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Spring Hill College
Forming leaders engaged in learning, faith, justice and service for life.
Outline

I. The Society for the Psychological Study of Social Issues (SPSSI)
II. Teaching for Social Justice
III. Inserting Social Justice in Introductory Psychology Classes
IV. Experiential Learning Model and Outcomes
V. Upper-level Psychology Classes: Examples of Experiential Learning Assignments
   I. Social Psychology of Social Justice
      I. Service-learning
      II. “Taking Action” writing assignments
   II. Industrial/Organizational Psychology
      I. Creation of workshop content
      II. Project for local non-profit organization
VI. Resources
About SPSSI - APA Division 9

• Founded in 1936, SPSSI:
  • supports research on the psychological aspects of important social and policy issues.
  • seeks to bring theory and practice into focus by applying knowledge and insights to the critical problems of today's world
  • funds research on social issues through annual awards & research grants
  • disseminates research findings through its scholarly journals, sponsored books, specialized conferences, and its convention programs.
  • influences public policy through its publications & policy advocacy efforts of its members, fellows, & staff (with headquarters in Washington, D.C.)
  • encourages public education and social activism on social issues
  • pursues a global mission: SPSSI has been represented at the United Nations as a Non-Governmental Organization (NGO) since 1987.
  • supports teaching about social issues via resources, convention sessions, newsletter columns, and 2 annual teaching awards - Innovate Teaching / Outstanding Teaching & Mentoring
Teaching Social for Justice

• **Defining social justice**
  • “…social justice includes a vision of society in which the distribution of resources is equitable and all members physically and psychologically safe and secure” (Bell, 1997, p. 1).

• **Psychological aspects of social justice**
  ▫ Rules, norms, attitudes (Lee, 2011)
  ▫ Product (i.e., goals) and process (i.e., how to achieve the goals; Bell, 1997)

• **Teaching for social justice includes a focus on**
  ▫ Ethical values, care, and respect (Marshal & Olivia, 2006)
  ▫ Fairness (Crosby & Franco, 2003; Rawls, 2001)
  ▫ Moral responsibility (Kohl, 2001)
  ▫ Power (Apfelbaum, 1979; Deaux & Bikmen, 2010; Green, 1998; Young, 1993)
Teaching for Social Justice: Educational Outcomes

- **Perspective-taking and raised-consciousness** (Seider, 2009)
- **Empathy** (Jordi, 2011)
- **Personal transformation** (Friere, 1970; hooks, 1994)
- **Multiple “ways of knowing”** (hooks, 1994)
- **Collective action and advocacy** (Green, McCollum, & Hays, 2008)
Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)

- Motivation
  - Maslow’s (1943) Theory of Human Motivation and the *Hierarchy of Needs*

- Social Psychology
  - Conformity and power of the situation \( B = f(P, E) \) (Haney, Banks, & Zimbardo, 1973)
  - Prosocial behavior
Social Justice in Introductory Psychology Classes

- Memory
  - Eyewitness testimony (Loftis, 1975)

The Innocence Project is a national litigation and public policy organization dedicated to exonerating wrongfully convicted individuals through DNA testing and reforming the criminal justice system to prevent future injustice.
Social Justice in Introductory Psychology Classes

• Motivation
  ▫ Maslow’s (1943) Theory of Human Motivation and the *Hierarchy of Needs*
    • Group project: Profile a self-actualized leader, hero, or celebrity
    • Students recognized the characteristic of social consciousness and a desire to “give back”

  ![The Philanthropist](image)

  • Audrey's work with Unicef created the Audrey Hepburn Children’s Fund. Hepburn is quoted as saying, “I've known Unicef a long time, ever since they came to the aid of children like myself, famished victims of the German occupation”. This organization helps to bring awareness and aid to children around the world in need.

  ![Images](image)

  • Student project: Franklin, O'Banion, and Lodato
Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Conformity and power of the situation
  - Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

\[ B = f(P, E) \]
Social Justice in Introductory Psychology Classes

Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

Haney

Zimbardo

From Prison to Home:
The Effect of Incarceration and Reentry on Children, Families, and Communities

The Psychological Impact of Incarceration:
Implications for Post-Prison Adjustment

Craig Haney
University of California, Santa Cruz

December 2001

[Project Home Page | List of Conference Papers]

Contents

I. The State of the Prison
II. The Psychological Effects of Incarceration: On the Nature of Institutionalization
III. Special Populations and Pace of Prison Life
IV. Implications for the Transition from Prison to Home
V. Policy and Programmatic Responses to the Adverse Effects of Incarceration

Abstract

This paper examines the unique set of psychological changes that many prisoners are forced to undergo in order to survive the prison experience. It argues that, as a result of several key factors, the personal challenges posed and psychological harms inflicted in the course of incarceration have grown over the last several decades in the United States. The trends in policies and conditions of confinement as well as the shift discussed de-emphasizing rehabilitation as a goal of incarceration. As a result, the ordinary adaptive process of institutionalization has become extraordinarily prolonged and intense. Among other things, these recent changes in prison life mean that prisoners in general (and some prisoners in particular) face more di
Social Justice in Introductory Psychology Classes

Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973)

The Use of Torture in Interrogations

Torture during interrogations is defined by the United Nations as cruel or degrading treatment of a person, with the intent of obtaining intelligence or a confession. Any form of torture is prohibited in the United States, including during times of war.

Unsurprisingly, torture produces serious and lasting trauma in the victims of torture. While some may accept this in the interest of national security, the severe cost of torture extends to the individuals who apply torture techniques as part of national security investigations. Policy-makers should take all of this into account when evaluating the use of torture in interrogations.

The following science-based arguments are particularly relevant for the debate on the use of torture in interrogations:

- Torture is ineffective and liable to produce false information
- All parties involved in torture suffer long-term damaging effects
- Torture has severe adverse consequences for society

Torture is ineffective and liable to produce false information
- The use of abusive interrogation techniques is often based on the assumption that a suspect is withholding intelligence. Research has confirmed that interrogators can not reliably tell when a suspect is withholding information. Innocent suspects who do not possess valuable information are likely to appear defiant and resistant to interrogators, and are interrogated more violently.
- Numerous survivors of torture report they would have said whatever they believed
Social Justice in Introductory Psychology Classes

- Social Psychology chapter
  - Prosocial behavior
Experiential Learning: Taking Action
Kurt Lewin’s Action Research
Experiential Learning Cycles

Act
Concrete Experience
Facts (What Happened?)
Theory of Action

Apply
Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory

Reflect
Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Conceptualize
Abstract Conceptualization
Findings (Why Did This Happen?)
Revise Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
Jesuit Educational Philosophy

Action ➔ Experience ➔ Reflection
Experiential Learning Outcomes

- Civic engagement (Schlehofer, 2011)
- Perspective-taking (Eretzian, 2011)
- Raised-consciousness (Lechuga & Clerc, 2009)
- Personal transformation (Butler Byrd, 2005)
- Multiple “ways of knowing” and critical thinking skills (Archer & Wong, 2010)
- Collective action and advocacy (Franco, 2005)
To “Be of Use”

“...social researchers have a public responsibility to disrupt the sense of inevitability and to engage with communities on questions of justice and the inequitable distribution of freedom, goods, and opportunities” (Fine & Barreras, 2004, p. 176)
Fine & Barreras’ Recommendations

- Working with the media
- Writing for policymakers
- Creating amicus briefs
- Constructing op-ed or “popular” articles
- Converting our findings into accessible language without watering down the conclusions
- Testifying in federal and state legislatures
- Research collaborations with community-based organizations
- Creating “translation” documents from rigorous research for popular, community and local use
- Participatory action research: possibilities and dilemmas
- Constituency building: creating social science—“literate” and activist communities
- Workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
- Developing and collaborating with youth researchers
- Constructing a high school curriculum for adolescent researchers
- Creating public service announcements from social science research
- Translating research into practice (educational, organizational, and/or movement based)
- Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice
   I. Service-learning
   II. “Taking Action” writing assignments

Industrial/Organizational Psychology
   I. Creation of workshop content
   II. Project for local non-profit organization
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice
I. Service-learning
II. “Taking Action” writing assignments

• Opportunities to:
  ▫ Work with the media
  ▫ Write for policymakers
  ▫ Construct op-ed or “popular” articles
  ▫ Convert findings into accessible language without watering down the conclusions
  ▫ Create “translation” documents from rigorous research for popular, community and local use
  ▫ Build constituencies: creating social science-“literate” and activist communities
  ▫ Develop and collaborate with youth researchers
  ▫ Create public service announcements from social science research
  ▫ Translate research into practice (educational, organizational, and/or movement based)
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice
Service-learning
http://kudzu.shc.edu/psychology/service/

- Students completed 5-15 hours of service for local non-profits in conjunction with the Foley Center http://www.shc.edu/ug/academics/service-learning/foley-center.

- Students wrote three reflection papers relating the social justice concepts from their readings to their experiences at the service site.
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Social Psychology of Social Justice—“Taking Action” writing assignments
The racial issues in reference to education that W.E.B Du Bois addressed and fought for in the 20th century did not die with him. While other great black leaders during this time pushed for African Americans to accept their inferior position and learn crafts, industrial skills, farming skills and other trades that mainstream society saw as inferior, Du Bois wanted equality for African Americans. However, blacks and whites did not have an equal opportunity to become doctors, lawyers, and nurses. Americans today like to believe that those days of inequality and discrimination are over. They are not. This fact is not more evident than in our educational system.

Schools in America were segregated until as late as the 1960s in some areas. Although legal segregation no longer exists, there is still racial segregation in schools and there is a discrepancy in the quality of education received by students of color versus students who are white. When the schools were legally segregated, whites received the better teachers, facilities, and resources, while black students were given the lesser ones. Reports show that black and Latino students are often assigned to classrooms occupied by white children in school systems with a majority of black students. The public school system is a prime example of educational segregation.

Most of the time, the programs are run by the same people who are responsible for the failure of the schools themselves. This is not the way education should be.
Welcome to the first edition of PAX, Spring Hill College’s magazine focused on peace and justice issues. PAX is intended to give Spring Hill students, from all disciplines, the opportunity to publish content relating to a social justice issue or topic of interest. Spring Hill College was founded on Catholic social teaching and it’s this background as well as a secular social justice understanding that encourages students and faculty to promote peace and justice on our campus and around the world. Ideally, this magazine will be regularly updated with new postings from students, alumni or staff. Finally, a huge thank you to Dr. Jamie Franco-Zamudio for being the driving force behind this project and its efforts.

Aislinn Shevlin, editor

Reflection at Penelope House

By: Anonymous
Date: Saturday, February 23rd, 2013

Awareness brings us to share in the caring of one another.

Domestic abuse, more commonly referred to as domestic violence, involves a pattern of violence and emotional abuse in any relationship as a means to maintain power and control over an intimate partner. Domestic violence can include physical, sexual, emotional, economic, or psychological actions or threats that harm or influence another person.
Service Observations

By: Jessica Richardson
Date: Saturday, February 23rd, 2013
Throughout my time at The Regional School for the Deaf and Blind I have gained a reasonable amount of knowledge about the students that I work with. For instance, I have learned that every student is an individual with specific needs that need to be met overtime. Also, every child develops at his/her own pace, so trying to incorporate the No Child Left Behind Act into the curriculum becomes very complicated to do. In fact, teachers are subjected to give work to children who are still functioning below a kindergarten level, to satisfy parents with unrealistic hopes for their children.

Read more

Service-Learning: Portrait Project at Little Sister's of the Poor

By: Caitlyn Murphy
Date: Thursday, February 28th, 2013

Caitlyn Murphy

Alabama Focus First Service Reflection

PAX
Race Wars

By: Regina Bolton
Date: Thursday, February 28th, 2013

Despite the negativity associated with being African American
I must continue to fight the odds of becoming yet another stereotype
At times I see no point this but at others it is centered on proving a point
Proving that I am capable and that I do deserve to be treated as an equal being
Could you imagine being questioned on your intelligence level solely on the color of your skin?

Service-Learning: Portrait Project at the Boys and Girls Club

By: Meg Benton
Date: Thursday, February 28th, 2013
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

**Industrial/Organizational Psychology**

I. Creation of workshop content
II. Project for local non-profit organization

- **Opportunities to:**
  - Work with the media
  - Convert findings into accessible language without watering down the conclusions
  - Collaborate with community-based organizations
  - Create “translation” documents from rigorous research for popular, community and local use
  - Create workshops on the critical use of publicly accessible databases and the creation of alternative indicators of “well-being” within education, mental health, physical health, and psychosocial contexts
  - Translate research into practice (educational, organizational, and/or movement based)
  - Public art as a form of re-presenting critical scholarship: museums, parks, photo exhibits, videos to “disseminate” research findings
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Industrial/Organizational Psychology
Creation of workshop content
Upper-level Psychology Classes: Examples of Experiential Learning Assignments

Industrial/Organizational Psychology Project for local non-profit organization

I/O Psychology focus: leadership, group roles, conflict resolution, organizational communication
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Light of the Village: Once a working crack house, and situated in a neighborhood fraught with crime, gangs, and poverty, Light of the Village school has survived and thrived for 12 years as a beacon of hope for many of Prichard, Ala.’s at-risk youth.


“Light of the Village doesn’t exist without community volunteers,” says Kittler. “When we started assessing needs and talking to staff members, we discovered that they didn’t have a formal volunteer handbook. It was the perfect service project for our team.” The handbook serves as a reminder of the nonprofit’s goals and mission, as well as outlines Light of the Village’s many programs and services. Kittler spearheaded the project along with classmates Chasity Douyon, Twarner Witherspoon, and Melaine Parker.
Site: Little Tree School

- [Video](http://www.youtube.com/watch?v=5Y47TNMnP1U&feature=youtu.be)
Most recently, Gatson is rounding out his off-campus time by leading a multi-faceted project at The Little Tree preschool in Mobile. The Little Tree provides education for traditional students and those on the autistic spectrum, ages 2 to 4.

“My classmates and I are producing a promotional video for the school, as well as revising a staff and volunteer training manual,” says Gatson. “The Little Tree has so much to offer and a lot of local families don’t know about the programs. The video is something positive we can do to help spread the word.”
“Very rewarding to give back to the community, gave us a new perspective on the poverty and struggle outside of our world.”

“I grew academically as well as personally.”

“The team project was great because we got to work with an organization and help them.”

“We did a good deed!”

“I enjoyed working as a team and working with the site to use skills I learned and apply them to the site.”

“It showed real-world applications of what we were learning.”

“The team project was very rewarding because it allowed us to give back.”
SPSSI as a teaching resource

• Interactive historic timeline – www.spssitimeline.org
• Created for SPSSI’s 75 years anniversary in 2011.
• The timeline plots SPSSI’s history of research and policy work since 1936. Historic documents, videos, interviews, & other excellent teaching resources for anyone teaching about diversity and social issues
SPSSI as a teaching resource

- Interactive historic timeline - www.spssitimeline.org
SPSSI as a teaching resource

- **SPSSI’s Scholarly Journals**-
  - *Journal of Social Issues*-
    - each is a special issue focusing on a social problem; great as a supplemental text to support student research literacy in psychology
    - for example, March 2012 issue focuses on “privilege” research with an intersectional emphasis & could be extremely helpful to begin incorporating or expanding on the topic within your own courses.
    - same-sex marriage, immigration, discrimination, social stigma, intergroup relations, collective action, education disparities, homelessness, etc.

- **SIPR- Social Issues and Policy Review**
  - applied, relevant to students’ lives, connects research to social change

- **ASAP- Analysis of Social Issues and Public Policy**
  - applied, relevant to students’ lives, connects research to social change

Teaching resources also provided via the SPSSI website, newsletter column essays on teaching social issues, teaching sessions at SPSSI conventions, etc.
SPSSI has collected a wide range of teaching materials and resources that might prove helpful in course design. In addition to the new and web-based resources listed below, click on the sections listed on the left of this screen to find syllabi, texts, reading/video lists, and activities.

**Socio-economic status:** SPSSI, along with the Society for the Psychology of Women and the APA Office on Socioeconomic Status has released *Resources for the Inclusion of Social Class in Psychology Curricula*, a new teaching tool designed to encourage the incorporation of social class diversity into psychology education. This resource includes course syllabi, classroom exercises, scholarly books and articles, as well as examples using fiction and popular media. It is sure to prove useful for all psychology educators, including those teaching at the high school, college, and graduate school levels. You are invited to print your own copies and share them with your colleagues and students. Additionally, these materials will be updated periodically. Your suggestions and contributions for future editions are welcomed and appreciated. Access this teaching tool at [http://www.apa.org/pl/ses/](http://www.apa.org/pl/ses/).

**Web-based resources:**

- Social Psychology Network Teaching Resources ([http://www.socialpsychology.org/teaching.htm](http://www.socialpsychology.org/teaching.htm))
- CROW: Course Resources on the Web ([http://jonathan.muller.faculty.ncctri.edu/crow/](http://jonathan.muller.faculty.ncctri.edu/crow/))
- Teaching Resources from the American Psychological Society ([http://psych.harvard.edu/APS/teaching.html](http://psych.harvard.edu/APS/teaching.html))
- Course Syllabi Related to Social Psychology ([http://www.socialpsychology.org/courses.htm](http://www.socialpsychology.org/courses.htm))
Thank you!
Questions?

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