

**University of Florida
Department of Psychology
PCO 4930/ AFA 3930 BLACK PSYCHOLOGY 3 CREDITS Fall 2022**

Instructor: Mr. Gabriel Lockett, M.S.

Office: Zoom Room

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Office Hours: By appointment only

Required Materials and Texts:

- Majors, R., Carberry, K., & Ransaw, T. S. (Eds.). (2020). *The international handbook of black community mental health*. Emerald Group Publishing.
- Other required readings are provided under the class schedule and will be available on canvas

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 the Black experience. We will consider Black Psychology as cultural psychological discourse with important implications for human and social science (1) conceptual paradigms, (2) methods of knowledge production, (3) theory, and (4) intervention. 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.* **Our class meets on Wednesday's from 4:05 pm-7:05 pm in PSY 0151.**

COURSE GOALS

After taking this course, students should be able to:

- Identify and understand the major historical figures and development of Black Psychology.
- 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.
- Engage the world outside the classroom and evaluate how contexts (e.g., families, schools, media, etc.) shape Black people's psychosocial development.
- Understand the impact of intersectionality on various aspects of human behavior.
- Demonstrate a developed understanding of "deep culture," national and transnational cultural identities, cultural enclaves, and subcultural/counter-cultural identities through reflective learning journal entries and in-class communicative exchanges that are accurate

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with respect to explanations of lower-level/foundational concepts, and, are rich/thick with respect to higher-level analysis.

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 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 can be jarring 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, nonthreatening 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.

In-Person Instruction

Students who will be attending classes in-person are expected to adhere to the university guidelines for health and wellness.

- You are required to wear university required face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- If you are experiencing COVID-19 symptoms, please use the UF Health screening system and follow the instructions on whether you are able to attend class. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

STUDENT INFORMATION

Scholarship and Academic Integrity

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

You are expected to be familiar with the University policy on academic dishonesty, as this policy applies to our class as well as to others. Failure to comply with academic integrity policies may result in failing the course and progression through standard university procedures.

Make Up Policy:

There are **no set times for makeup presentations or discussions**. However, if missed presentations or discussions are accompanied with written verification for why the presentation or discussion was missed (e.g., excuse from doctor, religious holiday, death in the family); I will work with you to give the presentation or complete the discussion points at a different time. Please consult the university guidelines for more information on the makeup policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Academic Accommodations:

This course is intended for all UF students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. Furthermore, in compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a documented disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office and the Disability Resource Center (DRC). The Dean of Students Office and/or DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations.

Sexual Harassment, Assault, and Intimate Partner Violence

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience, any faculty member, teaching assistant or staff member is required to notify the Title IX Coordinator by completing the report form available at [<https://titleix.ufl.edu/report/>], emailing [titleix@ad.ufl.edu] or calling [352-273-1094]. Other persons who suspect a violation of this policy should report it to an appropriate person in their department/unit or to the Title IX Coordinator.

Counseling and Student Health

Students may occasionally have personal issues that arise while 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.

Covid-19 Pandemic and Social Justice

We are experiencing a pandemic that is disproportionately impacting Black, Brown, low-income, and disabled communities. Further, there are continued instances of violence towards historically marginalized groups in the United States and abroad that can be distressing. Therefore, if you have a concern related to the COVID-19 pandemic or social justice issues that impacts your ability to engage with class materials and assignments, please reach out to me during office hours or via Canvas. We can discuss a plan that supports you and your participation in the course.

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 credit opportunities are not guaranteed but may come up during the semester and will be announced via Canvas. Percentage grades in this class are earned based on 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	Percentage
Discussions and reflections	60 Points	20%
Creative Class Discussion	30 Points	10%
Class Participation	25 Points	8.3%
Sociocultural autobiography	45 Points	15%
Black Wellness Presentation	45 Points	15%
Self-care tool kit	25 points	8.3%
Integrative Black Psychology Paper	70 Points	23.3%
Total	300 Points	100%

COURSE REQUIREMENTS

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

- **Regular attendance and active participation** (20 points). Regular attendance is mandatory since much of the course is based on group discussion and in-class activities that cannot easily be made up.

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- **Self-Care Toolkit** (20 points). Your mental health is important, and it is important to have a plan for how you will take care of your academic and personal demands. This assignment will require you to assess your spring academic course load, extracurricular activities, emotional capacity, and overall wellness. You will then make a plan of action for balancing the semester that includes at least three self-care activities or strategies. This assignment should be about 1-2 pages. You will describe your socialization around self-care, three self-care activities or strategies for the semester, how your self-care activities or strategies are connected to your identities, and how you plan to remain accountable to your plan. **Due 8-31-2022 at 4:00 pm.**
- **Creative Class Discussion** (20 points). 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** (70 points 6 to 8 pages) 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 advance of the due date. See the course schedule and assignment description for more information. Points will be deducted for not turning in paper topics/outlines in advance. **Due 12-7-2022 at 4:00 pm.**
- **Black Wellness Presentation:** Students will review the literature and create a presentation that provides recommendations or suggested interventions for the psychological wellness of the Black community. Poster format can include any multimedia format or students can opt to create a physical poster. Posters will be presented on the last day of class (45 points). **Pick a presentation date.**
- **Discussions and reflections** (5 points each total of 60 points). You will be asked to submit discussions about course content and reflections about personal reactions to the course. These assignments are meant to encourage self-reflection, and application of knowledge.
 - For discussion post you can reflect on the three things you learned from the material, two ways to apply what you learned, and one thing want to learn more about.

- Reflection post will be a one-page personal reflection on your reaction to the course experience. You may note feelings, emotions, thoughts, or any other relevant descriptors of your experience.
- **Sociocultural autobiography** (45 points 4 to 5 pages). You will be asked to write an autobiographical account of the critical incidents in your sociopsychological development concerning your understanding of race, gender, class, and sexuality. This assignment is designed to stimulate self-reflection on one’s life experience and to promote a personal understanding of the interrelationships among social identities. **Due 10-12-2022 at 4:00 pm.**
- Assignments must be submitted via CANVAS at the beginning of class on the day that they are due.

Rubrics for each assignment will be uploaded to Canvas.

BLACK PSYCHOLOGY SCHEDULE, Fall 2022

Date	Topic	Reading/Activities	Due Date
8.24.22-Week 1	Course Introduction	N/A	N/A
8.31.22-Week 2	Historical Overview: Race and Psychology Eugenics Film: Race – The Power of an Illusion, Episode 3 “The House We Live In”	Reader, Section 1	Self-care tool kit Reflection 1
9.7.22-Week 3	Race Relations	Ch 1,2,3	Discussion 1
9.14.22-Week 4	Racial Identity and Blackness in Media	Reader, Section 2	Reflection 2
9.21.22-Week 5	Racial Socialization and Cultural Mistrust	Reader, Section 3 Ch 5	Discussion 2
9.28.22-Week 6	Theory Practice	Ch 15, 16	Reflection 3 Paper Topic due
10.5.22-Week 7	Theory Practice	Ch 17, 18 Reader, Section 4	Discussion 3
10.12.22-Week 8	Guest Speakers ABPsi Gator Chapter	ABPsi Guidelines	Sociocultural autobiography

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			Reflection 4
10.19.22-Week 9	Religion and Spirituality and Black Relationships	Reader, Section 5	Discussion 4
10.26.22-Week 10	Gender/Sexual Orientation	bell hooks “Understanding Patriarchy” When We Fight, We Win! Black Trans Intersectional Liberation Movements Reader, Section 6	Reflection 5
11.2.22-Week 11	Intersectionality	Reader, Section 7	Discussion 5 Paper Outline due
11.9.22-Week 12	Interventions	Ch 9,11	Reflection 6
11.16.22-Week 13	Interventions	Ch 13, 14	Discussion 6
11.23.22 Holliday	Holliday	Holliday	N/A
11.30.22- Week 15	Presentations	Presentations	Black Wellness Presentation
12.7.22-Week 16	Presentations	Presentations	Integrative Black Psychology Paper Black Wellness Presentation

BLACK PSYCHOLOGY FALL 2022 READING LIST

Supplemental reading list can change*

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

Neville, H. A., & Cross Jr, W. E. (2017). Racial awakening: Epiphanies and encounters in Black racial identity. *Cultural Diversity and Ethnic Minority Psychology*, 23(1), 102.

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.

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SECTION 3

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 4

Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology*.

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*(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), 291309. 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

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 Hunt, M. (2016). "Ain't I a Woman?" Perceived Gendered Racial Microaggressions Experienced by Black Women. *The Counseling Psychologist, 44*(5), 758780.

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 7

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Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241. <https://doi.org/10.2307/1229039>

Combahee River Collective. (1977). A black feminist statement. *The Second Wave: A Reader in Feminist Theory*.