African American Psychology- PSYC 140B  
Summer 2017

Professor:   Eve Lorane Brown, PhD. (ABD)  
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Office hours:  By Appointment Only  
Office Location:  Social Sciences Building 2, #202

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


(Older versions of this text are fine to use, but may differ in chapters? This edition and older versions are also on reserve at the McHenry Library for 2 hour interval use.)
*Additional course readings will be distributed usually via email. Email use is vital to this course.

**RECORDING LECTURE IS NOT ALLOWED**
**TAKING PICTURES IN LECTURE IS NOT ALLOWED**
**LAPTOPS ARE PERMITTED BUT DO NOT ALLOW THEM TO BECOME A DISTRACTION!**

**RESPECT IS A MUST!**
ALL STUDENTS, OPINIONS AND THE PROFESSOR MUST BE RESPECT AT ALL TIMES.

THERE MAY BE SOME POLITICALLY INCORRECT MOMENTS OR COMMENTS SAID, AND WE WILL WORK TOGETHER AS A CLASS TO CORRECT WHAT IS INCORRECT.

**THIS CLASS IS A TRIGGER WARNING!**

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**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 Paper: 100 possible points
Total Possible Points: 420

To get final score, divide total points earned by 420.

*Point totals may change based on the amount of points available on the midterm and/or any changes made to assignments. Students will be updates of total possible points in class as changes are made.

**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 films shown in class. Quizzes or Reactions Papers will be scored on a 10 point scale.

3. **Midterm Examination**

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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 Exam Reflection Paper**

The final reflection paper will be a 5-10 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. **Class Attendance/Participation**

TWO or more absences will lower your final grade for the course by one full letter grade. Every absence after ONE 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.

<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>98 – 100 = A+</td>
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<tr>
<td>94 – 97 = A</td>
</tr>
<tr>
<td>90 – 93 = A-</td>
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<tr>
<td>87 – 89 = B+</td>
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<tr>
<td>83 – 86 = B</td>
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<tr>
<td>80 – 82 = B-</td>
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<tr>
<td>77 – 79 = C+</td>
</tr>
<tr>
<td>73 – 76= C</td>
</tr>
<tr>
<td>70-72= C-</td>
</tr>
<tr>
<td>60-69= D</td>
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<tr>
<td>59-below= F</td>
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**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](http://drc.ucsc.edu) for more information on the requirements or process.

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**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

| 6/26 | Introductions/Foundations/Course Overview  
Video: The Black Atlantic by Dr. Henry Louis Gates, Jr. |
Assignment: read chapters 1-3 (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.

6/28 Discussion of Chapters 1-3; video: Post Traumatic Slave Syndrome by Dr. Joy DeGruy-Leary.
Assignment: read chapters 4, 7 & 5 (Belgrave & Allison); 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


7/5 In small groups of 2-4 people, Watch Spike Lee’s School Daze (1988) have a critical small group discussion on the movie and be prepared to submit notes from the group discussion and report/share ideas from your group experience in class on 7/10/17.
Assignments: write a 1-3 page response/analysis/critique of Lee’s School Daze; Read Chapter 7 & Smitherman, 1991 and write 3-5 questions on the readings, and 3-10 things that first come to mind when you think about Black culture to submit on 7/10/17.

WEEK 3 Race, Education & Culture
Discuss chapters 6 & 7, ABPSi and videos, Smitherman, 1991, Clark & Clark, 1939/1947 & Guthrie, 1976. Lee’s School Daze; thoughts on how Culture shapes psychology/psyche; Black Music, Black Pop Culture etc

*Midterm Review*
Assignments: Review Chapter 3 as it will be discussed in detail after the exam. & STUDY

****MIDTERM EXAM**** YAY! 😊
Blue Book(s) will be needed
Discussion following the midterm on exam on Chapter 3; begin discussing theoretical formations of racial and gender identity, self esteem and self concept.
Assignments: Readings on Social Identities, Gender, Sexuality, Black Feminism, Self-Esteem (TBD);
write 3-5 questions in reaction to the readings.

**WEEK 4**
Social Identities, Black Feminisms, Self-Esteem, Relationships.

7/17
Discuss Theoretical Readings; videos on Black racial identity and self-esteem; and "Paris is Burning by J. Livingston, 1991. Discussion to follow
Assignment: read chapters 8; write 3-5 questions in reaction to the readings; write a 1-3 page reaction/response papers to the videos;

7/19
Continue Discussion and video viewings from 7/17; Discuss Chapter 8; Discuss final paper assignment; Videos on Black relationships. Assignments: read chapters 13, 14 & 15; write 3-5 questions in reaction to the readings; write a 1-3 page reaction paper on the video.

**WEEK 5**
V. Mental Health, Drugs, Violence, Social Justice & Religion

7/24
Discussion of chapters 13, 14 & 15 and videos;
In class Video: Precious, by Lee Daniels, 2010
Assignment: read Chapter 10.
Discussion of Religion, Spirituality and Hope for Black America

Final Reflection Papers due 7/28/17 VIA EMAIL by 5pm
SHARP. No late papers will be accepted!

THANK YOU! 😊

***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.