

## **REVISED COURSE SYLLABUS**

**Tuesday, August 28, 2007**

**AFS/PSY 345**

***Psychology and the African American Experience***

3 Credits

Fall, 2007

**Monday & Wednesday; 1:30–2:45 p.m.  
– G123 Tompkins Hall**

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Office Hours: M/W 3:00 – 4:30 p.m.

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### **Course Format and Goals:**

This course uses an ethnographic approach to examine the psychological experiences of African Americans and other peoples of African descent around the world. Historical and cultural phenomena are discussed with specific attention given to understanding the Afrocentric world view and issues of mental health, personality, identity development, racism, oppression and psychological empowerment. Discussions of contemporary issues and concerns within the African American community will be a major part of the course. Upon completion of this course the student will:

- Demonstrate knowledge of the historical roots of psychology from an African-centered perspective and be able to identify the development of "Afrikan (Black) Psychology" as a distinct system of psychological thought, research and practice.
- Display knowledge of the "Afrocentric world view" and its role in the psychological study of African peoples.
- Demonstrate an understanding of how "Lived Experience" can assist in the understanding of the African American experience and provide a frame of reference for which to study the psychological experience of other peoples throughout the world.
- Demonstrate the ability to conduct a critique of at least one of the primary areas related to psychology and the African American experience.
- Explore his or her own world view and thought patterns as they relate to psychological and social experiences.

### **Course Requirements (unless otherwise indicated all written assignments will be submitted on WebCT Vista):**

1. Student should **COME PREPARED TO EVERY CLASS** having read daily class readings.
2. There will be **ONE Initial Student Survey**, **FOUR Video/Film Response Papers**, a project paper outline, a **thoughtful Reaction Paper to "47,"** **TWO external reaction papers**, **seven Online Quizzes**, **a Final Exam**, **one Final Project Paper**, and **one Project Paper Presentation**.
3. Students must go online to WebCT Vista and complete the "Initial Student Survey" assignment. This assignment requires students to successfully navigate the WebCT Vista system including uploading an MSWord attachment. **5 points will be received for successful completion.**
4. The **VIDEO/FILM RESPONSE PAPERS** will be either freelance or in response to questions created and distributed by the instructor. They will be non-graded (points will be given for **ON-TIME** submissions).
5. The **THOUGHTFUL REACTION PAPER** on the "47" novel will be in response to specific questions provided by the instructor and also non-graded (points will be given for **ON-TIME** submissions).

6. Two **EXTERNAL THOUGHTFUL REACTION PAPERS**. Students are required to attend **TWO** activities or events external to the class that can be connected with the course material. Once attended, a thoughtful reaction paper should be submitted. No external reaction papers will be accepted after the final day of class. If you are unsure if a particular event will qualify for this assignment, seek approval from the instructor.
7. Students will be required to take seven (7) **ONLINE QUIZZES** on the supplemental web page (*WebCT Vista – [vista.ncsu.edu/](http://vista.ncsu.edu/)*) designed for this course. The quizzes will primarily be multiple choice, true/false and short answer and primarily cover the readings from the primary text. Students will be notified in advance of when the quiz will be uploaded and have approximately one-week to take the quiz before it is removed from the web page.
8. The **FINAL EXAM** will also be **ONLINE** and the format will be multiple choice, true/false, short answer and a couple of essay questions. The essay questions will require students to adequately integrate the course material with authentic social and psychological issues as they relate to the African American experience.
9. A **PROJECT PAPER (Due December 3<sup>rd</sup>) & GROUP PRESENTATIONS (Time to be determined)** will be due at the end of the semester. **MORE DETAILS TO FOLLOW.**
  - Time for Presentations (going over the limit will lose you points...so practice!)
    - Individual presentations = 10 minutes
    - 1-2 people presentations = 15 minutes
    - 3 or more people presentations = 20 minutes
  - Best Practices
    - Come early to make sure the “technology” works so that you are not fumbling with it when it is your time and you can upload it to the computer beforehand.

### Overall Class Grading:

Points	Requirements
30	Class Attendance
30	Class participation
5	Initial Student Survey
20	Responses to four Video/Film (some will have discussion questions) @ 5 points each
5	Project Topic Submission
10	Paper project outline & supplemental references ( <b>late submissions will lose points</b> )
20	“47” Thoughtful Reaction Paper
20	Two External Thoughtful Reaction Papers @ 10 points each
35	Seven (7) Online Quizzes @ 5 points each
40	Project paper
30	Group presentation
40	Final Exam
<b>285</b>	<b>Total Points</b>

As per University policy, +/- grades will be given for this course according to the criteria provided below. In general, however, the scale will be as follows:

% of Points	Grade	% of Points	Grade
100 - 96%	A+	79 - 76%	C+
95 - 92%	A	75 - 72%	C
91 - 90%	A-	71 - 70%	C-
89 - 86%	B+	69 - 66%	D+
85 - 82%	B	65 - 62%	D
81 - 80%	B-	61 - 60%	D-

## Course Policies

**Attendance and Participation:** Africana Studies values student attendance in courses and expects attendance in all courses from the very first day of class. One point is given for class attendance each week and an additional point is provided for student engagement and participation in the class. You may lose points for participation if the instructor judges your presence to be unattentive (sleeping, checking cell phone, etc.) or disruptive. *There is a 5 minute grace period after the start of the class for late arrivers. If you arrive after that 5-minute period you will lose one point for attendance by may still receive 1 participation point.* You will be allowed two unexcused absences without penalty. Students will lose both attendance and participation points for *all subsequent unexcused absences*. This policy is enforced even for students who register in the course late. If you miss the first or second day of a course, these absences will count in your overall total of absences.

**The only exceptions** to this policy will be for excused absences as defined by university regulations. Per university regulations excused absences include sanctioned anticipated situations and documented emergency situations. Anticipated situations (participating in an official university function, court attendance, religious observances, or military duty) **must be submitted in writing at the beginning of the semester or within one week of the anticipated absence.** Emergency absences (student illness, injury or death of immediate family member) must also be documented by Parents and Family Services (515-2441). It is your responsibility to obtain the appropriate documentation for your professor on excused absences. If you have further questions on university regulations, consult the following web page:

[http://www.ncsu.edu/provost/academic\\_policies/attend/reg.htm](http://www.ncsu.edu/provost/academic_policies/attend/reg.htm).

**Please also take note of the following:**

- **Turn off all cellphones and MP3 or other music players prior to entering the classroom. Remove earphones from ears as well.**
- **There should be NO checking cellphones for time or messages during the class.**
- **Laptop computers are welcome but should not be connected to the internet.**

**Academic Integrity:** Strict standards of academic honesty will be enforced according to the University policy on academic integrity. I expect that student's signature on any test or assignment means that you have neither given nor received unauthorized aid. Consult the following website for further details:

<http://www.fis.ncsu.edu/ncsulegal/41.03-codeof.htm>

**ADA Statement:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information, see [http://www.ncsu.edu/provost/offices/affirm\\_action/dss/](http://www.ncsu.edu/provost/offices/affirm_action/dss/)

For the policy, see:

[Http://www.ncsu.edu/policies/academic\\_affairs/courses\\_undergrad/REG02.20.1.php](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Africana Studies Equity Statement: All persons, regardless of age, race, religion, gender, physical disability or sexual orientation shall have equal opportunity without harassment in Africana Studies courses and programs. Any harassment should be reported immediately to either the classroom instructor or the program director.

<b><u>REVISED</u> Class Schedule</b>		
<b><u>Date</u> (week of)</b>	<b><u>Topic</u></b>	<b><u>Assignments Due</u></b>
<b>Week 1</b> <b>August 22<sup>nd</sup></b>	Introduction and Overview	
<b>Week 2</b> <b>August 27<sup>th</sup></b>	"Isms" (Gender, race, class, etc.)	
<b>Week 3</b> <b>September 5<sup>th</sup></b>	History of traditional and Afrikan Psychology	<b><i>Thoughtful Reaction 1</i></b>
<b>Week 4</b> <b>September 10<sup>th</sup></b>	Conceptual Framework - Afrocentricity Video: "Race: Power of an Illusion – The House We Live In"	
<b>Week 5</b> <b>September 17<sup>th</sup></b>	Conceptual Framework - Optimal Psychology	<b><i>Thoughtful Reaction 2 Project Topic Due 9/ 19<sup>th</sup></i></b>
<b>Week 6</b> <b>September 24<sup>th</sup></b>	African Roots Video: "The Primal Mind"	<b><i>Thoughtful Reaction 3</i></b>
<b>Week 7</b> <b>October 1<sup>st</sup></b>	The Psychology of Oppression	<b>"47" Reading to be completed</b>
<b>Week 8</b> <b>October 8<sup>th</sup></b> (Fall Break)	"47" Discussion	<b><i>47 Reaction Paper Due Project Outline Due (October 10<sup>th</sup>)</i></b>
<b>Week 9</b> <b>October 15<sup>th</sup></b>	Afrikan Personality and Identity Development	
<b>Week 10</b> <b>October 22<sup>nd</sup></b>	African American Mental Health Video: James Baldwin: The Price of the Ticket	
<b>Week 11</b> <b>October 29<sup>th</sup></b>	Ecological Perspectives – Community Psychology	<b><i>Thoughtful Reaction 4</i></b>
<b>Week 12</b> <b>November 5<sup>th</sup></b>	Microsystem Issues, Psychology & the African American Experience	
<b>Week 13</b> <b>November 12<sup>th</sup></b>	Psychology & the African American Community	
<b>Week 14</b> <b>November 19<sup>th</sup></b>	Future Directions	<b>Thanksgiving Break 21<sup>st</sup> – 23<sup>rd</sup></b>
<b>Week 15</b> <b>November 26<sup>th</sup></b>	Student Presentations	<b><i>Final Project Paper Due (December 1<sup>st</sup>)</i></b>
<b>Week 16</b> <b>December 3<sup>rd</sup></b>	12/3 = Video: TBA 12/5 = Student Evaluation of Teaching Wrap-Up	
<b>December 12<sup>th</sup></b>	<b>Student Presentations 1:00 – 4:00 p.m. G123 Tompkins Hall</b>	

**Required Text & Readings:**

1. **Belgrave, Faye Z., & Allison, Kevin, W. (2006). African American Psychology: From Africa to America. Thousand Oaks, CA: Sage.**
2. **Mosley, W. (2005). 47. New York: Little, Brown and Company.**
3. Readings found on WebCT, *ELECTRONIC RESERVE* in D.H. Hill Library and Learning Resources Library. Electronic Reserve can be accessed at: <http://www.lib.ncsu.edu/reserves/>

**Course Readings Schedule:**

(\* = text, \*\* = paper and electronic reserve, \*\*\* = video to be seen in class)

**Week 1**

- \*\*Fairchild, H. (1995). An interview with Robert L. Williams, Ph.D. *Psych Discourse*, 26, 4-11.
- \*\*Ohaegbulam, F. U. (1990). Towards an understanding of the African experience from historical and contemporary perspectives. Lanham, MD: Univ. Press of America. (**Chapter 2**).
- \*\*Plumpp, S. D. (1971). Requiem for a blindfolded statue. *Black Books Bulletin*, 1, 16-17.

**Week 2**

- \*Belgrave & Allison (2006). **Chapter 1**

**Week 3**

- \*\*Collins, D. & Hopkins, M. (1993). Afrocentricity: The fight for control of African American thought. *Black Issues in Higher Education*, 10, 24-25. (and letters to the editor in response in subsequent issues)
- \*\*Dyson, M. E. (1992). Melanin madness: A struggle for the Black mind. *Emerge*, 3, 32-34, 36-37.
- \*\*Fitchue, M. A. (1993). Afrocentricity: Reconstructing cultural values. *Black Issues in Higher Education*, 10, 38-39.
- \*\*Hunter, D. A. (1983). The rhetorical challenge of Afro-centricity. *The Western Journal of Black Studies*, 7, 239-243.

**Week 4**

- \*Belgrave & Allison (2006). **Chapter 2**

**Week 5**

- \*Belgrave & Allison (2006). **Chapter 4**
- \*\*\*Riggs, M. & Kleiman, V. (1991). Color Adjustment. (video) San Francisco: California Newsreal.

**Week 6**

- \*Belgrave & Allison (2006). **Chapter 3**
- \*\*Strickland, W. (1991). Taking our souls? *Essence*, 11, 48-50, 112, 114, 116.
- \*Mosley, W. (2005). 47. New York: Little, Brown and Company.

**Week 7**

- \*Belgrave & Allison (2006). TBA

- \*\*Azibo, D. A. (1989). African-centered theses on mental health and a nosology of Black/African personality disorder. Journal of Black Psychology, 15, 173-214.
- \*\*McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. Child Development, 61, 311-346.

### Week 8

- \* **Mosley, W. (2005). 47. New York: Little, Brown and Company.**

### Week 9

- \*Belgrave & Allison (2006). **Chapters 9 & 10**
- \*\*Brookins, C. C. (1996). Promoting identity development in African American youth: The role of rites-of-passage. Journal of Black Psychology, 22, 388-417.
- \*\*Sellers, R. M., et al. (1998). Multidimensional model of racial identity: A reconceptualization of African American racial identity. Personality and Social Psychology Review. 2, 18-39.

### Week 10

- \*Belgrave & Allison (2006). **Chapters 11 & 12**

### Week 11

- \*Belgrave & Allison (2006). **Chapter 5**

### Week 12

- \*\*Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.
- Hilliard, T. O. *Applications of psychology and the criminal justice system*, (p. 693-704).
  - Jones, F. *The black psychologist as consultant and therapist*, (p. 653-666).

### Week 13

- \*\*Jones, R. L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.
- Brookins, C. C. *African/Community psychology: Exploring the foundations of a progressive paradigm*, (p. 27-50).
- \*\*Akbar, N., Saafir, R. K., and Granberry-Stewart, D. (1980). Community psychology and systems interventions. In Community/Clinical Psychology Project (Eds.), Readings for mental health and human service workers in the Black community, pp 97-147, Atlanta, GA: Southern Regional Education Board.
- \*\*Caplan, N. & Nelson, S. D. (1973). On being useful: The nature and consequences of psychological research on social problems. American Psychologist, 28, 199-211.
- \*\*Jennings, J. (1990). The politics of Black empowerment in urban America: Reflections on race, class, and community. In J. M. Kling & P. S. Posner (Eds.), Dilemmas of activism: Class, community, and the politics of local mobilization (pp. 113-133). Philadelphia: Temple.

### Week 14

- \*\*Bulhan, H. A. (1981). Psychological research in Africa: Genesis and function. Race & Class, 23, 25-41.