**英文下面的中文翻译。**

**Preface to 2018 Chinese edition (Shanghai Educational Publishing House)**

**of Levine, M., Perkins, D.D., & Perkins, D.V. (2005). *Principles of Community Psychology: Perspectives and Applications* [3rd Edition]. Oxford University Press.**

We are delighted to share *Principles of Community Psychology: Perspectives and Applications* with Chinese scholars, professors, and students. The field of community psychology has steadily spread throughout the world for over 50 years (Perkins, 2009) and it is right and important that China, representing almost one fifth of the world’s population, should become more aware of the ideas, research, and applications of community psychology from other countries and develop its own brand of community psychology, “with Chinese characteristics,” in response to its particular urban and rural community issues, and its many unique local social, cultural, and political contexts.

The first recognition by Western scholars of the potential for community psychology in China was by Levine (1989), although the focus in the Mainland at that time was more on applied developmental psychology in schools (Dewei, 1989) than on applying or researching the kinds of broader social-environmental influences, larger institutional systems and community-level principles covered in this book. But to be fair, such prevention programs for children were also what much of community psychology in America was about in the 1980s (see chapter 8).

Unfortunately, little or no community psychology writings in English emerged from China after that for 18 years. Then in 2007, Beijing University psychologist Deng Shiying and American community psychologist Mark Roosa published an article on family influences on delinquent behaviors and the social development of Beijing middle-school adolescents in the *American Journal of Community Psychology*. This represented a welcome return of mainland Chinese psychology to the international community psychology literature, but suggested that the primary focus was still on the developmental psychology of microsystem influences on individual children (see chapters 3 and 4).

That was followed by at least one Chinese publication on a wider range of topics in a major English-language community psychology journal annually for several years after that. In 2008, Prof. Liu Li at Beijing Normal University reported qualitative research on the social representation of quality of life in China. Particularly resonant in that analysis to principles discussed in this volume were concepts of rootedness, connectedness, participation and freedom. In 2009, Liu Jianhong at Southwest University of Political Science and Law in Chongqing, with some United States-based colleagues, analyzed a topic touched on in several of our chapters and one we ourselves have studied in the U.S.-- correlates of fear of crime and the social context of contemporary urban China. In 2010, Xu *et al* published a study of sense of community, neighboring, and social capital as predictors of local political participation in China, which drew on the strengths of a large nationally representative urban and rural survey sample. That was followed the next year by a study of social capital and community participation among migrant workers in China (Palmer, Perkins & Xu, 2011). We hope to see that trend of international collaboration and publishing by Chinese scholars with Chinese data continue and increase in the coming years!

We believe the potential for community psychology in China is bright but difficult to predict. Yang and Perkins (2012) published a Chinese-language article in the *Journal of East China Normal University* and concluded that the future of community psychology in China depends on the competition between certain obstacles and opportunities within Chinese academic institutions. Their general optimism was confirmed on October 16, 2015, when the Chinese Community Psychology Professional Committee was formally established with help from Prof. Huang Xiting of Southwest University, his students, Prof. Yang Liping of Nanjing Normal University, and others. Yet the various obstacles Yang and Perkins described remain a threat, and community psychology research is still not common or widespread in China, and what research is conducted is often not as rigorous as it could be. Development and support of a Chinese journal of community psychology and graduate training programs in community psychology, community mental health, and applied social psychology would help. And we encourage Chinese community psychologists to participate in international conferences and publish more in international journals: such as *Community Psychology in Global Perspective* <http://siba-ese.unisalento.it/index.php/cpgp> and *Global Journal of Community Psychology Practice* <http://www.gjcpp.org/>. Journals indexed in the Social Science Citation Index (SSCI) include *American Journal of Community Psychology* <http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-2770>, *Journal of Community Psychology* [*http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1520-6629*](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1520-6629)*,* and *Journal of Community and Applied Social Psychology* <http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-1298>. Nevertheless, the establishment of institutions, such as the Chinese Community Psychology Professional Committee and the conferences and other activities it has organized represent an important symbol and resource for promoting the development of academic activities in this field.

In contrast to mainland China, community psychology in Hong Kong also began in the late 1980s (Lam & Ho, 1989), but has continued since then unabated. For example, Cheung (1989) provided a case study of the Women's Center in Hong Kong as a community approach to feminism. After studying in the U.S., Prof. Sheung-Tak Cheng, Chair Professor of Psychology and Gerontology at the Hong Kong Institute of Education, has published over 100 articles and demonstrated how much just one active scholar can do to advance community (and gerontological) psychology. In 1993, he published a study of the social context of Hong Kong's booming elderly home industry. In 2004, he and colleagues analyzed the quality of life in old age by studying well elders in Hong Kong. In 2007 Cheng and Mak summarized the changing colonial context of community psychology in Hong Kong for an important volume on international community psychology. But there are other community psychologists in Hong Kong: Mak and colleagues (2009) have studied the relationship of sense of community with community-level characteristics and residents' well-being. And in 2014, Ng published a study of the initiation of transformative social processes through a community education program (Ng & Madyaningrum, 2014), which is currently very relevant to mainland China due to its recent national policy promoting community education and neighborhood-based learning communities (Zhang & Perkins, 2016). Given the cultural and linguistic similarities and increasing political and economic integration, both mainland and Hong Kong psychologists would benefit from greater collaboration and mutual awareness.

As noted above and in chapter 13, community psychology has spread steadily throughout the world (Hanitio & Perkins, 2017; Perkins, 2009; Reich et al., 2007), especially since regular international community psychology conferences began over 10 years ago and national and continental conferences began in North America, Latin America, Europe, and Oceania before that. Principles of community psychology include supportive neighboring, social capital (chapter 5), social support networks (chapter 7), and mutual aid (chapter 9), so we are confident that community psychologists globally stand ready to collaborate and support the development of the field in China. That development may occur within academic departments and institutes of psychology, or it may be more likely to occur through interdisciplinary collaboration in China, as it has begun to occur in every other country. Likely disciplines for Chinese psychologists to connect with include community development (Hanitio & Perkins, 2017), education (Zhang & Perkins, 2016), political science, public administration, and social work (Xu, Perkins & Chow, 2010), public health, anthropology, and other fields (Maton et al. 2006; Perkins & Schensul, 2016).

Acknowledgements and Appreciation

Finally, but most importantly, we want and need to acknowledge several scholars in China who have been instrumental in supporting the development of community psychology in China. First and foremost, related to the translation and publication of this book is Prof. Yang Liping, Nanjing Normal University. This edition would never have happened and would not have been possible without the tireless efforts and dedication of Prof. Yang. After a year as a visiting scholar at Peabody College, Vanderbilt University, in the United States, she hosted coauthor Douglas Perkins as a visiting scholar in Nanjing in 2013. She has worked long and hard to make this Chinese edition a reality, and to help establish community psychology in China.

We also want to thank Prof. Zhang Yong, East China Normal University, for his efforts to bring community psychology to Shanghai and the rest of East China. He visited Vanderbilt University for a year as a Fulbright Fellow, then hosted Douglas and his family in Shanghai in 2017, and is helping to connect community psychology with the growing field of community education in China. Others who were important to the latest visit by Douglas Perkins as a visiting scholar and lecturer to China are Prof. Shi Wei-Ping, Director of the Institute of Vocational and Adult Education at East China Normal University, Prof. Xu Qingwen, Director of the Social Work Program at New York University-Shanghai, and Prof. Wang Guoxin, Director of the Hangzhou Institute for Adult Education.

Critical to Douglas’ first extended professional stay in China in 2007 with 12 students from Vanderbilt University to conduct collaborative action-research with Chinese students and faculty was host Prof. Chen Yaodong, Guangxi University of Technology (see Robinson & Perkins, 2009).

We shall conclude with how our interest in Chinese community psychology began: that was in 1987 with first-author Murray Levine’s visit there to lecture and to observe and talk to teachers and a principal at one of the school-based research settings of Li Dewei and Professor Lin Chuan-Ting, Director of the Institute of Educational Sciences at Beijing Normal University. This Chinese edition of the book is dedicated to all those past colleagues and future students and practitioners of Community Psychology in China.

Douglas D. Perkins, Nashville, USA, 2018

(See References listed below.)

**社区心理学原理(第三版)**

**中译版前言**

我们很高兴与中国的学者、教授和同学们分享《社区心理学原理：观点和应用》这本书。社区心理学在全世界范围内已走过50多年的发展历程（Perkins，2009年）。对于中国这样一个几乎占到世界人口五分之一的大国,有必要了解社区心理学在其他国家的研究、应用和发展情况，并创立属于自己的、“具有中国特色的”社区心理学品牌，以便在特定的社会文化和历史背景下应对当前城市和乡村广泛存在的各种社区心理问题。

西方学者对于中国社区心理学最早的认识出自莱文的“社区心理学在亚洲”一文（Levine，1989）。虽然那时中国大陆应用心理学关注的重点在教育和发展心理学领域（Dewei，1989），还没有充分意识到更大范围环境的影响，或者像本书这样涵盖较大的制度体系和社区层面。但事实上，这种重点针对儿童的预防方案同样也是1980年代美国社区心理学的主要内容（参见本书第8章）。

然而不幸的是，在那之后的18年中，再也没有看到有关中国社区心理学的英文文献。到了2007年，北京大学的邓世英老师（Deng Shiying）与美国社区心理学家马克·鲁萨（Mark Roosa）合作，在《美国社区心理学杂志》发表文章，探讨家庭对中学生犯罪行为及其社会性发展的影响，那似乎意味着中国大陆心理学向国际社区心理学大家庭的回归。但那篇文章的核心关切仍然在于微观系统对儿童个体发展的影响（本书第3和第4章）。

此后连续多年，几乎每年至少有一篇有关中国问题的论文在重要的英文社区心理学杂志发表，这些论文的议题非常广泛。 2008年，北京师范大学的刘力教授（Liu Li ）报告了一项质化研究成果，探讨“中国人生活质量的社会表征”。其中对于根深蒂固（rootedness）、连接性（connectedness）、参与（participation ）和自由（freedom）等概念的分析与本书中的许多内容有关；2009年，重庆西南政法大学刘建红教授（Liu Jianhong）和他的美国同事也探讨了一个贯穿本书多章内容的话题，我们在美国也做类似的研究——即犯罪恐惧与当代城市社会背景之间的相关性；2010年，徐（许？）等人基于某个有代表性的城乡调查样本，发表了“社区意识、邻里和社会资本对地方政治参与的预测性”一文；2011年，又有“中国农民工的社会资本和社区参与研究”发表(Palmer, Perkins& Xu, 2011)。我们很高兴看到中国社区心理学研究者更多参与国际合作，期待着看到你们更多的研究成果！

我们相信社区心理学在中国有着巨大的发展潜力。杨和帕金斯2012年在《华东师范大学学报（教育科学版）》发表一篇文章(Yang and Perkins,2012) ，深入分析了中国社区心理学未来发展的机遇与障碍。他们认为，中国社区心理学的发展将取决于正反两种力量之间的博弈。现在看来，中国心理学会社区心理学专委会于2015年10月正式成立，足以慰藉作者当初的乐观。这一具有里程碑意义的事件之所以能够发生，得益于中国著名心理学家黄希庭教授的鼎力推进，以及一大批关注当代社会现实问题的中国心理学家的积极努力。虽然如此，杨和帕金斯在文中所描述的那些障碍似乎并未完全消失。社区心理学在中国的普及与发展仍面临不少的阻力，可谓任重道远。我们认为，尽快创办一份属于中国社区心理学专委会自己的刊物，将社区心理学、社区心理健康和应用社会心理学等课程纳入研究生教学计划等，将有助于促进该领域的研究进展。我们欢迎中国社区心理学家更多参与国际交流，更多在国际社区心理学刊物如《全球视野中的社区心理学》（*Community Psychology in Global Perspective；*<http://siba-ese.unisalento.it/index.php/cpgp>*）、*《全球社区心理学实践杂志》（*Global Journal of Community Psychology Practice；*<http://www.gjcpp.org/>.）等发表你们的研究成果。此外，社会科学引文索引（即SSCI）中被索的社区心理学专业刊物有《美国社区心理学杂志》（*American Journal of Community Psychology；*<http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-2770>）；《社区心理学杂志》（*Journal of Community Psychology；<http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1520-6629>*）；以及《社区与应用社会心理学杂志》（*Journal of Community and Applied Social Psychology；*<http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-1298>）等。无论如何，中国社区心理学专委会的建立具有重要的象征意义，它同时也会成为促进该领域学术活动开展的重要资源。

同中国大陆相比，香港社区心理学的发展同样始于八十年代末期 (Lam &Ho,1989)，但自那以后一直热度不减。例如，张（章？）曾对香港妇女中心做了一项案例研究，呈现出社区研究中的女性主义视角（Cheung，1989)。曾经在美国学习的香港教育学院心理学与老年学教授郑德成（Sheung-Tak Cheng）先后发表过100多篇学术论文，让我们看到一位热忱勤奋的研究者如何积极推动社区（和老年）心理学的发展。他在1993年发表的一篇论文报告了一项以香港老年住宅产业蓬勃发展为背景的社区心理学研究。2004年，他与同事通过对健康老年人的研究，分析了香港老年人的生活质量。 2007 年，程和马克（Cheng and Mak）描述和总结了香港社区心理学不断变化着的殖民地环境，以此丰富了国际社区心理学的内容。香港还有一些很重要的社区心理学家。例如，马克和他的同事们（Mak and colleagues，2009)研究了社区意识与社区特征和居民幸福感之间的关系。2014年，Ng发表了一项研究成果，旨在通过社区教育计划促进社会变革的进程 (Ng& Madyaningrum, 2014)。由于中国大陆的最新政策鼓励发展社区教育和学习型社区，这项研究与中国当前社会现实的相关度比较高(Zhang & Perkins, 2016)。鉴于文化和语言的同根性，以及政治、经济一体化的加速发展，中国大陆和香港的心理学家都将受益于更多的合作和互助意识。

正如你们将在本书第13章读到，社区心理学在全球范围内已经得到稳步发展 (Hanitio& Perkins, 2017; Perkins, 2009; Reich et al., 2007)，特别是从10年前开始，国际社区心理学会定期召开会议，而在那之前，北美、拉丁美洲、欧洲和大洋洲已先期召开国际和各大州范围内的社区心理学研讨会。社区心理学中包含着邻里支持、社会资本（第5章）、社会支持网络（第7章）和互助（第9章）等原理。我们因此相信，世界各国的社区心理学家已经准备好与中国同行合作，支持和促进社区心理学在中国的发展。这种发展可能发生在某些学术机构和心理学学科内部，或者，也可能和其他国家一样，产生于跨学科的合作。与社区心理学联系紧密的学科通常包括社区发展（Hanitio＆Perkins，2017）、教育(Zhang& Perkins, 2016)、政治学、公共行政、社会工作（Xu，Perkins＆Chow，2010）、公共卫生、人类学和其他领域(Maton et al. 2006; Perkins & Schensul, 2016)。

致谢：

最后，我们要向几位中国同行表达真诚的谢意。首先要感谢本书的译者杨莉萍教授！没有她长达几年的坚持和不懈努力，不可能有眼前这个中文版。杨曾在美国范德堡大学访学一年。2013年，她邀请道格拉斯·帕金斯教授（Douglas Perkins）到她工作的南京师范大学讲学两周，并参观中国社区，促成了中美社区心理学之间的交流。今天，因为杨的努力，终于让这本书的中文版变成现实。我们相信这项工作会一定会有助于中国社区心理学的发展。

我们还要感谢努力在上海和华东地区推广社区心理学的张永教授！他来自华东师范大学，曾作为富布莱特研究员访问范德堡大学一年。2017年5月，他邀请道格拉斯及其家人来访，并一直努力将社区心理学与正在不断发展的中国社区教育联系起来。促成道格拉斯·帕金斯教授近期访问的其他学者还有华东师范大学职业与成人教育研究所所长史维平教授，上海纽约大学社会工作项目主任徐庆文教授（Xu Qingwen），以及杭州成人教育学院院长王国新教授（Wang Guoxin），在此一并致谢！

道格拉斯教授曾于2007年首次访问中国。他带领来自范德堡大学的12名大学生到达中国广西，与当地高校的老师和学生合作，开展行动研究。该项目的中国地区负责人是广西理工大学的陈耀东教授。希望藉此机会也向他表示感谢(见 Robinson & Perkins, 2009)！

最后，我们对中国社区心理学的兴趣最早产生于本书第一作者默里·莱文1987年对中国的那次访问。当时他受邀到中国讲学，基于观察和与教师们（其中包括具有校本研究背景的小学校长李德伟，以及北京师范大学教育科学研究所所长林传婷教授）的谈话与交流，他开始关注中国社区。我们将这个中文版献给所有曾经合作过的中国同事、以及将来有志于在社区心理学领域研究和工作的中国学生和从业者。（以上中文人名，均来自英语的音译，译者已尽可能地做了核对。但万一存在疏漏，在此向相关人员致歉！）

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