

**The University of Texas at Austin**  
**Educational Psychology**  
**EDP 362: Psychology of African American Experience – Unique #10270**  
**AFR 374D: Psychology of African American Experience – Unique #30505**  
**Spring 2011**

**Maat**

**Ankh**

**Slave Ship**

**Sankofa**

**Professor:** Kevin O. Cokley, Ph.D.  
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**Office Hours:** T 2:30 -4:00 p.m. or by appointment  
**Course Time:** T Th 12:30 - 2:00 p.m.  
**Location:** SZB 330  
**Teaching**  
**Assistant:** Samuel Beasley

**Required Texts and Readings:**

1. \*Belgrave, F. Z., & Allison, K. W. (2006). *African American Psychology: From Africa to America*. Thousand Oaks, CA: Sage Publications.
2. \*\*Blackboard Readings

**Required:** Students are required to go to the link of the *Journal of Black Psychology* (JBP) at <http://jbp.sagepub.com/> to read cutting edge psychological research related to people of African descent.

**Course Description:**

This course is an introduction to understanding the psychology of people of African descent. The course examines the psychology of people of African descent using an African-centered (Afrocentric) liberatory conceptual model. Alternative conceptual models of African/Black psychology will also be examined. Topics that will be covered in the course include Ancient African philosophical underpinnings of African/African American psychology, the psychological impact of enslavement, Black/African/African American identity and personality development, psychological issues in educating Africans/African Americans, aggression, violence, crime, mental health, and the psychological impact of hip hop.

This course is reading intensive; therefore, it is critically important that **all** assigned readings are

completed prior to each class in order that a high-level, scholarly discussion will ensue. The nature of the topics addressed in this course is such that rote lecturing is deemed by me to be inappropriate. The course is thus designed primarily as a seminar where class discussion is expected. I will only lecture in instances when the material is particularly challenging. I expect that you will come prepared every class to engage in a focused exchange of ideas related to the various readings. I will facilitate these exchanges, making appropriate commentary as necessary.

**Course Objectives:** Upon completion of this course you will be able to:

1. Demonstrate knowledge of the historical roots of African psychology from an African-centered (Afrocentric) perspective and be able to identify the development of African American/Black psychology as a distinct system of psychological thought
2. Demonstrate an understanding of the major terms and concepts of African-centered (Afrocentric) psychology. This includes the Africentric worldview, African self-consciousness, MAAT, Maafa, the extended self, and Sankofa.
3. Demonstrate a critical awareness and understanding of the major models of African/Black identity, personality, and psychological functioning. These models include Cross's Nigrescence theory and Kambon's African Self-Consciousness theory.
4. Conceptualize and critique issues impacting all Africans in the diaspora using an African-centered psychological framework.
5. Explore your thoughts, values, and beliefs (i.e., worldview) as they relate to psychological and social experiences.

**Course Requirements:**

1. Student should come **PREPARED TO EVERY CLASS** having read daily class readings.
2. There will be **3 REACTION PAPERS**. These reaction papers should be 2 **full** pages, double-spaced using Time New Roman 12 pt font and will be based on your personal reaction to the videos. These papers should not just be summaries of the videos. The grading criteria for the reaction papers will be as follows:

5 points	clarity, organization, and grammatically correct; proofread!
5 points	adequacy of factual information presented; quality of personal reactions (i.e., superficial vs. substantive)

example of superficial comments: ***"I liked the video because it was deep. It took place in Africa and showed that all Africans don't look alike."***  
example of substantive comments: ***"I really enjoyed this video***

*because it forced me to examine some of my deeply-ingrained, negative thoughts about Africans.”*

3. There will be **6 pop quizzes**. Each quiz will consist of five multiple choice questions which will cover readings due for the day. The questions will address the following areas:
  1. What was the author’s philosophical orientation in terms of both school of thought (i.e., traditional, reform, or radical)?
  2. What issues did the author discuss? What were the author’s beliefs?
4. The personal growth paper should reflect how (if at all) the class has impacted you. What did you learn? Do you see things differently?
5. Go to the link of the *Journal of Black Psychology* at <http://jbp.sagepub.com/> and click on either “OnlineFirst” (for articles that have been accepted for publication but are not in print yet), Current Issue (for articles in the most current issue), or “All Issues” (to look through all issues of previously published journals). Choose a research article you are interested in. ***To gain access to the entire article, follow the next set of instructions.***

#### **Accessing Journal of Black Psychology via UTexas Libraries**

1. Go to UTexas home page ([www.utexas.edu](http://www.utexas.edu))
2. Locate and click the tab entitled “Libraries & Museums” on the left side of the home page
3. Next select the “University Libraries” option (This will take you to the library main page)
4. At the top of the library main page select the tab entitled “Research Tools” and then click on “Find a Journal”
5. At this point you should reach a page that will allow you to search for a journal. In the search field input *The Journal of Black Psychology*
6. At this point, the prompts that follow should take you to the UTexas database specifically for JBP.

Write a 2 page summary of the article. The summary should include the following components: 1) APA citation of the article [e.g., Cokley, K. (2000). An Investigation of Academic Self-Concept and its Relationship to Academic Achievement in African American College Students. *Journal of Black Psychology*, 26(2), 148-164], 2) Why did you choose this article?, 3) Key points from the literature review such as description of the problem or issue, disagreements if they exist, major findings, etc., 4) Description of the sample, 5) Type of data analysis used, 6) Results found, 7) Discussion of the results: What did the authors think was important about the results? **DO NOT SIMPLY COPY VERBATIM THE AUTHOR’S WORDS. USE YOUR OWN WORDS** (except for description of sample, data analysis, and results).

6. In the interest of contributing to psychological research, you are expected to participate in one research study. If you do not want to participate in the study, you can complete a written assignment which will be equivalent in length.

7. Consistent with an African-centered (Afrocentric) orientation, the final exam will be taken in groups no smaller than 5 and no larger than 7. Groups will be determined by the instructor.

Breakdown of Grades:

Points	Requirement
30 points	3 Reaction Papers worth 10 points each
30 points	6 Pop Quizzes worth 5 points each
20 points	2 Page Personal Growth Paper
10 points	Journal of Black Psychology (JBP) article summary
10 points	Research Participation
100 points	Final Exam

**Points**

190-200 = "A"    180-189 = "A-"  
176-179 = "B+"    170-175 = "B"    160-169 = "B-"  
156-159 = "C+"    150-155 = "C"    140-149 = "C-"  
136-139 = "D+"    130-135 = "D"    120-129 = "D-"

**Do NOT ask me for an extra point if you are borderline (e.g., 139, 159, 179) to boost your grade.**

**Attendance & Participation:**

You are expected to attend and be prepared for every class period. Class discussion is usually based on the readings in the course. Therefore, you are expected to be an INFORMED participant in class discussion. You are allowed three unexcused absences for the course. After the third absence, you must provide valid documentation explaining your absence. This documentation must be approved by Dr. Cokley. More than 3 unexcused absences will affect your final grade: Fourth Unexcused Absence: Loss of one letter grade (The best grade you can make in the course is a "B")

Fifth Unexcused Absence: Loss of two letter grades (The best grade you can make in the course is a "C")

Sixth Unexcused Absence: Loss of three letter grades (The best grade you can make in the course is a "D")

Seventh Unexcused Absence: Automatic grade of "F"

**If you are absent on the day of a pop quiz, you will be allowed one opportunity (no documentation needed) to make up the pop quiz. If you are absent more than once, you will receive a 0 for each quiz (unless you have an excused absence from a doctor or some other authority, or unless you can document circumstances related to a personal tragedy).**

**Religious Holidays:**

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

## ***Policies***

### **UT Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Academic Integrity**

You and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801](#), *Institutional Rules on Student Services and Activities*). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to: (1) acknowledge the contributions of other sources to your scholastic efforts; (2) complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them; (3) follow instructions for assignments and exams, (4) observe the standards of your academic discipline and (5) avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students found guilty of academic dishonesty (including all forms of cheating) will receive a grade of 0 (note the academic dishonesty policy refers to all work and tests in the course, not just exams). For further information about academic dishonesty, please visit: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

### **Blackboard:**

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. The readings that do not come out of the Belgrave and Allison text will be posted on Blackboard. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

**University Email Notification Policy:**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

**Disabilities:**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641) TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

**TOPICAL CLASS SYLLABUS AND READINGS** (\*= text \*\*= readings)

Week 1 (1/18/11) Tuesday

**Introduction to African American Psychology**

**War for Your Soul!** <http://vimeo.com/3686946>

**Competing Conceptual Frameworks of Black/Afrocentric Psychology**

(1/20/11) Thursday

**\*Foundations of Afrocentric Psychology/The Role of Black Psychologists in Black Liberation**

Week 2 (1/25/11) Tuesday

\*Kambon, K. *Ancient African Civilizations*, (p. 29-33, 44-47, 51-57).

(1/27/10) Thursday NMCS

Video: Free Your Mind: Return to the Source

<http://www.blackpowercartel.com/video/938/dr-asa-g-hilliard--pt-12->

Week 3 (2/1/11) Tuesday

\*Kambon, K. *The Maafa/African Holocaust*, (p. 65-109).

(2/3/11) Thursday

Video: First People, Our People: Ancient Egypt Revealed

Week 4 (2/08/11) Tuesday

Video: SANKOFA ***Reaction paper to Free Your Mind and First People is Due!***

(2/10/11) Thursday

Video: SANKOFA

Week 5 (2/15/11) Tuesday

**Paradigmatic Foundations and Issues**

**\*\*Kambon, K. *The Worldviews Paradigm in African/Black Psychology*, (p. 115-139). *Reaction paper to SANKOFA is Due!***

(2/17/11) Thursday

**\*\*Myers, L. *In Search of the Afrocentric*, (p. 7-16; 97, 98).**

Week 6 (2/22/11) Tuesday

**\*\*White, J. *Toward a Black Psychology*, (p. 5-14).**

(2/25/11) Thursday

**\*\*Akbar, N. *The Evolution of Human Psychology for African Americans*, (p. 99-123).**

Week 7 (3/1/11) Tuesday

**African American Identity**

**\*Belgrave, F., & Allison, K. *Self-Attributes and Racial Identity*, Ch. 3, (p. 61-93).**

(3/3/11) Thursday

**African/African American Identity**

**\*\*Kambon, K. *African Personality and Assessment: African Centered and Non-African Centered Models*, (p. 283-314).**

Pure Eurocentric Model (Self-Hatred)

Pseudo Africentric Model (Nigrescence)

Africentric Model

Week 8 (3/08/11) Tuesday

**\*\*Penn et al. *On the Desirability of Own-Group Preference*, (p. 303-321).**

(3/10/11) Thursday

**\*\*Kambon, K. *An African-Centered Analysis of Penn et al.'s Critique of***

*the Own-Race Preference Assumption Underlying Africentric Models of Personality*, (p. 342-349).

**\*\*Parham, T.** Reaction to Penn et al.'s "*On the Desirability of Own-Group Preference*", (p. 333-335).

**\*\*Penn et al.** *A Hermeneutic Rejoinder to Ourselves and Our Critics*, (p. 350-357).

Week 9 (3/15/11) Tuesday

**Spring Break!!**

(3/17/11) Thursday NCBS

**Spring Break!!**

Week 10 (3/22/11) Tuesday

Video: Black Is, Black Ain't

(3/24/11) Thursday APA

Video: Black Is, Black Ain't

**\*\*Cokley, K.** *To Be or Not To Be Black: Problematics of Racial Identity*.

Week 11 (3/29/11) Tuesday

**Psychology, Education, and African American Students**

Video: Little Rock Central: 50 Years Later

**Reaction Paper to Black Is, Black Ain't is Due!**

(3/31/11) Thursday

**\*Belgrave, F., & Allison, K.** *Educational Systems*, Ch. 6, (p. 157-185).

Week 12 (4/05/11) Tuesday

**\*\*Steele, C.** Race and the Schooling of Black Americans.

(4/07/11) Thursday

**\*\*Steele, C.** Thin Ice: "Stereotype Threat" and Black College Students

Week 13 (4/12/11) Tuesday

**Aggression, Violence, and Crime**

**\*Belgrave, F., & Allison, K.** *Aggression, Violence, and Crime*, Ch. 15, (p. 413-443).

**JBP article summary due!**

(4/14/11) Thursday

**\*Belgrave, F., & Allison, K.** *Aggression, Violence, and Crime*, Ch. 14, (p. 327-350).

Week 14 (4/19/11) Tuesday

**Mental Health**

**\*Belgrave, F., & Allison, K.** *Psychosocial Adaptation and Mental Health*, Ch.



13, (p. 357-386).

(4/21/11) Thursday

**Mental Health**

Kambon, K. African Mental Health In America: African-Centered and Non-African-Centered Models (p. 315-358)

Transitional African-Centered Models: Focus on Grier and Cobbs, Nathan Hare, Frances Cress Welsing, Africentric: Na'im Akbar

Week 15 (4/26/11) Tuesday

**Contemporary Issues in African American Psychology -  
The Psychological Impact of Hip-Hop**

Video: Beyond Beats and Rhymes

(4/28/11) Thursday

**The Psychological Impact of Hip-Hop**

Week 16 (5/3/11) Tuesday

**The Psychological Impact of Hip-Hop**

(5/5/11) Thursday

**Summary and wrap-up of class. Evaluations. Personal Growth Paper Due.**

Week 17 (5/11/11) **Final Exam!** Saturday May 14 2:00-5:00 pm