Course Format and Goals:

This course uses a combination of lecture, audiovisual, and extensive discussion to focus on the historical and cultural antecedents of Psychology from an African perspective. The later sessions will partially be devoted to the discussion of particular areas of interest to African (mostly African American) psychologists. Since "Afrikan Psychology" is a relatively young and redeveloping conceptual, humanistic, and scientific perspective discussion of relevant issues and concerns 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 Africentric perspective and be able to identify the development of "Afrikan (Black) Psychology" as a distinct system of psychological thought and research.
- Display knowledge of the "Africentric 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 interest to African Psychologists.
- Explore his or her own world view and thought patterns as they relate to psychological and social experiences.

Supplemental Web Page

All students have been subscribed to the course Web Page located at

http://vista.ncsu.edu

This web page will be used for a variety of communications for the course. It will contain class handouts, updated course information, the course syllabi, schedule changes, and quizzes¹. You will also be able to communicate with the instructor as well as other students through this web page.

¹ Although it has yet to be decided if there will be any quizzes.
Course Requirements:

1. Student should **COME PREPARED TO EVERY CLASS** having read weekly class readings.

2. The assignments include: three thoughtful reaction papers, two student-led class presentations, one external event write-up, a final exam, and one project paper.

3. The **THOUGHTFUL REACTION PAPERS (10 Points each)** will be non-graded (points will be given for **ON-TIME** submissions). These assignments will be based on a critique and reaction to the class readings and discussions. Students will be responsible for an informal presentation of one (1) of these reaction papers during one of the weekly class sessions to be announced. **One week prior** to the “scheduled” presentation, the student will distribute it to the instructor and each of the class members via **Vista**.

4. Two **STUDENT-LED CLASS PRESENTATIONS (30 Points)** may be done either individually or as a group of no more than 3 students. The 1st presentation (10 Points) will be based on the Octavia Butler novel, *Parable of the Sower* and connected to foundational “African Psychology” issues. For the 2nd presentation students will be assigned a topic and be expected to structure a class discussion around that topic. This discussion will need to include additional materials not part of the assigned readings. The class may include audio-visual materials but not an entire video program.

5. The **EXTERNAL EVENT WRITE-UP (10 Points)** requires students to identify and attend an event (public lecture, workshop, conference, festival, etc.) external to the class that relates to *Psychology and the African Experience*. A thoughtful reaction paper will be written that connects the event to course material. This paper will also be submitted to the entire class via the **Vista** website. Please check with the instructor if you have questions about whether a particular event will likely qualify. This assignment must be completed no later than the last day of class (April 23rd, 2008).

6. The **FINAL EXAM (60 Points)** will be in essay format. The essay question(s) will require students to adequately integrate the course material with authentic social and psychological issues related to the African experience (broadly defined). **A BLUE (ESSAY/EXAM) BOOK WILL NEED TO BE PURCHASED FROM THE BOOKSTORE** for this exam.

7. A **PROJECT PAPER (60 Points)** will be due at the end of the semester. An outline and list of supporting references for this paper will be submitted by **February 27th** and is worth 10 points. This project will be both an individual and group project and will be mutually agreed upon by students and the instructor. This project is expected to be an intellectual exploration and critique based on the issues related to Psychology and the African experience as read about and/or discussed in class. The following criteria for the individual written project report should be adhered to:
   a. be appropriate in length to adequately cover the topic chosen, written in APA style, and grammatically appropriate.
   b. briefly describe the theme and important points relevant to the topic.
   c. describe how the topic contributes to the understanding of an issue or issues discussed within this course.
   d. offer a critique of the issues, literature and research identified through a thorough literature review using class materials AND the student's own perspective.
   e. the project paper will be due **Wednesday, April 23rd** (the last day of class).
   f. The grading criteria for this **project paper** will be as follows:
10 points | grammar, typographical, APA format, adherence to outline listed above. *(please note that the paper should be submitted with only a staple in the upper left hand corner. Do not submit in fancy binders, covers, paper clips, etc. Points will be deducted if this is the case!)*

10 points | adequacy of coverage of topic. How thorough has it been covered? How extensive was the literature review?

20 points | adequacy of integration of topic with course material

20 points | adequacy of critique and use of supplemental materials. How well did writer integrate their own perspective?

60 points | Total Possible Points

8. The **PROJECT ORAL PRESENTATION (50 Points)** of their project during the last couple of weeks of the class *(April 16\(^{th}\) and April 23\(^{th}\))*. There will be a great expectation that this presentation be thorough, innovative, participatory and thought provoking for the other class members and the instructor.

   a. The grading criteria for the **project presentation** will be as follows with each group member receiving the same grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>clarity, organization, and presentation style</td>
</tr>
<tr>
<td>10 points</td>
<td>description of topic</td>
</tr>
<tr>
<td>15 points</td>
<td>critique of topic in relation to course material</td>
</tr>
<tr>
<td>15 points</td>
<td>personal reactions and critique of materials presented</td>
</tr>
<tr>
<td>50 points</td>
<td>Total Possible Points</td>
</tr>
</tbody>
</table>

**Overall Class Grading:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Class Attendance</td>
</tr>
<tr>
<td>15</td>
<td>Class participation</td>
</tr>
<tr>
<td>10</td>
<td>Paper project outline &amp; supplemental references (due by <strong>February 27(^{th})</strong>, late submissions will lose points comparable to a letter grade).</td>
</tr>
<tr>
<td>30</td>
<td>Three thoughtful reaction papers @ 10 points each</td>
</tr>
<tr>
<td>30</td>
<td>One presentation (10 points) on <strong>Parable of the Sower</strong> and one on a topic presentation (20 points) to be determined.</td>
</tr>
<tr>
<td>10</td>
<td>One external assignment and write-up</td>
</tr>
<tr>
<td>60</td>
<td>Project paper</td>
</tr>
<tr>
<td>50</td>
<td>Paper presentation</td>
</tr>
<tr>
<td>60</td>
<td>Final Exam</td>
</tr>
<tr>
<td><strong>280</strong></td>
<td><strong>Total Points</strong></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>% of Points</th>
<th>Grade</th>
<th>% of Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 96%</td>
<td>A+</td>
<td>79 - 76%</td>
<td>C+</td>
</tr>
<tr>
<td>95 - 92%</td>
<td>A</td>
<td>75 - 72%</td>
<td>C</td>
</tr>
<tr>
<td>91 - 90%</td>
<td>A-</td>
<td>71 - 70%</td>
<td>C-</td>
</tr>
<tr>
<td>89 - 86%</td>
<td>B+</td>
<td>69 - 66%</td>
<td>D+</td>
</tr>
<tr>
<td>85 - 82%</td>
<td>B</td>
<td>65 - 62%</td>
<td>D</td>
</tr>
<tr>
<td>81 - 80%</td>
<td>B-</td>
<td>61 - 60%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td></td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies

**Attendance:** The Department of Psychology values student attendance in courses and expects attendance in all courses from the very first day of class. For this course, one (1) point is given for class attendance each week and an additional point is provided for student engagement and participation in the class. You will be allowed one unexcused absence 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

**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)
### Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 13th</td>
<td>Introduction and Overview Videos: &quot;Black History: Lost, stolen, or strayed&quot;</td>
<td></td>
</tr>
<tr>
<td>January 20th</td>
<td>Race, Racism, Ethnicity; History of Western and Afrikan Psychology;</td>
<td></td>
</tr>
<tr>
<td>January 27th</td>
<td>Conceptual Framework; Afrocentricity; Optimal Psychology – Video: &quot;The Primal Mind&quot;</td>
<td>Reaction Papers</td>
</tr>
<tr>
<td>February 3rd</td>
<td>The Psychology of Oppression; African Roots; &quot;Isms&quot; (Gender, race, class, etc.)</td>
<td>Reaction Papers</td>
</tr>
<tr>
<td>February 10th</td>
<td>Life-Span Development; Personality; Racial and Ethnic Identity; African American Mental Health; Video: James Baldwin: The Price of the Ticket</td>
<td>Reaction Papers</td>
</tr>
<tr>
<td>February 17th</td>
<td>Ecological Perspectives; Microsystem Issues, Psychology &amp; the African American Community</td>
<td>Reaction Papers</td>
</tr>
<tr>
<td>February 24th</td>
<td>Parable of the Sower Discussion – Student Led Class</td>
<td>“Parable of the Sower”</td>
</tr>
<tr>
<td>March 3rd</td>
<td>TBA</td>
<td>Project Outline</td>
</tr>
<tr>
<td>March 10th</td>
<td>Kinship; Family; Interpersonal Relationships; Male-Female Relationships</td>
<td>Student-Led Class</td>
</tr>
<tr>
<td>March 17th</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 24th</td>
<td>Educational Systems; Intelligence; Cognition, Learning, &amp; Language</td>
<td>Student-Led Class</td>
</tr>
<tr>
<td>March 31st</td>
<td>Social Problems: Substance Abuse, Health Issues, Violence &amp; Crime</td>
<td>Student-Led Class</td>
</tr>
<tr>
<td>April 7th</td>
<td>Religion &amp; Spirituality</td>
<td>Student-Led Class</td>
</tr>
<tr>
<td>April 14th</td>
<td>Future Directions; Global Connections</td>
<td>Reaction Papers</td>
</tr>
<tr>
<td>April 21st</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>April 28th</td>
<td>Student Presentations</td>
<td>Final Project Paper Due</td>
</tr>
<tr>
<td>May 10th</td>
<td>Final Exam - 1:00 - 4:00 pm</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Required Text & Readings:


Course Readings Schedule:

(*= required text, **= electronic reserve, ***= WebCT Vista)

January 13th

- Belgrave & Allison (Preface)


January 20th and 27th

- Belgrave & Allison (Chapters 1 & 2)
  - Banks, W. C. Theory and method in the growth of African American psychology, (p. 3-8).

February 3rd

- Belgrave & Allison (Chapters 1 & 2)

February 10th

- Belgrave & Allison (Chapters 9, 10 & 12)


February 17th

- Belgrave & Allison (Chapter 5)


February 24th

March 3rd

- TBA

March 24th

- Belgrave & Allison (Chapters 3 & 6)


March 31st

- Belgrave & Allison (Chapters 4 & 7)

April 7th

- Belgrave & Allison (Chapters 11, 13 & 14)

April 14th

- Belgrave & Allison (Chapter 8)

April 21st

**Supplemental Readings:**


DRAFT ONLY – DO NOT QUOTE
PSY 558 Course Syllabus
Spring, 2010


