



Boston Graduate School  
*of Psychoanalysis*

Boston | New York | New Jersey

PROGRAM CATALOG  
Master of Arts in  
Social Justice and Human Rights

# CONTENTS

## **GENERAL INFORMATION**

---

STUDYING SOCIAL JUSTICE AND HUMAN RIGHTS	3
ACADEMIC CALENDAR	3

## **MASTER OF ARTS IN SOCIAL JUSTICE AND HUMAN RIGHTS**

---

DEGREE GOALS	5
INTERNSHIP	5
MASTER'S PROJECT	5
EXPERIENCE GROUP	6
PROGRAM REQUIREMENTS	6

## **SAMPLE FULL TIME PROGRAM OF STUDY IN SOCIAL JUSTICE AND HUMAN RIGHTS**

---

## **COURSE DESCRIPTIONS**

---

EXPERIENCE GROUP	9
SOCIAL JUSTICE AND HUMAN RIGHTS	9
CULTURAL AND SOCIAL THEORY	11
PSYCHOANALYTIC THEORY	13
RESEARCH	14

## **ADMISSION**

---

## STUDYING SOCIAL JUSTICE AND HUMAN RIGHTS

The Master of Arts in Social Justice and Human Rights offers students a solid grounding in social analysis, social change strategies, and ethics and human rights. Through its unique psychoanalytic orientation, students will learn basic principles of individual and group psychodynamics, helping them understand unconscious influences on individual, social, and organizational behavior as well as ways in which social change organizations and movements can be undermined by unacknowledged conflicts.

Social change efforts and psychoanalysis share fundamental values, including the furtherance of human freedom for individuals, communities, and societies and a commitment to the seeking of truth. They share the use of tools such as talk and thoughtful reflection as a way of creating a capacity for constructive action. This program seeks to help would-be practitioners internalize these values and use these tools to address obstacles to successful advocacy and activism for improving society.

We anticipate that students will include both recent college graduates seeking jobs furthering social change as well as individuals already working in this area seeking further education. Graduates of the program are expected to work effectively in social change efforts in organizations, including the nonprofit, government, and policy realms as well as in grassroots organizations and movements.

## ACADEMIC CALENDAR

BGSP's regular academic calendar consists of two semesters, Fall and Spring, as well as a Summer Session. The Fall Semester typically runs from the week after Labor Day through January, the Spring Semester typically runs from February through mid-June, and the Summer Session allows students to pursue studies in June and July.

BGSP offers both 2-credit and 3-credit courses. Three-credit courses meet weekly for 15 weeks, while two-credit courses meet roughly every other week for the same period of time.

## MASTER OF ARTS IN SOCIAL JUSTICE AND HUMAN RIGHTS

The Master of Arts in Social Justice and Human Rights curriculum is inter-disciplinary in nature. After covering fundamental concepts of social justice, ethics, and human rights, it provides a foundation in socioeconomic principles related to class, power, privilege, and marginalization as well as a foundation in basic psychoanalytic principles of unconscious dynamics, transference, resistance, countertransference, and symbolic communications. Students will engage in two semesters of research methods for social justice, providing a foundation in research logic as well as skills in needs assessment, program evaluation, and document analysis. Later courses and electives will offer students the opportunity to integrate an understanding of social forces with psychoanalysis in various content areas, such as human rights, trauma, racial oppression, and gender studies.

Students will engage in an experiential group each semester, winding up the four semester program with a didactic class in group dynamics to integrate a basic understanding of psychodynamics and listening skills for social practitioners. In addition, students will complete two semesters of internship in a community organization for hands-on experience in social change and organizational dynamics. An integrative seminar and final Master's Project will help students assimilate the practical and theoretical work.

Full-time students may complete the 46-credit program in four semesters if they proceed through the program and complete the internship and Master's project efficiently. Students admitted in the spring semester sometimes require additional time because of scheduling constraints. Many students find it beneficial to slow their pace of study to a part-time schedule, which allows them to more fully integrate the course material, internship practice, and, in some cases, outside employment.

Program courses meet once per week, primarily in the evening or during the day on Friday.

## DEGREE GOALS

Upon completion of the M.A. program in Social Justice and Human Rights, students are expected to achieve several learning outcomes:

- 1) Students demonstrate an understanding of the basic foundations of thinking and practice in social justice and human rights.
- 2) Students demonstrate basic knowledge of psychoanalytic concepts applied to organizational and personal and interpersonal functioning as these impact social justice efforts.
- 3) Students demonstrate an understanding of the varied strategies and tactics utilized in social change efforts.
- 4) Students demonstrate the ability to apply social justice and human rights knowledge in practical change efforts.
- 5) Students demonstrate an ability to interpret relevant research and use research findings as guides in designing social change initiatives.

## INTERNSHIP

Students will complete two semesters of internship in a social justice-oriented organization for a minimum of 300 hours of internship experience. The internship provides practical experience, allowing application of concepts learned in classes as well as experiences to be explored in class discussion. The internship also provides experiences that will aid students in finding relevant jobs upon graduation.

## MASTER'S PROJECT

Each student will complete a Master's project demonstrating the ability to apply acquired knowledge. In some cases, this project may be designing and conducting a research study. In others cases, the project may be activities such as creating a video or website, designing an educational program, or implementing a targeted social change program. Students work on their projects during the second year and discuss them in the Integrative Seminar.

## EXPERIENCE GROUP

The experience group provides an opportunity for social justice and human rights students to obtain “laboratory” experience of how group and individual psychodynamics impact members of groups and organizations. Leader-follower and peer-to-peer relationships are experienced in an emotionally salient form, facilitating deep learning. Each student participates in the experience group for the first three semesters of the program. In the fourth semester students read group dynamics literature in SJ 150: Group Dynamics and apply it to the experiences they have undergone in the prior three semesters.

## PROGRAM REQUIREMENTS

Students in the Master of Arts in Social Justice and Human Rights degree program fulfill the following requirements to graduate:

1. **46** credits of required (40 credits) and elective (6 credits) coursework
2. A minimum of **300** internship hours
3. An approved Master’s project
4. A minimum of **3** semesters of Experience Group

## REQUIRED COURSES

SJ 500 Introduction to Social Justice and Human Rights	3 credits
SJ 510 Class, Power and Privilege	3 credits
SJ 520 Understanding Organizations for Transformational Change	3 credits
SJ 530 Privilege and Marginalization	3 credits
SJ 560 Producing and Evaluating Data for Social Justice I	3 credits
SJ 561 Producing and Evaluating Data for Social Justice II	3 credits
SJ 570 Integrative Seminar I	3 credits
SJ 571 Integrative Seminar II	3 credits
SJ 150 Group Dynamics	2 credits
SJ 190 Experience Group ( <i>3 semesters</i> )	1 credit
PC 550 Psychoanalysis and Social Change	3 credits
PT 151a Psychoanalytic Theory I: Basic Concepts	2 credits
PT 151b Advanced Psychoanalytic Concepts: Resistance, Transference, and Countertransference	2 credits
PT 155 Dreams, Fantasy, and Symbolic Communication	2 credits
PT 267 Contemporary Issues in Psychoanalysis: Trauma and Survival	2 credits
Elective 1	3 credits
Elective 2	3 credits

## **ELECTIVES**

PC 665 Psychoanalysis and the Arts	2 credits
PC 702 Psychoanalysis, Oppression and Healing: Race and Ethnicity	3 credits
PC 770b Cultural Analysis I: Applied Theory of Culture	3 credits
PC 771b Cultural Analysis II: The Unconscious in Public and Private Life	3 credits
PC 776 Psychoanalysis, Culture and Gender: Femininities and Masculinities	3 credits
PC 787 Cultural Psychopathology and Social Psychiatry	3 credits
PT 154 Comparative Psychoanalysis	2 credits
PT 160 Narcissism and Aggression	2 credits
PT 161 Fundamentals of Freud	2 credits
SJ 580 Social Change Strategies and Tactics	3 credits
SJ 581 Communication Strategies for Social Change	3 credits
SJ 582 Conflict Resolution	3 credits
SJ 583 Law and Social Change	3 credits

**Total course of study:**

**46 credits**

# SAMPLE FULL-TIME PROGRAM OF STUDY IN SOCIAL JUSTICE AND HUMAN RIGHTS

The layout presented below can help students identify their required courses and plan when their required courses will be offered next.

## FALL, FIRST YEAR

SJ 500 Introduction to Social Justice and Human Rights	3 credits
SJ 510 Class, Power, and Privilege	3 credits
PT 151a Psychoanalytic Theory I: Basic Concepts	2 credits
Elective 1	3 credits
SJ 190 Experience Group	1 credit
	<b>12 credits</b>

## SPRING, FIRST YEAR

SJ 520 Understanding Organizations for Transformational Change	3 credits
SJ 530 Privilege and Marginalization	3 credits
PT 155 Dreams, fantasies and Symbolic Communication	2 credits
Elective 2	3 credit
SJ 190 Experience Group	1 credit
	<b>12 credits</b>

## FALL, SECOND YEAR

SJ 560 Producing and Evaluating Data for Social Justice I	3 credits
SJ 570 Integrative Seminar I	3 credits
PT 267 Contemporary Issues in Psychoanalysis: Trauma and Survival	2 credits
PT 151b Advanced Psychoanalytic Concepts: Resistance, Transference, and Countertransference	2 credits
SJ 190 Experience Group	1 credit
	<b>11 credits</b>

## SPRING, SECOND YEAR

SJ 561 Producing and Evaluating Data for Social Justice II	3 credits
SJ 571 Integrative Seminar II	3 credits
PC 550 Psychoanalysis and Social Change	3 credits
PT 150 Concepts of Group Analysis	2 credit
	<b>11 credits</b>

## Total academic coursework for

**Master of Arts in Social Justice and Human Rights: 46 credits + Internship**



# COURSE DESCRIPTIONS

## EXPERIENCE GROUP

### **SJ 190 Experience Group (3 semesters, 1 credit each semester)**

The experience group provides an opportunity for social justice and human rights students to obtain “laboratory” experience of how group and individual psychodynamics impact members of groups and organizations. Leader-follower and peer-to-peer relationships are experienced in an emotionally salient form, facilitating deep learning. Each student participates in the experience group for the first three semesters of the program. In the fourth semester students read group dynamics literature in SJ 150: Group Dynamics and apply it to the experiences they have undergone in the prior three semesters.

## SOCIAL JUSTICE AND HUMAN RIGHTS

### **SJ 500 Introduction to Social Justice and Human Rights**

This course will introduce students to basic issues and approaches in social justice and human rights. Among the topics covered are: What is justice? What distinguishes just from unjust societies? How do equality, democracy, and human rights relate to justice? What are key social justice issues today? What are basic social change strategies?

### **SJ 510 Class, Power, and Privilege**

This course explores the intersection of social structures with social class and with membership in varied social groups. The class will identify structural factors affecting inclusion and exclusion of social groups. In addition, the course examines structures of power in contemporary US. This course is part of a sequence with *Privilege and Marginalization*. While this course explores structural aspects, the latter course explores how issues of inclusion and exclusion are manifest in the lived experience of individuals and groups.

### **SJ 520 Understanding Organizations for Transformational Change**

How do organizations function? What distinguishes effective from ineffective organizations? How can psychodynamic individual and group processes facilitate or hinder effective organizational functioning? What are the characteristics of effective leaders? How does

organizational leadership in change organizations relate to participatory organizational functioning?

### **SJ 530 Privilege and Marginalization**

This course explores issues of inclusion and exclusion, privilege and marginalization from the perspective of the lived experience of individuals and groups. The class will explore the psychodynamics of power, privilege, and marginalization, including such dynamics as splitting, projection, idealization, and devaluation as they are manifest in the lives of members of social groups. Students will investigate how marginalization can create stress and interfere with optimal functioning in individuals and in social institutions.

### **SJ 550 Psychoanalysis and Social Change**

Students will explore ways in which psychoanalysis has been used to understand and facilitate social change efforts. Examples ranging from “Freud’s free clinics” in Vienna and Wilhelm Reich’s SexPol movement to efforts to facilitate Israeli-Palestinian dialog or to consult to school systems will be examined for applicability to current social change efforts.

### **SJ 570 & 571 Integrative Seminar I and II**

The seminar helps students integrate their varied learning experiences, in courses, internships, and in conducting their Master’s Project. Especially explored will be the practical implications of theoretical and empirical learning from the varied course and internship experience(s). The course will also provide supervision and support as students complete their Master’s Project. Through the seminar discussions, students will develop a coherent personal philosophy of social change.

### **SJ 580 Social Change Strategies and Tactics**

This course explores the broad spectrum of change strategies and tactics used by social justice and human rights advocates. These include public education, advocacy, lobbying, investigative research, organizing of key stakeholders, grassroots organizing, nonviolent protest, and civil disobedience. The course will examine case studies of examples of each strategy or tactic, including examples of both successful and unsuccessful change campaigns. Attention will be devoted to the relation between strategies and tactics and the individual and group psychodynamics of participants and intervention targets.

### **SJ 581 Communication Strategies for Social Change**

A major tool in social justice and human rights change efforts is communication. Yet, often little thought is given to characteristics of effective communication strategies. This course will examine the principles of effective communication with varied audiences – the broad public, politicians, key stakeholders, organizational decision-makers – in order to help students become thoughtful practitioners of effective communication. Special attention will be devoted to recent work in psychoanalysis and cognitive science on targeting communications to specific unconscious cognitive and affective structures.

### **SJ 582 Conflict Resolution**

Conflict resolution is a set of tools that can be used to increase mutual understanding and reduce conflict in many situations. This course will examine strategies for resolving conflicts via discussion and negotiation. In addition to classic conflict resolution theory, the course will look at psychoanalytic approaches to reducing conflict through addressing resistances to understanding. Throughout, conflict resolution will be put in the context of structural factors and power relations.

### **SJ 583 Law and Social Change**

Law is among the ways that societies codify individual and societal rights and responsibilities. Human rights is often defined in terms of laws protecting those rights. Lawyers are often an essential component of social change efforts, from using litigation to enforce rights to observing protests to constrain abuses and defending arrested demonstrators. At the same time, a focus upon the law can constrain social activism to certain narrow frames, and law can enshrine injustice, as occurred under Jim Crow. This course will examine the variety of ways in which law as a body of thought and as a practice is intertwined with social change efforts.

## CULTURAL AND SOCIAL THEORY

### **PC 665 Psychoanalysis and the Arts**

The course looks at the roots of creativity, including its expression and inhibition, its relationship with dreaming, desire, destruction, longing, symbolization, and sublimation, both in illness and in health. The course samples the variety of ways psychoanalysis has interacted with the arts throughout its history.

### **PC 702 Culture, Psychoanalysis, and Race**

This course will begin by looking at the concept of race and racism as social constructs that enter in psychoanalytical explanation as symptomatic or pathological behavior. We will then review works of Freud and Lacan as they relate to race and racism and explore the ways in which psychoanalytic theory has been used to address these ideas. The course will consist of three parts: In part one, we will examine the meaning and consequences of understanding race as a cultural construct. We will read texts that deal with the system and logic of race such as Collette Guillaumin, Michael Banton, etc. In part two, we will ask how Freud's metapsychology can be deployed for an understanding of the persistence of race as a category of identification. Texts in this section will include Totem and Taboo, Moses and Monotheism, and other shorter essays. In the final section of the course, we will take up certain classic texts that deploy psychoanalysis for an understanding of race and racism by analysts such as O. Mannoni, Wulf Sachs, and others.

### **PC 770b Cultural Analysis I**

The course will introduce new and continuing students to culture as a force in social and mental life. It will cover the core literatures, selected for application to the following subjects: the semiotics of meaning formations, history of cultural analysis, culture as an exclusionary practice, culture and violence (real and symbolic), comparative culture systems, the effects of globalization on regional and national cultural traditions, unconscious structures of cultures, global cultures, and methods of cultural analysis (hermeneutics of cultural texts and institutions, ethnographies of local cultural practices, structural semiotics of cultural structures, gathering and interpretation of historical archives, sampling of media flows, documentary methods, among others).

### **PC 771b Cultural Analysis II**

This course is an introduction to critical theory in its contribution to psychoanalysis. The course will examine the contribution of the Frankfurt school and philosophers like Benjamin, Horkheimer, Adorno, Marcuse, Habermas and beyond to the reconceptualization of psychoanalysis. The challenges of feminism, postmodernism, and poststructuralism to psychoanalysis will be examined. This seminar also investigates key figures and strategies of surrealist practice at the point where they engage with their theoretical elaborations with many disciplines and discourses—from Marxism to psychoanalysis, theoretical physics, and 19th-century psychiatry.

### **PC 776 Psychoanalysis, Gender and Culture**

This course introduces scholarly debates about sexual identities, gender identities and expressions, and sexual orientation and its representation in psychoanalytic and social science writings. The dialogue between psychoanalysis and feminist theory has been at the intellectual center of cultural criticism since the 1970s. Since then, it has taken on many new dimensions, growing in different directions as scholars develop new perspectives on gender relations. Many of the most recent developments in feminist theory have emerged from the consideration of the heterogeneity of women, and of feminist practices. Other developments concern representations of masculinity and gay issues (queer theory), as well as trans-national and postcolonial women's issues. This course provides an opportunity to address a range of cultural and theoretical issues in psychoanalysis and gender. Sample course topics include pornography, experimental feminist praxis, gender and race, or constructions of gender in specific historical periods or countries. While this course is theoretical in nature, analysis of selected texts in terms developed from the theoretical readings will be a major component.

### **PC 787 Cultural Psychopathology and Social Psychiatry**

This seminar is intended to familiarize students with the social and cultural aspects of mental health or illness. Cultural psychopathology is a field of study focusing on the ways in which cultural factors contribute to the experience and expression of psychological distress. It examines cultural variation in psychiatric disorders and cultural determinants of symptoms or syndromes. Social Psychiatry is a field focusing on epidemiology of mental illness and on social causes and consequences of psychiatric disorders. Issues of law and psychiatry such as

competency to stand trial, insanity plea, forced hospitalization, solitary confinement and patient rights are also addressed.

The course is interdisciplinary, in that it includes material from many fields, but there is a coherent organizing theme: the need to understand mental illness in a broad social and cultural context. Specific course objectives are: a) to examine the role of culture, ethnicity, gender, and social class in symptom formation and the experience of illness, and to critically examine these issues in clinical application of the DSM IV diagnostic system; b) to learn about the *distribution* of mental illness in time, space and socio-demographic groups; c) to familiarize students with the DSM-IV cultural formulation and its utility in diagnosis and intervention; d) to examine contemporary, empirically supported perspectives regarding the etiology of mental disorders; e) to develop an understanding for issues in Psychiatry and Law, such as insanity plea, competency to stand trial, involuntary hospitalization, criteria of dangerousness, and patient's right to refuse treatment.

## ▶ PSYCHOANALYTIC THEORY

This area of study gives students a broad foundation in theories of individual and group psychodynamics that can affect social functioning as well as social change practices.

### **PT 150 Concepts of Group Psychoanalysis**

This course studies group dynamics and processes and the psychoanalytic treatment of groups. Students consider phenomena unique to group settings and explore how to handle resistances and manage impulses in group interactions. The course provides theoretical bases for, and demonstrates, technical interventions.

### **PT 151a Psychoanalytic Theory I: Basic Concepts**

This course provides an introduction to basic concepts in psychoanalysis. Students explore concepts of unconscious motivation, dual drives and their expression, anxiety, defenses, repetition compulsion, resistance, transference, and countertransference, as conceptualized by Freud and his contemporaries and modified by more recent authors.

### **PT 151b Advanced Psychoanalytic Theory: Resistance, Transference and Countertransference**

This course continues the study of major theoretical concepts in psychoanalysis, focusing on resistance, transference and countertransference in greater depth. The class will examine the importance of these concepts in understanding both individual and group dynamics and how they must be understood and managed when making interventions for effective change.

### **PT 154 Comparative Psychoanalysis**

This course acquaints students with the different schools of thought in psychoanalysis and studies how their underlying premises affect their theoretical and clinical thinking, including their view of concepts such as transference, countertransference and resistance. Students will learn the contributions of classical Freudians, Kleinians, Jungians, ego psychologists, object relations theorists, self psychologists, modern psychoanalysts, Lacanians, and interpersonal and intersubjective psychoanalysts. The course explores how concepts of drive, object, and self combine to form a current motivational theory and affect how analysts from different schools listen to and intervene with their analysands.

### **PT 155 Dream, Fantasy, and Symbolic Communication**

This course acquaints students with the language of the unconscious and primary process as it appears in dreams, fantasy, delusions, myth, symptoms, and creative works. The course examines the basic mechanisms of dream formation (e.g., condensation, reversal, displacement, symbolization, secondary revision), beginning with the study of Freud's work on dream interpretation. The course then explores more recent research on sleep and the nature and functions of dreams. Students develop skills in recognizing and understanding unconscious communication and motivation.

### **PT 160 Narcissism and Aggression**

This course provides an in depth study of the relationship between narcissism and aggression, with particular attention to those disorders in which self-hate predominates over self-love. The meaning of the narcissistic defense is clarified, and the treatment techniques that have been devised to work with narcissistic disorders are discussed with reference to clinical material. Class process is used to illustrate concepts.

### **PT 161 Psychoanalytic Theory II: Fundamentals of Freud**

This course follows Freud's conception of libido theory from its inception through later developments. It then examines Freud's later papers on drive theory and the repetition compulsion; the division of the psyche into ego, id and superego; the sources of anxiety; the effects of innate destructiveness on the prospects for civilization; and Freud's final summary of the state of analysis. Students also consider the continuing influence of these papers on contemporary thought, examining current uses of Freud's drive theories.

### **PT 267 Contemporary Issues in Psychoanalysis: Trauma and Survival**

This course explores the nature of trauma at the individual and societal levels. What factors help individuals and groups to survive trauma, and what kinds of interventions are effective in addressing its short-term and long-term effects? Students will examine how the lasting unconscious effects of trauma can affect groups and societies. The class will explore how to make these effects conscious and address them in order not to repeat the trauma.

**SJ 560 & 561 Producing and Evaluating Data for Social Justice**

This course begins with an examination of the bases of scientific inquiry. It provides a theoretical and practical knowledge of research and methodology, including principles of concept formation and research design. Students review the important tools, methods and techniques for sound and ethical research and learn to critically evaluate research literature. The course then introduces qualitative research methods and reviews characteristics of qualitative versus quantitative methods. The course then covers research methods and approaches especially applicable in social justice work, including needs assessment, program evaluation; uses of administrative data; and analysis of official and unofficial documents. Throughout, research is related to practical utility, policy concerns, and issues around appropriate uses and misuses of research. [This is a two-semester sequence.]

**The Boston Graduate School of Psychoanalysis may withdraw, add, or modify courses as necessary.**

The Boston Graduate School of Psychoanalysis welcomes applicants with baccalaureate and graduate degrees from all educational backgrounds. Qualified applicants demonstrate their motivation and capacity to understand self and others as evidenced in their written application and admissions interviews; their readiness to undertake graduate level academic study; and their motivation to engage in emotional and intellectual learning.

BGSP admits students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national origin, ethnic origin, gender, sexual orientation, disability, age, creed, or employment status in administration of its educational policies, admission policies, scholarship and loan programs, and other School-administered programs.

In order to apply, prospective students submit to the Director of Admissions the completed application, the application fee, and supporting materials, which include official copies of undergraduate and graduate transcripts, three current letters of reference, a statement about interest in the program to which they are seeking admission, and an academic writing sample. Applicants who are non-native speakers of English may be asked to submit scores from the Test of English as a Foreign Language (TOEFL). Those educated outside the United States also submit transcripts to a credential equivalency service.

The application is complete once the above materials are submitted and the file is then reviewed by the Admissions team. Those applicants selected for further consideration are scheduled for three interviews with three faculty members. The interview is an opportunity for the applicant to express their personal interest in the program, and to learn more. During the interview process, the applicant is asked to write a brief response to a text. The Admissions Committee then reviews all components of the applicant's file to make an admission decision.

Applicants who have completed other graduate work may request equivalency at the admission interviews. Equivalency requests should be accompanied by documentation including syllabi of courses to be evaluated.