

## **CPSY 590: Advocacy and Activism – Spring 2017**

Professor Tod Sloan email: [sloan@lclark.edu](mailto:sloan@lclark.edu) hours: by appt (send email)

### **Course Description**

This seminar provides an introduction to advocacy competencies for counselors and therapists, the psychology of activism, process skills for activists, and social movement theory. The primary objective of the course is to help counselors and therapists be more effective both in support of change agents and in their own action for social and environmental justice.

### **Required Texts**

Starhawk, *The Empowerment Manual*

### **Required Articles**

ACA Advocacy Competencies -

[https://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)

Marian A. Lee, Tammy Jorgensen Smith, and Ryan G. Henry (2013). Power politics: Advocacy to activism in social justice counseling. *Journal for Social Action in Counseling and Psychology*, 5(3).

([http://www.psysr.org/jsacp/Lee-V5n3-13\\_70-94.pdf](http://www.psysr.org/jsacp/Lee-V5n3-13_70-94.pdf))

<https://www.opendemocracy.net/transformation/george-lakey/to-succeed-movements-must-overcome-tension-between-rationality-and-emoti>

Extensive materials about political action (esp. direct action) on the website: [beautifultrouble.org](http://beautifultrouble.org)

Also, [https://www.resistancemanual.org/Resistance\\_Manual\\_Home](https://www.resistancemanual.org/Resistance_Manual_Home)

### **Suggested Readings (examples)**

H. Rettig, *The Lifelong Activist*

P. Jones, *Aftershock: A Guide for Activists and Their Allies*

J. Macy, *Active Hope*

R. Solnit, *Hope in the Dark*

K. Wilber, *Integrated Life Practice*

D. Pollard, *Finding the Sweet Spot*

Mindful Occupation: <http://mindfuloccupation.org/publications/>

Resources for anti-oppression trainings: <http://organizingforpower.org/anti-oppression-resources-exercises/>

Various articles in issues of *Journal for Social Action in Counseling and Psychology* at [jsacp.tumblr.com](http://jsacp.tumblr.com)

Chris Dixon, *Another Politics* (lecture): <https://www.youtube.com/watch?v=15JHIIKAcVY>

## Requirements

- **Regular preparation for and participation** in discussion in each class session (notify professor of anticipated absence by email). More than 90 minutes of absence will trigger a make-up requirement.
- **For Day One:**
  - Read the **ACA Advocacy Competencies** and be ready to discuss and think about applications. [https://www.counseling.org/Resources/Competencies/Advocacy\\_Competencies.pdf](https://www.counseling.org/Resources/Competencies/Advocacy_Competencies.pdf)
  - Read the **Lee et al (2013) article**. [http://www.psysr.org/jsacp/Lee-V5n3-13\\_70-94.pdf](http://www.psysr.org/jsacp/Lee-V5n3-13_70-94.pdf) . It is long and dense but very important. Be ready to discuss.
- **For Day Two:**
  - Attend at least a couple hours of any grassroots activist group meeting or event, and be ready to report briefly to the class about what you learned from it. You can find events and meetings here: <http://portland.activatehub.org/> or <http://www.kboo.org/community-event-calendar>
  - Find a person you know and admire for his/her/their motivation, stamina, courage, etc in relation to social change work. Interview that person for 10 minutes to try to understand how they came to be that way and stay in the struggle. The point is to learn something about the psychology of motivation for social justice work. Take notes and be ready to discuss briefly in class. Submit a page of your notes, handwritten or typed, with your name, at the end of class.
  - Read/skim one of the books offered in class (first day) and write a 100-200 word blurb about it to help readers know what the book contains and if it would be useful to them. Submit by email to [sloan@lclark.edu](mailto:sloan@lclark.edu) with your name, book title, author, publisher, date, ISBN, # of pages, and your review in the body of the email. Questions to address: What are the aims of the book? What does it contain? How might activists find it useful? Note: these reviews will be published as part of an online resource for activists.
- **For Day Three:**
  - Study the (auto)biography of a person who is well known for having had an impact on any society and prepare a brief narrative story to tell (3-4 minutes) about how that person managed to have such an impact. Include: What impact did the person have? By what strategies or tactics did s/he accomplish this? What do you notice about his/her integration (or lack thereof) of the personal, political, cultural, and the professional/work dimensions of life?
  - Read/skim Starhawk's *Empowerment Manual* and, drawing on the whole book, prepare a list of ten key practices you will try to remember to employ as you work in groups, collectives, teams.

## Grading

Final grades will be based on effective participation in seminar discussion and in-class dialogues (20%) plus:

- Report on admired person (10%)
- Blurb on activism book (20%)
- Narrative on impactful person (20%)
- List of ten key practices for effective group process (20%)

## **Course Schedule**

### **Day 1**

Overview of course objectives

Situating ourselves

Social Movements and Types of Activists

ACA Advocacy Competencies and other literature linking counseling and social action

### **Day 2**

Debrief on attendance at grassroots groups

Reports on Interviews with Admired Persons

Psychology of activists

Movement process

### **Day 3**

Stories of Impactful Persons

Group Process and the Individual: Key Practices

Supporting Activists

Conclusions and Evaluation