

Psychology of the African American Experience Fall 2014

EDP 362

Instructor: Dr. Keisha Bentley-Edwards

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Class Dates: Thursdays 4:00p-7:00p

Office: SZB-506-J **Phone:** 471-2755

Office Hours: Thursdays 11:00a -12:30 pm and/or by appointment

Teaching Assistant: Stacey Jackson

E-mail: stacey.jackson05@gmail.com

Office Hours: by appointment

Email is the fastest and most efficient way to contact Stacey & Dr. Bentley!!!

Required Texts:

Textbook: Neville, H. A., Tynes, B. M., & Utsey, S. O. (2009). *Handbook of African American Psychology*. Thousand Oaks, CA US: Sage Publications, Inc.

Additional Readings are on Blackboard.

Course Description:

Using a worldview that utilizes Africentrism, racial/ethnic socialization and ecological frameworks, this course will focus on the psychological and social issues that promote and impede the optimal lifespan development of Black women, men and children in the US and the Diaspora. This course promotes relevant community empowerment and action.

Accommodations:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Course Objectives:

To foster an in-depth, critical discussion of African American development, this course will investigate multiple dimensions of philosophical, historical, theoretical, empirical and application matters in the following areas: the importance of African worldviews within African-American cultures, the impact of racism and sexism upon psychological adjustment, the socialization and intersection of racial, gender and sexual identities. A range of contemporary issues will be actively discussed including socioeconomic status, political climate, social norms, gender/ethnic identity, mental health, family dynamics, academic achievement and social adjustment into a unifying, comprehensive framework. *Active student participation is not only encouraged but also expected.*

Course Ground Rules:

It is expected that each student will:

- Be courteous and allow speakers to complete her/his thought(s) before speaking
- Be respectful of the opinions of others, even if there is a disagreement
- Be involved by participating in discussions and activities, but not dominating either
- Be an active participant and learner who is interested in increasing her/his knowledge base
- Come to class having completed the readings and prepared to participate in discussions & activities
- Maintain academic integrity – more simply, you will not cheat on an assignment or plagiarize a paper. Doing so will result in immediate failure of this course.

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Please read the syllabus carefully. The content of this syllabus is subject to revision at anytime. Students will be given notice of any changes in advance. You are responsible for knowing about changes whether or not you are present in class at the time of the announcement.

Grading Scale:

Grade Percentage:	
10%	Attendance & Participation
15%	Reading Discussions
25%	Mid-Term Exam
25%	Cultural Debate Forums
25%	Final Exam

93-100% A	90-92% A-	87-89% B+	83-86% B	80-82% B-
77-79% C+	73-76% C	70-72% C-	60-69% D	Below 60% F

Attendance is extremely important; class discussion is a critical component of this course. As previously stated, each student is expected to ***participate*** through the reading presentations, in class assignments and discussions.

Reading Discussions & Reflections: Students will sign up for 2 readings for which they will lead the class discussion and submit a **2-3 page double-spaced** reaction paper. The paper will include a brief summary of the reading, but is more focused on your reaction and critique. Your **2-3 discussion questions- will also be posted on Canvas by 11:59p on the night before class.** Student-led discussions will occur at the beginning of class. **Each student will conduct/submit 2 discussions. 10 Points each.**

The Mid-Term Exam is cumulative on October 2nd.

Cultural Debate Forums:

Debates on current topics in Black Psychology, current events, politics and life in which students are required to demonstrate knowledge of theoretical and practical implications of the topics by taking a position in a particular direction. Assigned groups will be arguing their positions and will be graded according to established criteria.

- a. depth of knowledge in arguments posed; anticipation of opponent arguments
- b. application of theoretical frameworks discussed in class
- c. creativity in the presentation and arguments posed
- d. awareness of practical implications
- e. adherence to the time limits

Each group will have 10 minutes to pose their points and three minutes for rebuttal. The topics will be chosen by faculty and teaching assistants together based on lecture topics. Each person has to submit a 5 page summary of their debate and references. In the first 2 pages, summarize the debate position of the entire group (2 pts) and in the last three pages, each student's individual contribution to the debate topic should be referenced with supporting documents/evidence and articulated clearly (3 pts). The paper can elucidate aspects that were not presented in the debate due to time constraints. **After submitting your paper, you will complete a peer and self-assessment that will be included as 5% of your specific grade on the project.**

The Final Exam is cumulative on Thursday, December 11, 2014; 7:00-10:00 pm

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Note on All Assignments:

All assignments will be collected at the BEGINNING of class. Assignments submitted after the first five minutes of class will be reduced by half a letter grade and those submitted after class will be reduced a full letter grade for each calendar day it is late. *No rewriting of assignments will be allowed since there will be ample time and opportunity to ask questions about each assignment during class time and between classes.*

All written assignments should be written in 12-point (Arial or Times New Roman) font, double-spaced, with 1" margins on all sides and page numbers. Cover sheets, appendices and reference pages are not included in the page count. Assignments should meet the stated *minimum or maximum* page limit. All written assignments should make reference to the readings and theoretical frameworks in this course. The content of your papers and how you present your written thoughts are important. Therefore, students must carefully proofread and spell-check their written assignments. Writing assistance can be found at the Undergraduate Writing Center; <http://uwc.utexas.edu/>.

All papers will be submitted according to APA style (6th Edition). This style is of particular importance for in-text citation and the representation of sources in the reference section. A digestible APA resource can be found at <http://owl.english.purdue.edu/owl/resource/560/01>.

Academic Integrity:

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site: <http://deanofstudents.utexas.edu/sjs>.

Course Schedule:

August 28, 2014

Class Topic: Introduction, Syllabus Review, Discussion

September 4

Class Topic: Introduction: African American/Afrocentric Psychology

Read by today: Belgrave, F. Z., & Allison, K. W. (2006). Introduction to African American Psychology. In F. Z. Belgrave & K. W. Allison (Eds.), *African American psychology : from Africa to America* (Chapter 1). Thousand Oaks, Calif.: Sage Publications.
Handbook, Chapter 3
Handbook, Chapter 5

September 11

Class Topic: Race & Racism

Read by today: Handbook, Chapter 12
Clark, R. (2004). Interethnic group and intraethnic group racism: Perceptions and coping in Black university students. *Journal of Black Psychology*, 30(4), 506-526.
Torres, K. C., & Charles, C. Z. (2004). Metastereotypes and the Black-White divide: A Qualitative View of Race on an Elite College Campus. *Dubois*

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Review, 1(1), 115-149.

September 18

Class Topic:

Family & Religion

Read by today:

Handbook, Chapter 8

Boyd-Franklin, N. (2003). Extended family patterns, kinship care and informal adoption. In N. Boyd-Franklin (Ed.), *Black families in therapy: Understanding the African American experience* (pp. 52-72). New York, NY, US: Guilford Press.

Mattis, J. S., & Jagers, R. J. (2001). A relational framework for the study of religiosity and spirituality in the lives of African Americans. *Journal of Community Psychology. Special Issue: Spirituality, religion, and community psychology II: Resources, pathways, and perspectives*, 29(5), 519-539.

Mays, V. M., Chatters, L. M., Cochran, S. D., & Mackness, J. (1998). African American families in diversity: Gay men and lesbians as participants in family networks. *Journal of Comparative Family Studies*, 29(1), 73-87.

September 25

Class Topic:

Academics & (Mis) Education

Read by today:

Handbook, Chapter 16

Handbook, Chapter 17

Bentley-Edwards, K. L., Thomas, D. E., & Stevenson, H. (2013). Raising Consciousness: Promoting healthy coping among African American boys at school. In C. Clauss-Ehlers, Z. Serpell & M. Weist (Eds.), *Handbook of Culturally Responsive School Mental Health: Advancing Research, Training, Practice, and Policy* New York: Springer Science.

Noguera, P. A. (2003). Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices. *Theory into Practice*, 42(4), 341-350.

October 2

Class Topic:

Midterm Exam

October 9

Class Topic:

Racial Identity & Socialization

Read by today:

Handbook, Chapter 19

Handbook, Chapter 20

Handbook, Chapter 21

Neal-Barnett, A., Stadulis, R., Singer, N., Murray, M., & Demmings, J. (2010). Assessing the effects of experiencing the acting White accusation. *The Urban Review*, 42(2), 102-122. doi: 10.1007/s11256-009-0130-5

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October 16

Class Topic:

Gender Issues

Read by today:

- Bentley-Edwards, K. L., & Adams-Bass, V. N. (2013). The Whole Picture: Examining Black women through the life span. In H. O. a. Jackson Lowman (Ed.), *Afrikan American Women: Living at the Crossroads of Race, Gender, Class, and Culture* (pp. 189-201): Cognella Press.
- Hall, R. E. (2001). The ball curve: Calculated racism and the stereotype of African American men. *Journal of Black Studies*, 32(1), 104-119. doi: 10.1177/002193470103200106
- Morris, E. W. (2007). "Ladies" or "loudies"? Perceptions and experiences of Black girls in classrooms. *Youth & Society*, 38(4), 490-515.

October 23

Class Topic:

**Intimate Relationships
-Cultural Debate Teams Identified**

Read by today:

- Handbook, Chapter 9
Handbook, Chapter 23
- Batson, C. D., Qian, Z., & Lichter, D. T. (2006). Interracial and Intra-racial Patterns of Mate Selection Among America's Diverse Black Populations. *Journal of Marriage and Family*, 68(3), 658-672. doi: 10.1111/j.1741-3737.2006.00281.x
- King, A. E. O., & Allen, T. T. (2009). Personal characteristics of the ideal African American marriage partner: A survey of adult Black men and women. *Journal of Black Studies*, 39(4), 570-588.

October 30

Class Topic:

Mental & Physical Health

Read by today:

- Handbook, Chapter 29
Handbook, Chapter 30
- Earl, T., Williams, D., & Anglade, S. (2011). An update on the mental health of Black Americans: Puzzling dilemmas and needed research. *Journal of Black Psychology*, 37(4), 485-498. doi: 10.1177/0095798410396077
- Gilreath, T. D., Whembolua, G.-L., & King, G. (2010). Tobacco use. In R. L. Hampton, T. P. Gullotta & R. L. Crowel (Eds.), *Handbook of African American health*. (pp. 316-344). New York, NY US: Guilford Press.

November 6

Class Topic:

Body Image & Colorism

Read by today:

- Fegley, S. G., Spencer, M. B., Goss, T. N., Harpalani, V., & Charles, N. (2008). Colorism embodied: Skin tone and psychosocial well-being in adolescence. In W. F. Overton, U. Mueller & J. L. Newman (Eds.), *Developmental perspectives on embodiment and consciousness*. (pp. 281-311). New York, NY: Taylor & Francis Group/Lawrence Erlbaum

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Associates.

Harrison, M. S., & Thomas, K. M. (2009). The hidden prejudice in selection: A research investigation on skin color bias. *Journal of Applied Social Psychology*, 39(1), 134-168. doi: 10.1111/j.1559-1816.2008.00433.x

Pulvers, K. M., Lee, R. E., Kaur, H., Mayo, M. S., Fitzgibbon, M. L., Jeffries, S. K., et al. (2004). Development of a Culturally Relevant Body Image Instrument among Urban African Americans. *Obesity research*, 12(10), 1641-1651.

November 13

Class Topic:

Read by today:

Media

Handbook, Chapter 10

Handbook, Chapter 11

Adams-Bass, V. N., Stevenson, H. C., & Kotzin, D. S. (2014). Measuring the Meaning of Black Media Stereotypes and Their Relationship to the Racial Identity, Black History Knowledge, and Racial Socialization of African American Youth. *Journal of Black Studies*. doi: 10.1177/0021934714530396

November 20

Class Topic:

Course Objective:

Interventions & Preventions

Handbook, Chapter 31

Handbook, Chapter 35

December 4

Class Topic:

Course Objective:

Cultural Debates

- Be Interesting & Innovative