justice initiative. *Journal Of Diversity In Higher Education, 9*(3), 290-306. doi:10.1037/dhe0000033

Abstract:

College student activism has long been a staple of campus life, often driven by the sociopolitical issues of the time. In response to recent and continuous violent deaths of members of the Black community, rising instances of overt racism, and perceived silence among our institutes and professional groups, a multiinstitutional and diverse collective of psychology graduate student leaders, Grad Students Talk (GST) came together to engage psychology graduate students nationally in discussions related to these events. GST facilitated a series of teleconference calls, and one large in-person conference discussion, for psychology graduate students to discuss and process their reactions to acts of racial injustice. Additionally, GST headed 'First, Do No Harm,' an advocacy campaign against psychologists' involvement in torture, which received mention in national media. The purpose of the current paper is to describe the successes of our student collective, to understand the challenges GST faced in the context of activism within higher education, and to provide recommendations to professionals in higher education to support student activism initiatives. Data from a collaborative autoethnographic qualitative approach highlighted a number of important themes that emerged for researcher-participants, including lack of perceived safety, observed silence from institutions and professional groups, and the important roles of universality and instillation of hope. We conclude the present discourse with a synthesis of the systemic challenges student activists face, and recommendations for change. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Tawa, J., Tauriac, J. J., & Suyemoto, K. L. (2016). Fostering Inter-minority Race-Relations: An Intervention with Black and Asian Students at an Urban University. *Making Connections: Interdisciplinary Approaches To Cultural Diversity, 16*(2), 33-64.

Abstract:

The article focuses on the need to foster inter-minority race-relations in order to maintain positive racial environment in college campuses. Topics discussed include attempts by various colleges and universities to implement programs for improving race-relations among students, several forms of race-relation interventions including classroom activities, workshops and weekend retreats, and positioning of inter-minority dynamics within a sociopolitical power of the dominant group.

Kim, G. S., Durand, T. M., Shah, T. N., & Ismail, B. I. (2021). "putting your power on the line": Toward embodied allyship in mentor-mentee and peer relationships. *Research in Human Development*. <https://doi-org.ezproxy.lib.umb.edu/10.1080/15427609.2021.1942686>

Abstract:

Although relational and multicultural feminist mentoring models have interrogated the role of relationships and power in graduate mentor-mentee relationships, less work has examined graduate student mentoring within psychology in the context of social justice and equity goals, and the processes by which ally and accomplice actions might emerge in doctoral mentoring and peer relationships, in particular. Using Collaborative Autoethnography (CAE), we examined the ways that doctoral mentors, mentees, and peers navigate power, privilege, and allyship in the academy, and how relationships and ally actions are connected. Our data was generated through individual autoethnographic writing and subsequent dialogue among the four authors. Qualitative analyses generated three action-oriented themes that illustrate a mutually constituted and interactive process by which we, as collaborators, strive for allyship within the confines of the academic status quo, and where resistance, authenticity, and identity-affirming relationships are integral to equity-based action and change. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Arts and Social Justice (community and psychology)

Shapiro, E. R. (2020). Liberation psychology, creativity, and arts-based activism and artivism: Culturally meaningful methods connecting personal development and social change. In L. Comas-Díaz & E. Torres Rivera (Eds.), *Liberation psychology: Theory, method, practice, and social justice*. (pp. 247–264). American Psychological Association. <https://doi-org.ezproxy.lib.umb.edu/10.1037/0000198-014>

Abstract:

This chapter draws from critical—emancipatory and cultural developmental perspectives to explore the unique role of creativity and participatory creative arts—based methods in catalyzing the experientially grounded, emancipatory knowledge leading to collective social justice actions sought by liberation psychology. It reviews theory and methods articulating how liberation psychology uses creative arts—based research methods within equitable community-engaged collaborations as methods of inquiry, particularly toward elevating contributions to knowledge production offered by those most oppressed or excluded by society. The chapter argues that creativity catalyzes shared communication leading to new insights and empowered personal and collective action, illuminating pathways for personal wholeness and collective action toward equitable change. It also reviews arts-based participatory action research, designed to collaboratively create knowledge leading to social change. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Fobear, K. (2017). "This painting is nice, but I wish it were more political." Exploring the challenges and dilemmas of community art with LGBT refugees. *Women's Studies International Forum*, 6252-60. doi:10.1016/j.wsif.2017.02.002

Abstract:

Recent works on social justice and human rights show that arts-based methodologies help to create greater opportunities for understanding and empathy for marginalized communities. Despite claims that arts provide a beneficial platform for community development and social justice, very little work has been done to reflect critically on what implementing a community art project looks like on the ground. This paper is a critical reflection of organizing and implementing a community mural project with lesbian, gay, bisexual, and trans (LGBT) refugees in Vancouver, British Columbia. Called Painted Stories, the project involved 15 LGBT refugees working together to create a large public mural and short documentary about their experiences. Painted Stories bring up critical questions regarding community representation and social justice, especially in regard to representing violence and trauma in public art. [ABSTRACT FROM AUTHOR]

Timm-Bottos, J. (2011). Endangered threads: Socially committed community art action. *Art Therapy*, 28(2), 57-63. doi:10.1080/07421656.2011.578234

Abstract:

This article describes a 9-month community action project that took the form of an art studio located in a thrift store. The purpose of the project was to creatively reduce clothing fabric waste from unused donations, and also to document the social justice and ecological issues involved in clothing production and distribution. Collaboration with an art therapist coordinator, volunteers, and thrift shop workers gradually grew to attract local crafters, youth 'refashion designers,' and free clothing distributors and recipients. A youth-initiated event incubated within the studio, as well as other results of the project, indicated successful and sustainable community building and expression. Community art therapy methods helped realize the goal of relational transformation and meaningful action. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Martinez, M. X. (2007). The Art of Social Justice. *Social Justice*, 34(1), 5-11.

Abstract:

The purpose is to show the working class that art and artists are not strangers to it; that some artists faithfully fight beside them...trying always to put their creative capacity at the service of the people. Thus, the workers can also realize that art is a career and a social activity that is useful, and not the idle pastime that the bourgeois philosophers pretend it is. The artists and the workers will understand that the artist can be a useful collaborator with whom it can acquire an effective, solid, and permanent collaboration [ABSTRACT FROM AUTHOR]

Reiter, B. (2009). Fighting exclusion with culture and art: Examples from Brazil. *International Social Work*, 52(2), 155-166. doi:10.1177/0020872808099727

Abstract:

This article focuses on leisure and art and their connection to democracy, social justice and community development. I argue that culture and art are indeed important and necessary ingredients of human development, both as an end per se, and as a means to achieve social justice, substantive democracy and social change. To make this point, the article first lays out the theoretical grounds that explain how this is possible. It then proceeds to discuss two empirical examples of community development projects in Brazil where art is used as a tool to fight exclusion and promote democracy and citizenship. I present some of the experiences I gained while working for both these projects as a consultant from 1995 to 1998. Both communities were poor and predominantly black, located in the city of Salvador. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lu, L., & Yuen, F. (2012). Journey women: Art therapy in a decolonizing framework of practice. *The Arts In Psychotherapy*, 39(3), 192-200. doi:10.1016/j.aip.2011.12.007

Abstract:

This paper presents the integration of art therapy in a *decolonizing framework of practice* used in a project called 'Journey Women'. This framework of practice seeks to recognize and deconstruct the impacts of colonization and discrimination of First Nations, Inuit, and Métis peoples and to empower and inform people in their healing journey. 'Journey Women' was an art exhibit of large-scale 'body-map' images depicting the healing experiences of eight Aboriginal women, created in a three-day arts-based workshop. The collaborative research project between Minwaashin Lodge and Concordia University aimed to gain an understanding of the conditions that contribute or challenge Aboriginal women in their process of healing from violence and the impacts of violence. This paper describes the process of creating body-maps that integrated an art therapy framework with traditional Aboriginal ceremonies of prayer, smudging, drumming, and singing as well as movement and grounding activities, poetry, and art creation. In this article, we discuss how a public exhibit of body-maps acted as a powerful medium of empowerment, a forum for women to be witnessed by the community, and a means for Aboriginal women to act as their own agents of social change and social justice. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Bain, C. L., Grzanka, P. R., & Crowe, B. J. (2016). Toward a queer music therapy: The implications of queer theory for radically inclusive music therapy. *The Arts In Psychotherapy*, 5022-33. doi:10.1016/j.aip.2016.03.004

Abstract:

Interest in music therapy with lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals has increased in the last decade, and the distinctive needs of the community have been acknowledged through the publication of LGBTQ best practices in music therapy (Whitehead-Pleaux et al., 2012). Developing competencies around LGBTQ issues in music therapy is more complex than simply including, or incorporating, diverse sexual orientation, and gender identity issues, into an existing disciplinary framework, that has an historical hostility towards non-normative sexualities and genders. The challenges of conducting music therapy with LGBTQ populations within community settings has been documented in few sources, and this lack of attention in the existing music therapy literature has inspired an interdisciplinary framework by which to consider these

challenges. First, we introduce and survey key developments in queer theory. Second, we explain how queer theory may complement and challenge recent developments in inclusive, and social justice-based, music therapy approaches. Then, we outline several potential therapeutic approaches with LGBTQ youth that reflect queer theory. Finally we discuss the broader implications of queer theory for music therapy, with the intent to move the field toward a radically inclusive approach to therapy with LGBTQ clients. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Cannuscio, C., Bugos, E., Hersh, S., Asch, D. A., & Weiss, E. E. (2012). Using ART to AMPLIFY Youth Voices on Housing Insecurity. *American Journal Of Public Health, 102*(1), 10-12. doi:10.2105/AJPH.2011.300494

Abstract:

The article reports on an arts and advocacy initiative launched in Philadelphia, Pennsylvania by the Mural Arts Program of Philadelphia called A Place to Call Home. A discussion of the initiative's main objective, which was to engage and empower high risk young people and to allow them to voice their concerns about housing and health, is presented. The initiative featured 48 young people between the ages of 14 and 23 who worked consistently for six months, engaging in neighborhood photo documentation, photo-elicitation interviews regarding their own housing struggles and the creation of public art. Benefits which the young people received from participating in the initiative are discussed.

Organizational consulting for multicultural social justice

Arredondo, P., & Reinoso, J. G. (2003). Multicultural competencies in consultation. In D. B. Pope-Davis, H. K. Coleman, W. M. Liu, R. L. Toporek, D. B. Pope-Davis, H. K. Coleman, ... R. L. Toporek (Eds.), *Handbook of multicultural competencies: In counseling & psychology* (pp. 330-346). Thousand Oaks, CA, US: Sage Publications, Inc. doi:10.4135/9781452231693.n21

Abstract:

The purpose of this chapter is to promote the use of **multicultural** guidelines or **competencies** in consultation. The two foci for discussion are organizational **diversity** management and **cultural competency**. To achieve the chapter objectives, I introduce two case examples requiring the services of a consultant that will be discussed at the beginning and then analyzed at the end of the chapter. Contributing to this analysis will be other relevant topics: the context for **multicultural consulting competencies**, consultation models and theories that are psychological in orientation, a *blue-print* (Arredondo, 1996) to guide **diversity** management practices, **cultural competency** philosophies and models, proposed **multicultural-centered consultation competencies**, attributes of consultants practicing in the field of **diversity** management, and a process model, the *multicultural-centered consultation process*. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Fouad, N. A., & Arredondo, P. (2007). Psychologists as Organizational Change Agents. In , *Becoming culturally oriented: Practical advice for psychologists and educators* (pp. 95-119). Washington, DC, US: American Psychological Association. doi:10.1037/11483-007

Abstract:

This chapter discusses the sixth Guideline and Competency Statements of the APA's Guidelines on Multicultural Education, Training, Research, Practice, and **Organizational Change for Psychologists**. Guideline 6: 'Professionals are encouraged to use **organizational change** processes to support culturally informed **organizational** (policy) development and practices.' **Psychologists** committed to use **organizational change** processes to support culturally informed **organizational** (policy) development and practices will be able to articulate, enact, and give leadership to multicultural **organizational change** processes, empowered with knowledge about: (a) a Blueprint for **Organizational Diversity** and other models for multicultural **organizational** development that can be applied in different institutional settings; (b) relevant terminology; (c) specific methodologies and approaches to assess **organizational change** with particular sensitivity to multicultural diversity; (d) examples of multicultural practices within organizations; and (e) situations and settings wherein **psychologists** can be **change agents** and policy planners. In this chapter, we emphasize the preparation and assessment phases of the organization **change** plan. In the final section of this chapter, we provide examples of short- and long-term implementation strategies designed to contribute to institutional or permanent **change**. Some of our consulting work took place nearly 20 years ago, and we can now point to evidence of 'institutional' **change** as a result of a continuous and deliberate focus on diversity and multiculturalism throughout these organizations. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Sue, D. W. (2008). Multicultural organizational consultation: A social justice perspective. *Consulting Psychology Journal: Practice And Research, 60*(2), 157-169. doi:10.1037/0736-9735.60.2.157

Abstract:

Multicultural organizational consultation (MOC) possesses a strong **social justice** component because it is directed toward removing barriers to equal access and opportunity in organizations. As such, it often challenges the power and privilege of **organizational** policies and practices that oppress marginalized groups and perpetuate disparities. Four important characteristics of MOC are discussed: (a) the need for a conceptual framework of **multicultural organizational** development, especially how standard operating procedures (programs, policies, and practices) may enhance or impede **diversity** initiatives; (b) confronting the sociopolitical systems of power and privilege inherent in organizations; (c) the consultant's ability to understand his or her own worldview in relation to other diverse worldviews related to race, gender, sexual orientation, and other sociodemographic dimensions; and (e) integrating roles and tasks in facilitating difficult dialogues on race, gender, and sexual orientation. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Psychotherapy Counseling SJ

Afuape, T. (2016). Beyond awareness of 'difference' and towards social action: 'solidarity practice' alongside young people. *Clinical Child Psychology And Psychiatry, 21*(3), 402-415. doi:10.1177/1359104516645642

Abstract:

Who I am as a working-class black African woman cannot be disconnected from how I work. It shapes my lens with regard to power, difference and liberation. It is not surprising that I have been drawn to social justice approaches to psychological intervention, such as Narrative Therapy, Coordinated Management of Meaning (CMM), social constructionist systemic therapy and liberation psychology. These practices involve taking up the cause of the oppressed in ways that respect them as agents of their own liberation. In this article, I describe what I term 'solidarity practice' with young people and their families as a counter force resisting the increasingly blaming and individualising discourse of mainstream psychology, psychiatry and social policy. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lopez-Baez, S. I., & Paylo, M. J. (2009). Social justice advocacy: Community collaboration and systems advocacy. *Journal of Counseling & Development, 87*(3), 276-283. doi:10.1002/j.1556-6678.2009.tb00107.x

Abstract:

This article discusses the community collaboration and systems advocacy domains of the ACA (American Counseling Association) Advocacy Competencies (J. A. Lewis, M. S. Arnold, R. House, & R. L. Toporek, 2002). A case illustration is presented, and the 8 Advocacy Competencies within each domain are applied to the case study. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

MacLeod, B. P. (2013). Social justice at the microlevel: Working with clients' prejudices. *Journal Of Multicultural Counseling And Development, 41*(3), 169-184. doi:10.1002/j.2161-1912.2013.00035.x

Abstract:

Social justice is considered the 5th force in counseling and has largely been aimed toward advocating for oppressed individuals and groups by creating change in the societal structures that maintain oppression. However, there is a lack of information for counselors who work with clients who oppress others. This article addresses assessment, conceptualization, and ethical considerations when White clients express racial prejudices in counseling and how it aligns with the goals of social justice. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Cantrick, M., Anderson, T., Leighton, L. B., & Warning, M. (2018). Embodying activism: Reconciling injustice through dance/movement therapy. *American Journal of Dance Therapy, 40*(2), 191-201.

Abstract:

Dance/movement therapy (DMT) is a pathway to address oppression in the therapeutic context. The consideration of the body, and its relationship to power and privilege, is crucial as we strive to integrate a social justice lens into the field of DMT. Through an exploration of the literature, including activism, traumatology, and embodiment, we provide a definition of social justice within the field of dance/movement therapy. Trauma is experienced in the body, and oppression is a form of trauma. Social justice DMT is the inclusion of the body in how counselors conceptualize and confront oppression in the therapeutic relationship, as well as the larger community. Socially just dance/movement therapists expand their role and theoretical scope to include activism and the systemic impact on social-emotional well being, as well continually consider their own biases and limitations. This paper works to radically reconsider how power shows up in the counseling context. (PsycINFO Database Record (c) 2020 APA, all rights reserved)

Samuel, C. A., & Ortiz, D. L. (2021). "Method and meaning": Storytelling as decolonial praxis in the psychology of racialized peoples. *New Ideas in Psychology*, 62. <https://doi-org.ezproxy.lib.umb.edu/10.1016/j.newideapsych.2021.100868>
Abstract:

In psychology, there is a growing recognition of how racialized groups are often dehumanized and pathologized, and how racist and colonial legacies still inform our research and practices today. In order to dismantle racism within academic institutions we must decolonize and indigenize psychological science. One promising strategy is the use of storytelling methodology wherein participants from racialized groups share their lived experiences. However, the process of how storytelling contributes to decolonization is rarely explained, and decolonization is rarely defined. The present paper systematically reviewed studies that examined racialized individuals' lived experience using storytelling methodology in order to synthesize conceptualizations of decolonization and of how storytelling contributes to decolonizing psychological research. Findings suggest storytelling meaningfully contributes to decolonial praxis in psychology. Researchers must work consciously and collaboratively, center research around liberating racialized communities, and explicitly define how their study decolonizes in order to be accountable to their community of study and to the colonial history of the lands on which they're situated. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Atallah, D. G., Shapiro, E. R., Al-Azraq, N., Qaisi, Y., & Suyemoto, K. L. (2018). Decolonizing qualitative research through transformative community engagement: critical investigation of resilience with Palestinian refugees in the West Bank. *Qualitative Research in Psychology*, 15(4), 489–519

Histories of violence and ongoing settler-colonialism impacting Palestinian communities living under Israeli occupation require unique, critical enactments of psychology research. The current article reflects on community engagement strategies used in a qualitative study of resilience with Palestinian refugees entitled: *Palestinian Refugee Family Trees of Resilience* (PRFTR). In realizing PRFTR, the authors developed partnerships between University of Massachusetts Boston's clinical psychology program and a Community-Based Organization in a United Nations refugee camp in the West Bank, completing in-depth interviews (N=30) with families surviving complex histories of settler-colonial violence. Participatory engagement, decolonial theories, and grounded theory situational analysis, together helped generate understandings of resilience from indigenous perspectives. This article analyzes PRFTR's power dynamics and investigative processes, highlighting seven transformative community engagement strategies implemented *Before* and *During* research activities, outlined in a step-wise "A to G" framework. These seven strategies contribute to understandings of decolonizing enactments of qualitative methods within a Middle Eastern context.

Page, T.; Bull, A.; Chapman, E. Making power visible: "slow activism" to address staff sexual misconduct in higher education. *Violence Against Women*, [s. l.], v. 25, n. 11, p. 1309–1330, 2019. DOI 10.1177/1077801219844606.

Abstract: This article examines activism to address staff-to-student sexual misconduct in higher education in the United Kingdom from our perspective as founders and members of the research and lobby organization The 1752 Group. We argue that in order to tackle staff sexual misconduct in higher education, the problem has first to be made visible. We theorize this as 'slow activism' and outline the activities that we and others have been engaged in toward this end: conducting research, using complaints processes within institutions, naming the experiences of staff sexual misconduct and/or institutions and perpetrators, and carrying out discipline-led and sector-level initiatives. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Kessi, S., Kaminer, D., Boonzaier, F., & Learmonth, D. (2019). Photovoice methodologies for social justice. In S. Laher, A. Fynn, & S. Kramer (Eds.), *Transforming research methods in the social sciences: Case studies from South Africa*. (pp. 354–374). Wits University Press. <https://doi-org.ezproxy.lib.umb.edu/10.18772/22019032750.27>

Abstract:

This chapter explores the use of Photovoice methodologies for working in marginalised contexts in South Africa. Photovoice is a participatory action research (PAR) method through which members of a community come together in a facilitated process to produce stories of change in and about their communities. The stories are based on photographs accompanied by captions or longer narratives created by the participants in Photovoice projects. The chapter looks at the role of Photovoice as a theory-method that can provide a powerful tool and process for a social justice framework by disrupting the epistemological violence often produced. It presents what the authors mean by participation, empowerment, critical consciousness and social capital as the key conceptual tools guiding PAR projects, followed by a description of the Photovoice process and practical examples drawn from authors' work with marginalised groups in Cape Town and its surrounding areas. In doing so, the chapter highlights the sociopsychological dimensions of Photovoice that are particularly appealing, such as the role of representation, recognition and affect, which not only

contribute to strengthening participatory forms of work but may also shed light on the imperative of decolonising the social sciences in South Africa. (PsycInfo Database Record (c) 2021 APA, all rights reserved)

Chapman, S., & Schwartz, J. P. (2012). Rejecting the null: Research and social justice means asking different questions. *Counseling and Values, 57*(1), 24-30. doi:10.1002/j.2161-007X.2012.00004.x

Abstract:

The focus of this article is on the specific ethical issues related to social justice research and the practical implications of engaging in social justice research, including the potential impact of research results on practice, policy, and advocacy at the local and national level. Specific recommendations are offered, including identifying research questions that advance social justice, managing researcher bias and power differentials, improving research methodologies, disseminating research, and giving back and advocating for social justice concerns. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Lorenzetti, L. (2013). Research as a social justice tool: An activist's perspective. *Affilia: Journal Of Women & Social Work, 28*(4), 451-457. doi:10.1177/0886109913505815

Abstract:

The congruence between social work activism and transformative research resonates with those who are looking to change the root causes of oppression. This article reflects the journey of integrating the identity of activist practitioner and researcher. The process of becoming a social justice researcher includes the discovery of a new set of lenses, emerging tools, and new pathways while maintaining a critical perspective rooted in antioppressive praxis. Research becomes an extension of one's own identity as a human rights activist, which requires leveraging the skills and capacities of research as a strategy to move to a more socially just world. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Teaching higher ed general SJ

Ferrer, I., Lorenzetti, L., & Shaw, J. (2020). Podcasting for social justice: Exploring the potential of experiential and transformative teaching and learning through social work podcasts. *Social Work Education, 39*(7), 849-865. <https://doi-org.ezproxy.lib.umb.edu/10.1080/02615479.2019.1680619>

Abstract:

This paper examines the role of podcasting in teaching and learning for social justice, especially within schools of social work. Using a critical pedagogical teaching and learning lens within social work education, we explored the engagement of entry level Bachelor of Social Work (BSW) students in learning about and creating podcasts. Students simultaneously developed social work skills such as critical thinking, understanding theory, current issues of social (in)justice, and community engagement. In the process of creating podcasts, students (1) began to develop their professional and generalist social work identity, (2) engaged with critical reflective practice, and (3) made links between structural and experiential issues related to social policy and social justice. In addition to having implications for critical social work pedagogy, we suggest that student-led podcasting can be used to promote a relationship between the academy and the community. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Moane, G. (2006). IX. Exploring Activism and Change: Feminist Psychology, Liberation Psychology, Political Psychology. *Feminism & Psychology, 16*(1), 73-78. doi:10.1177/0959-353506060823

Abstract:

In this article, I have presented the concepts and questions that arose about political activism that arose in the context of my research and teaching on oppression and liberation. Exploring these from a bottom-up woman-centred perspective created a different understanding and set of concepts and questions from those generated by more traditional approaches in political psychology. Key themes were identified: political activism as a developmental process; challenging narrow views of 'political'; developing a system view that allows for many acts, both large and small, to be part of change; acknowledging niches of resistance and strengths from resistance; cultivating solidarity with, and support for, those who are oppressed. Evaluations of these courses indicated that between 50 and 75 percent of the participants felt that they would get involved in political action and that key motivations were, first, the connections they saw between the personal and the political and, second, the understanding of political change that they gained from the courses. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

Therapy training social justice classes and models

Pearrow, M. M., & Fallon, L. (2020). Integrating social justice and advocacy into training psychologists: A practical demonstration. *Psychological Services, 17*(S1), 30–36.

Abstract:

Training psychologists to engage in advocacy and social justice is critical to professional development. Scholars recommend a variety of methods to accomplish this training. One approach is to offer goal-driven instruction that aligns with a clear mission, a safe and supportive environment for constructive dialogue, and the opportunity to engage in experiential learning. Experiential learning opportunities may be most impactful if structured as a longitudinal process; however, few practical training examples exist to demonstrate such a procedure. The purpose of this article is to offer a structured, longitudinal training demonstration of psychology doctoral trainees engaged in social justice and advocacy work at a midsize, diverse urban public university. This multiyear effort included (a) a comprehensive needs assessment; (b) qualitative interviews and focus groups with students and staff; and (c) supporting the development and coordination of care at a campus center to address student housing instability, food insecurity, and other critical needs. Implications of this work on advocacy in public service settings are described. (PsycInfo Database Record (c) 2020 APA, all rights reserved)

Ali, S.R, Liu, W.M., Mahmood, A., & Arguello, J. (2008). Social justice and applied psychology: practical ideas for training the next generation of psychologists. *Journal of Social Action in Counseling Psychology, 2*, 1-13.

Abstract:

Even though many applied psychology programs embrace a philosophy of social justice, faculty members and trainers are often faced with the practical struggle of implementing a social justice training agenda. This article discusses both the theoretical and practical aspects of implementing a social justice training agenda in applied psychology programs.

Burnes, T. R., & Singh, A. A. (2010). Integrating social justice training into the practicum experience for psychology trainees: Starting earlier. *Training And Education In Professional Psychology, 4*(3), 153-162. doi:10.1037/a0019385

Abstract:

Calls from the psychological literature have highlighted a need for the integration of social justice training in both didactic and fieldwork practicum experiences in professional psychology. This article presents concrete strategies for practicum instructors and applied fieldwork training site staff to integrate social justice work into practicum experiences. The authors review current scholarship on social justice training, identify foundational principles of social justice and recommendations for teaching social justice in applied training facilities, and apply these principles and recommendations to practicum experiences. Learning activities and evaluation methods are identified and presented, and recommendations for integration of these methods for teaching psychology trainees are underscored. (PsycINFO Database Record (c) 2017 APA, all rights reserved)

Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education In Professional Psychology, 8*(4), 303-311. doi:10.1037/tep0000045

Abstract:

Expanding on ideas originally proposed by Fassinger and O'Brien (2000), we describe the scientist-practitioner-advocate model for doctoral training in professional psychology, designed to more effectively meet the needs of clients whose presenting problems are rooted in a sociocultural context of oppression and unjust distribution of resources and opportunities. This alternative training model incorporates social justice advocacy, thereby equipping graduates to address social contexts implicated in clients' suffering instead of only the symptoms manifest in a treatment hour. The tripartite model capitalizes on synergies between the new advocate role and the traditional researcher role (e.g., social action research designed to promote change), and between the advocate role and practitioner role (e.g., consciousness raising, public persuasion, and empowerment). At the intersection of all 3 domains is a new type of practicum in social justice advocacy, supported by training in intergroup dialogue facilitation. We describe proposed knowledge, skills, and attitude components of the advocate role, together with a 10-credit curriculum adopted by the University of Tennessee, Counseling Psychology Program. In 2009, this program was the first to be accredited by the American Psychological Association with a scientist-practitioner-advocate training model. Practical challenges in implementation are described. Finally, we discuss implications for course development, student selection, and evaluation of training outcomes. (PsycINFO Database Record (c) 2017 APA, all rights reserved)