I. Course Purpose and Objectives

Psychology is the study of human motivation, how human beings perceive themselves and others, how human beings behave, and how human beings change. This class will focus on psychological issues in the context of the African American community. Since the African American culture is not monolithic the course will cover diverse perspectives on how psychology relates to the Black Experience. Psychological issues such as African world views, social constructivism, Afro-centric and Africentric psychology, Stages of Black Identity Development, the impact of racism on Black psychology, research, and African Americans in the psychology profession will be examined.

This course will enable students to:
A) gain an understanding of the historical, cultural, social, and spiritual particularities of the African American experience in psychology;
B) gain an understanding of the various psychological perspectives in the African American community.
C) gain an understanding of various expressions within the African American community like sports, music, arts, religion, politics, spirituality, etc. and how they shape Black psychology.
D) gain an understanding of African traditional concepts (like community, spirituality, oral history, kinship, etc.) and traditional "Western" personality theories (like Freudian, Jungian, Rogerian, etc.) and their relationship to Black psychology.

II. Course Assignments

There will be five (5) course assignments worth a total of five hundred (500) points. Additional assignments may be given or the syllabus may be modified as necessary during this course.

These assignments are:
1. An in class midterm examination- 20% of the grade- 100 points (comprehensive covering the class material through midterm week)- 100 points
2. An in class final examination- 20% of the grade- 100 points (comprehensive from the start to the finish of class)-100 points
3. A research paper (6-8 pages) on a topic related to an issue, a video, or readings or related to a class topic, course discussion, or the major of the student. (for example- A paper can be written on psychological topic like the Stages of Identity Development or an African American leader like Marcus Garvey or Sojourner Truth as an example of a psychological principle) -20% of the grade-100 points
4. A reaction paper (6-8 pages) critiquing a film related to issues of Black identity, Black Psychology, and African American culture. (a list of films and the format for the critique will be provided by the instructor). - 20% of the grade - 100 points

5. An in class quiz on material discussed in class readings, lectures, or dialogues. - 20% of the grade - 100 points

(Alternative creative projects in partial substitution for the above assignment may be submitted with consultation and prior approval of the instructor.)

The research paper should be 6-8 pp. in length, (narrative portion), typed; It must have separate endnotes and bibliography pages, with a minimum bibliography of at least five (5) items (i.e., item = book, journal article, chapter in an anthology, article in a newspaper of record, etc.) The MLA Handbook for Writers of Research Papers, 6th ed. (2003; pp. 298 - 313; Appendix B, pp 269-285) gives the format to be used in preparing the endnotes page, bibliography page, and the remainder of the paper.

The paper is due in class on the last day. Papers must have title page and be bound or stapled. Late papers will be automatically lowered one (1) grade step. Papers not submitted in class on the due date are considered late. This policy applies to papers submitted with, or without excuse. Research paper extensions (i.e., papers late with excuse) are granted only upon office consultation with the instructor.

III. Grading Policy

The grading scale applied to work done for this course will be as follows:

A = 90 - 100          B = 80-89          C = 70-79          D = 60-69          F = 59 and below

Incompletes will be granted in strict accordance with university regulations and only with prior instructor consultation. Work submitted late, without reasonable cause, will be penalized one letter step (e.g., from A to A-).

Class attendance and participation are important and will affect the student's course grade. Unexcused absences in excess of two (2) will negatively affect the instructor's final evaluation of the student's performance.

In general, two (2) basic criteria will guide the evaluation of student course work: a) thoroughness of source use (i.e., source = monograph, book, textbook, journal article, reputable online source, etc.); and b) ability to summarize, combine, analyze and critique interpretations (i.e., points-of-view, controversies, theories, debates, etc.).

The instructor reserves the right to modify the syllabus and course content as needed to meet the educational needs of the students and the educational requirements and standards of UNC Greeley.
## Schedule

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<th>Week</th>
<th>Reading (On Reserve in the Library)</th>
<th>Course Division</th>
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<tr>
<td>1-3</td>
<td>Lectures by instructor</td>
<td>I. Introduction to the class: What are Psychology and Black Psychology?</td>
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<tr>
<td>4-6</td>
<td>Reginald Jones: Section I and II</td>
<td>II. Overview and Perspectives</td>
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<tr>
<td>7-9 (mid-term)</td>
<td>Reginald Jones: Section III</td>
<td>III. Deconstruction and Identity Issues</td>
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<td>10-11</td>
<td>Reginald Jones: Section IV</td>
<td>IV. Reconstruction and Identity Issues</td>
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<td>12-13</td>
<td>Reginald Jones: Section V, pp. 409-590.</td>
<td>V. Applications of Black Perspectives</td>
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<td>14-15</td>
<td>Reginald Jones: Section V, pp. 591-764</td>
<td>VI. Racism and Research</td>
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<td>15 (Final Exam)</td>
<td></td>
<td>VII. Summary and Conclusion</td>
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The final for this class is scheduled for: ______________________________________

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**Required Textbook:** Reginald Jones, ed. Third Edition (1991), Berkeley, CA Cobbs and Henry

**Recommended Books for Course Topics**
  New York: Guilford.

**Useful Journals and Resources for Paper Writing**
- The Journal of Black Studies
- The Journal of Black Psychology
- The Black Scholar
- The Western Journal of Black Studies
- Phylon
- American Behavioral Scientist
- The Journal of Non-White Concerns in Personnel and Guidance
- The Journal of Afro-American Issues
- The Journal of Educational Psychology
- American Journal of Orthopsychiatry
- Sage Race Relations Abstracts
- The Journal of Negro Education
- The Journal of Negro History
- Freedom Ways
American Journal of Sociology
The Journal of American History
American Historical Review
The Journal of Applied Behavioral Analysis
The Insurgent Sociologist
Science & Society
Black Issues in Higher Education
American Psychology
Journal of Personality and Social Psychology

RESOURCES
World's Great Men of Color (volumes one and two): J.A. Rogers
Souls of Black Folk: W.E.B. Du Bois
100 Amazing Facts About the Negro: J.A. Rogers (1957)
African Religions and Philosophy: John S. Mbiti (1972)
Embracing the Spirit: Womanist Perspectives: Kelly Brown Douglas
Katie's Canon: Katie Cannon
Ida B. Wells: Patricia A. Schechter (2001)
Mary McLeod Bethune: Audrey Thomas (1999)
Sisters of the Yam: Bell Hooks (2005)

DISABILITY STATEMENT:
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at (970) 351-2289 as soon as possible to ensure that accommodations are implemented in a timely fashion.