

BLACK PSYCHOLOGY

PCO 4930 /AFA 4931, Spring Semester 2019

Instructor

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Class Times

Tuesdays 4:05-7:05
Larson Hall Room 0239

Office Hours

by appointment
PSY 269

REQUIRED TEXTS

- Neville, H., Tynes, B., & Utsey, S. (2008). *The handbook of African American psychology*. Thousand Oaks, CA: Sage Publications.
- Other required readings are provided under the class schedule and will be available on CANVAS

RECOMMENDED TEXT

- Kendi, I. (2017). *Stamped from the beginning: The definitive history of racist ideas in America*. Random House.

COURSE DESCRIPTION

Black Psychology is designed to introduce advanced undergraduate students to the research, theories, and paradigms developed to understand the attitudes, behaviors, psychosocial and educational realities of Black Americans. In order to gain a more accurate understanding of the psychosocial realities of Black Americans it is essential to understand intersectionality. As such, although the course focuses on race and culture, *issues of gender, sexual orientation, ability, age, and class will be integrated into the course material.*

COURSE GOALS

After taking this course, students should be able to:

1. Identify and understand the major historical figures and development of Black Psychology.
2. Critically evaluate the major theoretical trends in Black psychology, including the Clark and Clark studies, racial identity attitude models, theories of racism, general and cultural models of mental health, educational development, and healing.
3. Critically evaluate how contexts (e.g. families, schools, media, etc.) shape Blacks' psychosocial development.
4. Understand the impact of intersectionality on various aspects of human behavior.
5. Demonstrate ability to apply theory and research to practice.

COURSE EXPECTATIONS**What to expect from this class.**

I will “teach” via lectures and facilitation of group discussion/activities; you will have an opportunity to share knowledge via small/large group discussion, role-playing, general comments, and class activities.

To optimize students' learning, I use several methods of instruction. An understanding of relevant theories and research are achieved through the use of readings, lectures, videos, music, small/large group discussions, and experiential activities.

Since race, class, and gender are rarely honestly discussed in our society, this class has the potential to be powerful. The course readings, discussions, presentations, and videotapes will likely stimulate thought and affect. During this course almost all students will experience anger, anxiety, fear, surprise, and excitement at some point. In class I will discuss these reactions and explore how they may impact your interpretation of the readings. Admittedly, this may be a bit uncomfortable at times, but if we create a safe environment it should be okay. It is threatening to (re)examine values and beliefs; however, I believe this is part of the learning process.

Creating a “safe space”

I believe it is critical to develop a safe “space” in which the sensitive issues of race, and intersectionality can be addressed. Thus, it is important for us to explore our reactions (both cognitive and affective) to the readings and class discussions. Creating space involves providing a safe, non-threatening environment. To accomplish this, I am encouraging you to respect one another's contributions; this does not mean you have to agree with all positions or that you cannot voice opposition; it simply means letting others voice their opinions without interruptions or without fear of being attacked personally.

Class Etiquette

It is the expectation of the faculty in Psychology and African American studies that all students attend all classes. Students are expected to be present for all classes, actively participate in discussions, and complete the reading assignments listed in this syllabus prior to the associated lecture. It is expected that you will be respectful in your behavior and comments. Disruptions, including those produced by electronics, will not be tolerated. Cell phones must be stowed, off or on silent mode, out of sight. Computers may be used during class. You are also expected to visit e-Learning on a regular basis, the primary medium the instructor will convey pertinent class materials and announcements.

It is your responsibility to arrive to class on time. Class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

Academic Honesty

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details, visit: www.dso.ufl.edu/judicial/procedures/academicguide.php. Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

STUDENT RESOURCES

Disability Resource Center

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability you must provide me with proof of documentation.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575 Visit their web site for more information: <http://www.counseling.ufl.edu>

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264- 6789.

GRADING PROCEDURES AND SCALES

Grading depends on your mastery of course materials as measured by exams, presentations, in class discussion, and the integrative paper. Your final grade is based on the total accumulation of points you acquire throughout the semester. You will not be graded on a curve. **Extra points will not be awarded.** Percentage grades in this class are earned on the basis of points (described below), which are then converted to letter grades and grade point equivalents (as shown in the chart below).

A	94 and Up	C	73 – 76.9%
A-	90 – 93.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	84 – 86.9%	D	63 – 66.9%
B-	80 – 83.9%	D-	60 – 62.9%
C+	77 – 79.9%	F	59.9% and Below

Your grade in this course will be based on your performance on the following items:

Grading Criteria/Assignment	Points
Class attendance/participation	45 Points
Creative Class Discussion	55 Points
Integrative Paper and Presentation	70 Points
Midterm Exam	85 Points
Final Exam	85 Points
Total	340 Points

COURSE REQUIREMENTS

Grades are based on the satisfactory completion of the following requirements:

- Regular attendance and active participation (45 points/13% of grade). Regular attendance is mandatory since much of the course is based on group discussion and in-class activities that cannot easily be made up. Three points will be deducted from your grade for each unexcused absence you miss beyond your second absence.
- Creative Class Discussion (55 points/16 % of grade). To promote critical engagement with the readings, each student is required to lead a class discussion on one section of the readings once during the semester. Students will work in small group teams to develop material to lead their class discussion. Discussions should last approximately one hour to an hour and 15 minutes and should be geared towards promoting enriching dialogue focused on a synthesis of reading material assigned for the week. Please note that these discussions are designed to be creative. Students should work together to formulate engaging material and questions that inspire thought and fruitful discussion. Examples of creative material may include but is not limited to games, role plays, video clips, songs, spoken word, YouTube videos etc. GET CREATIVE! I'm excited to see what you all come up with ☺. **You are required to upload an outline of your discussion presentation the Sunday before the class in which you present.**
- Integrative Black Psychology Paper and Presentation (70 points- 60points paper and 10 points presentation- 20% of grade). To help students gain a more in depth look at a concept area in Black Psychology, students are required to write a 5 page literature review paper on a topic of Black Psychology that interests them. To assist you in developing your project, I ask that you turn in the topic of your paper, and an outline of your paper in advanced of the due date. See course schedule and assignment description for more information (60 points). Points will be deducted for not turning in paper topics/outlines in advance.

Students will then develop a poster/multimedia presentation based on their paper. Posters will be presented on the last day of class (10 points).

- Midterm and Final Exams (85 points each/50% of grade). Students will be given a midterm and final exam within the semester. Both exams will be take home and open book and will consist of 25 multiple choice/matching questions and 5 short answer questions. Exams will open via CANVAS on the date indicated on the syllabus and students will have one week to complete the exam. Once the exam is opened, students will have 90 minutes to take the exam. Exams are non-cumulative.

Make-up examinations will be available only to students with documented extreme circumstances (e.g., death of a family member, *serious* illness, etc.). The make-up examination must be taken within one week of the scheduled examination date.

Assignments must be submitted via CANVAS at the beginning of class on the day that they are due. I will not accept late papers.

BLACK PSYCHOLOGY SCHEDULE, Spring 2019

Date	Topic/Activity	Readings	Assignment
1/8	Course Introduction Introduction to Black Psychology	<i>Handbook</i> Chapters 1 and 3	
1/15	Black Psychology Researchers Africentric Psychology	<i>Handbook</i> , Chapters 2 and 5	
1/22	Historical Overview: Race, Psychology, & Eugenics Film: <i>Race the Power of an Illusion, Part II</i>	Reader, Section 1	
1/29	Racism, Resistance and Resilience	<i>Handbook</i> Chapter 12, Reader, Section 2,	Discussion Group 1
2/5	Racism, Resistance and Resilience Cont. Black American Experiences: Hip-Hop	Reader Section 3, <i>Handbook</i> Chapter 10	Discussion Group 2
2/12	Racial Identity and Clark and Clark Studies Black American Experiences: Media	<i>Handbook</i> , Chapters 11, 20 and 21	
2/19	Racial Socialization and Cultural Mistrust	<i>Handbook</i> Chapters 19 and 22 Reader Section 4	PAPER TOPIC DUE Discussion Group 3
2/26	Educational Issues Recorded Lecture (No Class)	<i>Handbook</i> Chapters 14, 16, and 18	MIDTERM OPENS
3/5	SPRING BREAK		MIDTERM CLOSES
3/12	Religion and Spirituality and Black Relationships	<i>Handbook</i> Chapters 7 8 and 9, Reader Section 5	Discussion Group 4
3/19	Gender/Colorism Film: Anita Hill Documentary	Reader Section 6 <i>Handbook</i> Chapter 32 pg 445 to 452	PAPER OUTLINE DUE Discussion Groups 5 and 6
3/26	Sexual Orientation and Intersectionality Film: Paris is Burning	<i>Handbook</i> , Chapter 23 Reader Section 7	Discussion Group 7
4/2	Psychosocial Adaptation and Mental Health: Anxiety, Depression, Suicide, and Substance Use	<i>Handbook</i> Chapters 26, 27, 29, 34 Reader Section 8	Discussion Group 8
4/9	Help Seeking Attitudes and Therapy with Black Americans	Reader Section 9, <i>Handbook</i> Chapter 32 pg 452 to end of chapter	Discussion Group 9
4/16	Black Liberation Psychology Connecting it All	<i>Handbook</i> , Chapter 35	
4/23	IN CLASS- POSTER SYMPOSIUM		INTEGRATIVE PAPER DUE/

		FINAL EXAM OPENS
4/30	NO CLASS	FINAL EXAM CLOSES

BLACK PSYCHOLOGY SPRING 2019 READING LIST

SECTION 1

Guthrie, R. (1998). *Even the rat was white* (2nd Edition). Boston: Allyn & Bacon. Chapters 1, 2, and 4.

Smedley, A., & Smedley, B. (2005). Race as biology is fiction, racism as social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60, 1, 16-26.

SECTION 2

Williams, J. M., & Portman, T. A. A. (2014). "No one ever asked me": Urban African American students' perceptions of educational resilience. *Journal of Multicultural Counseling and Development*, 42(1), 13-30.

Stoddard, S. A., & Pierce, J. (2015). Promoting positive future expectations during adolescence: The role of assets. *American journal of community psychology*, 56(3-4), 332-341.

Mattis, J. S., Powell, W., Grayman, N. A., Murray, Y., Cole-Lewis, Y. C., & Goodwill, J. R. (2017). What would I know about mercy? Faith and optimistic expectancies among African Americans. *Race and Social Problems*, 9(1), 42-52.

SECTION 3

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American psychologist*, 62(4), 271.

Butler-Barnes, S. T., Leath, S., Williams, A., Byrd, C., Carter, R., & Chavous, T. M. (2017). Promoting resilience among African American Girls: Racial identity as a protective factor. *Child development*.

Sellers, R.M., Smith, M.A., Shelton, J.N., Rowley, S.A., & Chavous, T.M. (1998). Multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review*, 2(1), 18-39

SECTION 4

McNeil Smith, S. et al. (2016). Parental experiences of racial discrimination and youth racial socialization in two-parent African American families. *Cultural Diversity and Ethnic Minority Psychology*, 22, 268-276.

Harris-Britt, A., Valrie, C. R., Kurtz-Costes, B., & Rowley, S. J. (2007). Perceived racial discrimination and self-esteem in african american youth: Racial socialization as a protective factor. *Journal of Research on Adolescence*, 17(4), 669-682.

SECTION 5

Hankerson, S. H., Lee, Y. A., Brawley, D. K., Braswell, K., Wickramaratne, P. J., & Weissman, M. M. (2015). Screening for Depression in African-American Churches. *American Journal Of Preventive Medicine*, (4), 526. doi:10.1016/j.amepre.2015.03.039

Ellison, C. G., Musick, M. A., & Henderson, A. K. (2008). Balm in gilead: Racism, religious involvement, and psychological distress among African-American adults. *Journal for the Scientific Study of Religion*, 47(2), 291-309. doi:10.1111/j.1468-5906.2008.00408.x

Al'Uqdah, S., Maxwell, C., & Hill, N. (2016). Intimate Partner Violence in the African American Community: Risk, Theory, and Interventions. *Journal Of Family Violence*, 31(7), 877-884. doi:10.1007/s10896-016-9819-

SECTION 6 A

Thomas, V. G. (2004). The psychology of Black women: Studying women's lives in context. *Journal of Black Psychology*, 30, 286-306.

Lewis, J. A., Mendenhall, R., Harwood, S. A., & Browne Huntt, M. (2016). "Ain't I a Woman?" Perceived Gendered Racial Microaggressions Experienced by Black Women. *The Counseling Psychologist*, 44(5), 758-780.

Shahid, N. N., Nelson, T., & Cardemil, E. V. (2018). Lift Every Voice: Exploring the Stressors and Coping Mechanisms of Black College Women Attending Predominantly White Institutions. *Journal of Black Psychology*, 44(1), 3-24.

SECTION 6 B

Brooms, D. R., & Perry, A. R. (2016). "It's Simply Because We're Black Men" Black Men's Experiences and Responses to the Killing of Black Men. *The Journal of Men's Studies*, 24(2), 166-184.

Lindsey, M. A., Brown, D. R., & Cunningham, M. (2017). Boys do(n't) cry: Addressing the unmet mental health needs of African American boys. *American Journal of Orthopsychiatry*, 87(4), 377-383. doi:http://dx.doi.org.proxy2.library.illinois.edu/10.1037/ort0000198

Ellis, K. R., Griffith, D. M., Allen, J. O., Thorpe Jr, R. J., & Bruce, M. A. (2015). "If you do nothing about stress, the next thing you know, you're shattered": Perspectives on African American men's stress, coping and health from African American men and key women in their lives. *Social Science & Medicine*, 139, 107-114.

SECTION 7

Tebbe, E. A., Moradi, B., Connelly, K. E., Lenzen, A. L., & Flores, M. (2018). "I don't care about you as a person": Sexual minority women objectified. *Journal of counseling psychology*, 65(1), 1

Phillips, G., Peterson, J., Binson, D., Hidalgo, J., Magnus, M., & YMSM of color SPNS Initiative Study Group. (2011). House/ball culture and adolescent African-American transgender persons and men who have sex with men: a synthesis of the literature. *AIDS care*, 23(4), 515-520.

Ward, E. G. (2005). Homophobia, hypermasculinity and the US black church. *Culture, health & sexuality*, 7(5), 493-504.

SECTION 8

Alang, S. M. (2016). "Black folk don't get no severe depression": Meanings and expressions of depression in a predominantly black urban neighborhood in Midwestern United States. *Social Science & Medicine*, 1571-8. doi:10.1016/j.socscimed.2016.03.032

Kapoor, S., Domingue, H. K., Watson-Singleton, N. N., Are, F., Elmore, C. A., Crooks, C. L., ... & Kaslow, N. J. (2018). Childhood Abuse, Intrapersonal Strength, and Suicide Resilience in African American Females who Attempted Suicide. *Journal of Family Violence*, 33(1), 53-64.

SECTION 9

Watson, N. N., & Hunter, C. D. (2015). Anxiety and depression among African American women: The costs of strength and negative attitudes toward psychological help-seeking. *Cultural Diversity and Ethnic Minority Psychology, 21*(4), 604.

Wallace, B. C., & Constantine, M. G. (2005). Africentric cultural values, psychological help-seeking attitudes, and self-concealment in African American college students. *Journal of Black Psychology, 31*(4), 369-385

BLACK PSYCHOLOGY INTEGRATIVE ESSAY RUBRIC

Due: Tuesday, April 23, 2018 at the beginning of class [upload to CANVAS]

Grade on the essay is worth 60 points; 10 additional points are assigned to the corresponding poster presentation

FORMAT: 5 pages, typed and double-spaced using APA -6th edition (with 1 inch margins, 12 point font); separate cover page and reference page (these are not included in the page count). The review must include at least 5 sources (i.e., published journal articles, book, or book chapters).

PURPOSE

To gain a more in-depth understanding of a topic area in Black Psychology.

TASKS

Select a topic in the field of Black Psychology you would like to learn more about. The topic can be on an issue we discussed in class or it can be on an issue that you are interested in that was not discussed in class. In your review of the literature, you should define the topic, identify the key concepts related to research in this area, and highlight important findings from empirical research. Your review should also include a critique of the literature - what do you think are the gaps in the research that you reviewed and how can future researchers advance the knowledge in this area? Please remember to turn in your topic and an outline by the due dates listed on the course schedule. Points will be deducted for not turning in these mini assignments.

Grading Criteria	Points
Does the introduction adequately set up the literature review?	5 points possible
Does the conclusion adequately summarize the key points discussed in the essay?	5 points possible
Does the author adequately define the selected topic?	10 points possible
Does the author adequately explain the key concepts related to the topic?	10 points possible
Does the author provide a succinct, but coherent review of the empirical literature on the topic?	15 points possible
Does the author identify gaps in the literature and provide suggestions for future researchers?	7 points possible
Does the review of the literature include at least 5 published articles/book chapters and conform to APA format, 6 th edition?	5 points possible

Do readability factors (e.g., grammar, typos, etc.) interfere with the flow of the essay?	3 points possible
	Total=60 points

Extra consideration will be given to those who incorporate intersectional issues within the literature review, although this is not a requirement.

Make sure you proofread your paper before turning it in. Also, please note that I will not accept late or hard copy submissions of papers. Please make sure you save an electronic copy of your work and upload it onto canvas.

BLACK PSYCHOLOGY CREATIVE CLASS DISCUSSION RUBRIC
55 possible points

Grading Criteria	Points
Evidence of preparation for leading discussion (5 points)	5 points possible
Creativity <ul style="list-style-type: none"> •Students presented material and facilitated discussion in a creative way, utilizing different types of delivery methods 	15 points possible
Quality of questions <ul style="list-style-type: none"> •Questions/ points are clear • Inclusion of questions that assess understanding, application, and/or analysis of topic 	15 points Possible
Critical Mindedness <ul style="list-style-type: none"> •Students were able to identify problems and issues raised by the readings and pose thoughtful follow-up questions 	10 points possible
Discussion is well organized and focused <ul style="list-style-type: none"> •Discussion flows smoothly from one topic to the next 	5 points possible
New information presented (perhaps from another article, video, experience) that adds to the quality of discussion	5 points possible
	Total= 55 points

****Note: the contents of this syllabus may be changed during the semester. If changes are made to this syllabus, they will be announced in class and on E-Learning. It is your responsibility to come to class and to check for announcement of any changes online.**