

African American Psychology- PSYC 140B

Summer 2015

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COURSE DESCRIPTION

The African American Psychology course provides a broad exploration of the experiences of people of African descent in America, relevant theoretical perspectives, and empirical research by African American scholars. The course incorporates historical and conceptual foundations, social psychological and social justice issues, individual and group developmental processes, and clinical psychological issues. Readings and course materials expose students to many facets of African American culture that impact the psychology of African Americans as well as methodological considerations relevant to key psychological topics.

COURSE OBJECTIVES

- Facilitate awareness and an understanding of the psychological experiences of African Americans.
- Develop an appreciation and understanding of the breadth, scope, and development of the field of Black Psychology.
- Generate an awareness of and an interest in African-centered or Afrocentric theories of development and pathology as well as methodologies emerging from these theories and philosophies.
- Promote a high level of critical thinking about important social issues such as racism, sexism, heterosexism, classism, stigma, discrimination, and how they affect the emotional growth and development of African Americans.

REQUIRED COURSE MATERIALS

Belgrave, F.A. & Allison, K. W. (2005). *African American Psychology: From Africa to America*. Thousand Oaks: Sage. Paperback ISBN-10: 1412927544, ISBN-13: 978-1412927543

Additional course readings will either be distributed or made available via Ecommons

COURSE EVALUATION, ASSIGNMENTS, AND POLICY

Explanation of Final Grade Calculation

Attendance/Participation: 80 possible points

Daily Reactions to the Assigned Readings: 80 possible points

Weekly Quizzes or Reflection Papers: 60 possible points

Midterm Exam: 100 possible points

Final Exam: 100 possible points

Final Paper: 100 possible points

Total Possible Points: 520

To get final score, divide total points earned by 520.

ASSIGNMENTS

*****ALL ASSIGNMENTS MUST BE TYPEWRITTEN*****

1. Daily Reactions to the Assigned Readings

Students are required to submit 3-5 questions in reaction to, or inquiry of, the daily assigned readings. First assignment will be due on the second day of classes. Daily reaction questions will be scored on a 10 point scale.

2. Weekly Quizzes or Reaction Papers

There will either be a quiz on the material at the end of the week, or a reaction paper due responding to a film shown in class. Quizzes or Reactions Papers will be scored on a 10 point scale.

3. Midterm Examination

The midterm examination will be comprised of a combination of short answer, essay, and fill in the blank questions. The Midterm Exam will be scored on a 100 point scale.

4. Final Reflection Paper

The final reflection paper will be a 5-8 page paper discussing your experience in the course, what you learned, what you gained, and also reviewing/critiquing relevant readings and/or videos that impacted your experience. The Final Paper will be scored on a 100 point scale and must be APA style.

5. Final Exam

The final exam will be comprised of a combination of short answer, essay, and fill in the blank questions. The Final Exam will be scored on a 100 point scale.

6. Class Attendance/Participation

Three or more absences will lower your final grade for the course by one full letter. Every absence after two will result in an -10 from your overall final score. Attendance is critical because a significant part of the learning process is related to the nature of class discussions. Attendance will be taken daily. Class Participation will be measure by how actively you engaged in class.

Grading Scale

98 – 100 = A+

87 – 89 = B+

77 – 79 = C+

60-69= D

94 – 97 = A

83 – 86 = B

73 – 76= C

59-below= F

90 – 93 = A-

80 – 82 = B-

70-72= C-

Class Work Load

This course is equivalent to the same 150 hours of course work as the Fall, Winter, or Spring quarters, thus, the readings require approximately 14 hours per week, the assignments require approximately 15 hours per week, and the in class time requires approximately 6 hours per week.

Deadlines

All assignments must be submitted on time. No late assignments will be accepted. No Make-up examinations will be given. This is a summer course that moves very fast, consequently, there is no room for make-ups.

Disability Access

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization form from the Disability Resource Center (DRC) and submit it to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY) or <http://drc.ucsc.edu> for more information on the requirements or process.

TENTATIVE COURSE READINGS & DISCUSSION SCHEDULE **[Schedule subject to change at Professor's discretion]**

WEEK 1

Introduction/Overview of Course Requirements & Socio-Historical Foundations of African American Psychology

6/23

Introductions/Foundations/Course Overview
Video: The Black Atlantic by Dr. Henry Louis Gates, Jr.
Assignment: read chapters 1-2 (Belgrave & Allison); write 3-5 questions/comments on the readings to submit at the beginning of the next class—preferably type written. Write a 1-3 page reaction paper to Gates' The Black Atlantic to be submitted at the beginning of class: must be type written, 12pt font, Times New Roman or Courier New fonts only, and double spaced. Please follow these guidelines for every assignment.

6/25

Discussion of Chapters 1-2;
video: Post Traumatic Slave Syndrome by Dr. Joy DeGruy-Leary.
Assignment: read chapters 3-5 (Belgrave & Allison) read Clark & Clark, 1939 & Guthrie, 1976 which will be uploaded to ecommons or provided electronically; write 3-5 reaction questions on the readings; write a 1-3 page reaction paper DeGruy-Leary's Post Traumatic Slave Syndrome.

WEEK 2

Social Groups, Social Institutions & Social Cognition

6/30

Discussion of Chapters 3-5 Clark & Clark, 1939 & Guthrie, 1976

Begin to discuss The Association of Black Psychologist and the History of Psychology in detail; videos: interviews with Drs. Joseph White, Norma Boyd-Franklin, Wade Nobles, and Linda James Myers.

Assignments: read Chapter 7, Smitherman, 1991, White, 2011 (TBD).

7/2

Watch Spike Lee's School Daze (1988)

Critical small group discussion on the movie and be prepared to submit notes from the group discussion and report/share ideas from your group discussion in class on 7/7.

Assignments: write a 1-3 page response/analysis/critique of Lee's School Daze; write a 1-3 page reaction/response to the interview videos of Drs. White, Boyd-Franklin, Nobles, and Myers; write 3-6 questions/comments on the readings (chapter 7, Smitherman, 1991 & White, 2011); write 3-10 things that first come to mind when you think about African American/Black culture.

WEEK 3

Social Identities, Culture & Social Movements

7/7

Review of chapter 7, ABPSi and videos, Smitherman, 1991, White, 2011 Language and Cognition; Discuss Lee's School Daze; thoughts on how Culture shapes psychology/psyche; Social Identities and Social Movements. *Midterm Review*

Assignments: read chapter 9, write 3-5 question in reaction and STUDY!!!!

7/9

****MIDTERM EXAM**** YAY! ☺

Blue Book(s) will be needed

Discussion following the midterm on exam on Chapter 9; begin discussing theoretical formations of racial and gender identity, self esteem and self concept.

Assignments: read chapter 6 and theoretical readings (TBD); write 3-5 questions in reaction to the readings.

WEEK 4

Social Identities, Self Esteem, Relationships, Spirituality & Mental Health

7/14

Discuss chapters 6, and Theoretical Readings; videos on Black racial identity, Black relationships, and self esteem

Assignment: read chapters 8 & 12; write 3-5 questions in reaction to the readings; write a 1-3 page reaction/response papers to the videos;

7/16

Continue Discussion and video viewings from 7/14; discuss chapters 8 & 12 video on Black Religions. **Assignments: read chapters 11, 13 & 14; write 3-5 questions in reaction to the readings; write a 1-3 page reaction paper on the video.**

WEEK 5

V. Social Justice Issues & Social Inequalities

7/21

Discussion of chapters 11, 13 & 14
Review of Final Exam

7/23

FINAL REFLECTIONS PAPERS Due in class!
Blue Book (s) will be needed

*****Final Exam on exam day (TBA)*****

THANK YOU! ☺

***All to be distributed readings will be made available either on Ecommons or distributed in class.**

*****Academic Integrity*****

UCSC defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. **Dishonesty will not be tolerated in this course** and includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and be reported to the Judicial Affairs office.