



GENERAL STUDIES COURSE PROPOSAL COVER FORM  
(ONE COURSE PER FORM)

Polytechnic, Tempe, and West campuses

1.) DATE: 3/12/09	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: PSY Number: 157 Title: African/Black Psychology Credits: 3	
CROSS LISTED WITH: Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
Prefix:      Number:      ; Prefix:      Number:      ; Prefix:      Number:      ;	
4.) COMMUNITY COLLEGE INITIATOR: LADONNA LEWIS PHONE: 623-845-3645 FAX: 623-845-3689	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).  POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Awareness Areas: Cultural Diversity in the United States (C)	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in Item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC      prefix <input type="checkbox"/> Elective  Effective date: 2009 Fall Course Equivalency Guide  Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no  Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director: Susan Karpinski, Psychology IC Chair      Chair/Director Signature: <i>Susan Karpinski</i>	

AGSC Action:      Date action taken:      ☐ Approved      ☐ Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU-[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Course Competencies, Syllabus Assignments, Course description (See Detailed Attachment)
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Course Competencies, Syllabus, Course description, Table of Contents of Book(See Detailed Attachment)
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Course Competencies, Syllabus, Course description, Table of Contents of Book(See Detailed Attachment)

Course Prefix	Number	Title	Designation
PSY	157	Black Psychology	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
Criteria 1	<p>Read "The origins and Maintenance of Slavery"</p> <p>Read "Chapter 1 of text"</p> <p>Reflection assignment: Is there a lasting legacy of Slavery</p> <ul style="list-style-type: none"> <li>• Comparison and contrasting of Africentric Psychology with mainstream psychology</li> <li>• Comparison of African American Gays and Lesbians to White Gays and Lesbians</li> <li>• Analysis of the American Educational System as it pertains to racial groups</li> <li>• Analysis and investigation of the use of Race as a factor in college admissions (evaluated from multiple perspectives)</li> </ul>	Syllabus Page 3
Criteria 2a.	<p>Reflection- How is African American psychology different from mainstream psychology?</p> <p>Reflection- How has the structure of AA families been affected by slavery (if at all)?</p> <p>Reflection- Black Gays and Lesbians</p>	Syllabus page 3-4 (see also detailed description)

## ASU—[C] Criteria

## Clarification of Specific Documentation regarding Criteria

*Criteria 1: The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.*

The official course description states the following:

Historical overview of the development of Black Psychology and the African-American "frame of reference." Includes topics such as family, psychological assessment, mental health, male/female relationships, personality and community development as well as educational, ethical and **contemporary issues**. Critical examination of psycho-cultural forces which have helped to shape and determine the unique thought, styles, behavior of African-Americans and to gain a greater appreciation of the theories, research, writings, and activities of Black Psychologists.

The syllabus includes weekly reflection papers, some examples of the reflections papers include the following:

- Comparison and contrasting of Africentric Psychology with mainstream psychology
- Comparison of African American Gays and Lesbians to White Gays and Lesbians
- Analysis of the American Educational System as it pertains to racial groups
- Analysis and investigation of the use of Race as a factor in college admissions (evaluated from multiple perspectives)

In addition, the class uses a weekly discussion board to prompt discussion. These discussion board topics are typically based on both the readings from the text and current events that pertain. Examples of contemporary discussions from the Fall 2008 semester include:

- Impact of the presidential candidates on views of race and racism/sexism
- Discussion of de-facto segregation, and possible explanations of racial segregation in neighborhoods
- The Supreme Court ruling involving Crack and Power Cocaine sentencing guidelines (perceived racial overtones involved, analysis of the issue with sensitivity to all sides of the discussion).

The textbook for this class (African American Psychology: From Africa to America) includes the following (taken from the table of contents):

- African American Psychologists and Africentric Psychology (current)
- Africentric Research with African Americans
- Studies on Differences Between African Americans and European Americans

Most chapters in the text include some discussion of African Americans and how they compare with other ethnic/racial groups in the U.S. In addition the focus on African Americans gives students exposure to an ethnic/cultural group perspective that is different from the perspective covered in most psychology classes, thus the class does contribute to an understanding of cultural diversity in contemporary U.S. society.

*Criteria 2a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender, racial, ethnic and /or linguistic minority groups within the United States.*

The focus of this course is an in-depth study of African Americans in general with particular attention to psychology. Simply put, the course covers all of the areas referenced in criteria 2a. with a focus on how these different aspects of human experience impact psychological science in general and the mental health of African Americans specifically. It is difficult to elucidate this point with examples without referencing the entire table of contents of the text, the syllabus, the course competencies and the course outline. A few examples include the following:

From the Course Description:

Historical overview of the development of Black Psychology and the African-American "frame of reference." Includes topics such as family, psychological assessment, mental health, male/female relationships, personality and community development as well as educational, ethical and contemporary issues. Critical examination of psycho-cultural forces which have helped to shape and determine the unique thought, styles, behavior of African-Americans and to gain a greater appreciation of the theories, research, writings, and activities of Black Psychologists.

From the Course Competencies:

1. Describe the historical roots of African/Black Psychology. (I)
2. Provide critical evaluation of several constructs that have played important roles in mainstream explanations of the behavior of African-Americans (deconstruction), and provide a psychological portrait of African-Americans based on present knowledge and conceptualizations by African-American scholars (reconstruction). (II)
3. Describe the basic theories of personality development from an Afrocentric perspective. (III)
4. Describe the issues in the area of intelligence and intelligence testing related to African/Black People. (IV)

6. Describe research methods and ethics of African/Black Psychology. (IX)
7. Discuss mental health models related to African-Americans. (VII)
8. Discuss counseling and psychotherapeutic methods working with African-Americans. (VII)
10. Discuss the impact of racism on African-American people. (VIII)
11. Discuss current topics of African/Black Psychology. (X)
12. Discuss practical applications of African/Black Psychology. (XI)

From the Syllabus:

In addition to the text (see table of contents), students will read portions of the following books:

- Guthrie, R.V. (1998). *Even the rat was white*. Needham Heights, MA: Allyn & Bacon.  
 Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown Publishers.  
 West, C. (1993). *Race matters*. Boston: Beacon Press.

***Criteria 2c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States.***

The course focus on the experience of African Americans and how they have been impacted by the social (ex. racism, discrimination), economic (ex. Legacy of slavery, discrimination in employment), political (ex. politics and laws that support discrimination), psychological (ex. stereotypes, prejudice) dimensions of relations with other ethnic groups. Below are some concrete examples:

From the Syllabus:

In addition to the text (see table of contents), students will read portions of the following books:

- Guthrie, R.V. (1998). *Even the rat was white*. Needham Heights, MA: Allyn & Bacon.  
 Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York, NY: Crown Publishers.  
 West, C. (1993). *Race matters*. Boston: Beacon Press.

Mini-Lab assignments have included the following:

- Discuss the Psychological Impact of Racism (see attached)  
 Is Black English a language or a dialect? (see attached)

Interview people about Race and Racism. (see attached)

What is intelligence and how do we measure it? (see attached)

Observe non-verbal communication (see attached)

# ***Black Psychology***

Fall 2008

Class number 34121

**Instructor:** Dr. Ladonna Lewis

**Office #:**04-125      **Phone#:** 623-845-3645

**e-mail:** ladonna.lewis@gmail.maricopa.edu

**Office Hours:** MWF 12:00pm- 1:00pm; TTR 4-5pm or by appointment

**Required Text:** Belgrave, F. Z. & Allison, K. W. (2006). African American psychology: From Africa to America.

**Required Equipment:** Computer with a high speed internet connection and a media player and Adobe Reader.

## **Course Description:**

This class will include an historical overview of the development of Black Psychology and the African-American "frame of reference." Includes topics such as family, psychological assessment, mental health, male/female relationships, personality and community development as well as educational, ethical and contemporary issues. Critical examination of psycho-cultural forces which have helped to shape and determine the unique thought, styles, behavior of African-Americans and to gain a greater appreciation of the theories, research, writings, and activities of Black Psychologists. Prerequisites: None.

## **Course Policies:**

**Exams-** There will be 2 *on campus* regular essay format exams in the class.

**Mini-Lab projects:** There will be Three mini-lab projects.

**Weekly discussion board-** You will be required to post two items each week to the discussion board. A discussion topic will be posted by the instructor on Sunday night for the upcoming week and each student will be required to post two items to the discussion board by midnight the following Saturday.

**Weekly Reflection Paper-** Each week, the instructor will post a topic for the weekly reflection paper. This assignment is due by the following Saturday at Midnight.

**Attendance-** If you wish to be withdrawn from the class, you must notify the instructor and fill out the appropriate form. Failure to do so will result in receiving the grade you earn in the class (only students who do not participate during the first week of class (no-shows) are an exception to this rule).

## **Exam Make-Up policy**

Because you will have a 2 week window during which to take the exams, make-ups will not be allowed. It is recommended that you take the exam as early in the two week period as you can so that if something comes up and you are unable to take the exam when you plan to do so, you still have time to take it before the 2 week time period is over.

## **Plagiarism & Cheating**

Plagiarism is the **deliberate or unintentional** use of someone else's work **without giving them credit**. It is a violation of the student code and the moral ethics that guide science. If you are caught passing off someone else's work as your own, action will be taken as per the student code. This also applies to anyone caught cheating on an exam. Please refer to the student handbook for an explanation of what things are considered plagiarism and the college policies that apply.

## **Other Needs:**



I want this class to be enjoyable for everyone, so if you have a disability or special problem that impacts your learning, please let me know **and** contact the disability and resources office in TDS-100, or by phone (623) 845-3080.

**Grading Breakdown:**

Each regular **exam** will be worth 100 pts. (2@100 = 200 points)

Each mini-lab assignment will be worth 50 points. (3@50=150 points)

Each weekly discussion board posting will be worth 5 points, for a total of 10 points per week. (15 weeks, 150 points)

Each weekly reflection paper will be worth 10 points. (13 weeks, 130 points)

Total Points Possible= 630

A=90% and up                      D= 60% - 69%

B= 80% - 89%                      F= Below 60%

C= 70% - 79%

Weekly Schedule	Topic	Assignment
Aug. 25th - Aug. 30th	Login to Blackboard	Why did you take this class? (no points this week)
Sept. 1 <sup>st</sup> - Sept. 6 <sup>th</sup>	Chpt. 1, & AA History	Reflection-Is there a lasting legacy of Slavery?
Sept. 8 <sup>th</sup> -Sept.13 <sup>th</sup>	Chpt. 2 Africentric Psychology (Even the Rat was White)	Reflection- how is Africentric psychology different from mainstream psychology?
Sept. 15 <sup>th</sup> -Sept. 20 <sup>th</sup>	Chpt. 4 Educational systems	Reflection- should race be a factor in college admissions?
Sept.22 <sup>nd</sup> -Sept. 27 <sup>th</sup>	Kozol (Savage Inequalities)	Reflection- Is American public education equal for everyone?
Sept. 29 <sup>th</sup> -Oct. 4 <sup>th</sup>	Chpt. 3 Kinship and Family	Reflection-How has the structure of AA families been affected by Slavery (if at all)?
Oct. 6 <sup>th</sup> - Oct. 11 <sup>th</sup>	Chpt. 5 Neighborhoods and Communities	No Reflection this week.
Oct. 13 <sup>th</sup> -Oct. 18 <sup>th</sup>	Chpt. 7 Cognition, Learning, and Language	Reflection- Is Black English a language or a dialect?
Oct. 20 <sup>th</sup> -Oct. 25 <sup>th</sup>	Chpt. 6 Interpersonal and Close Relationships	Reflection- Do Black gays and lesbians have challenges that White gays and lesbians don't?
Oct. 27th-Oct. 31 <sup>st</sup>	Chpt. 8 Religion and Spirituality	Reflection- Could the civil rights movement succeed without the Black church?
Nov. 3 <sup>rd</sup> - Nov. 8 <sup>th</sup>	Chpt. 9 Racial Identity	Reflection- What do you think of the Nigrescence Model?

Nov. 10 <sup>th</sup> -Nov. 15 <sup>th</sup>	Cornel West Reading	Reflection: Respond to the Cornel West reading.
Nov. 17 <sup>th</sup> -Nov. 22 <sup>nd</sup>	Chpt. 10 Lifespan Development	Reflection- Could racism be involved in the shorter life expectancy of AA
Nov. 14 <sup>th</sup> -Nov. 29 <sup>th</sup>	Chpt. 12 Mental Health	No Reflection this week
Dec. 1 <sup>st</sup> – Dec. 6 <sup>th</sup>	Chpt. 13 Drug Use	Reflection- Discuss your ideas for drug prevention in the AA community
Dec. 8 <sup>th</sup> -Dec. 13 <sup>th</sup>	Chpt. 14 Aggression, Violence, and Crime	Reflection- Why do you think AA tend to dislike the police?

We should stick to this schedule, however, please check your weekly assignments to make sure, there could be changes. As current events dictate we may change some of these topics.

### Example Reflection Assignments

Sept. 1st - Sept. 6th assignment

For this week, your assignment is to write a reflection paper (which is a one page paper about your thoughts on the topic) about whether or not you think there is a lasting legacy of slavery that is reflected in our current U.S. culture. Do you think that slavery still has an effect on African Americans? Do you think that it still has an effect on other groups in our society? Your reflection paper should be typed using a software program (for example, Microsoft Word) and then placed in the Digital Dropbox for assignments. The Digital Drop Box can be found by clicking on the Grades and Tools button. Select me, your instructor as the person to whom to send the file. Please let me know if you have questions about this assignment. We will also be discussing this topic on the discussion board, and I will be giving you some web links for African American history information also.

Your assignment is due by 11:59pm on Saturday, Sept. 6th.



Sept. 8th - Sept. 13th reflection

Write about 1 page (double spaced) about how Africentric Psychology is different from Western Psychology. You can use what you read in the text and/or if you have taken PSY101 you can talk about what you know about the field of psychology.

When you are done, deposit the assignment in the Digital Drop box. Your assignment is due by 11:59pm on Sept. 13th.



Sept. 15th - Sept. 20th reflection assignment

Should Race Be a Factor In College Admissions?

I would like you to write a reflection paper about your thoughts on race being a factor that colleges and universities can use in order to make admission decisions. You can read some information on this topic at the following websites:

<http://vpcomm.umich.edu/admissions/research/expert/steele.html>

<http://vpcomm.umich.edu/admissions/research/expert/theor.html>

<http://aad.english.ucsb.edu/docs/01-07-05Amar.htm>

<http://www.tcf.org/Publications/Education/AffirmativeAction.pdf#search=%22race%20based%20college%20admissions%22>

Once you finish your assignment, put it in the digital dropbox. Your assignment is due by 11:59pm on Saturday, Sept. 20th.

Thanks!



Sept. 23rd. - Sept. 27th Reflection

This week, I want you to learn about and think about the public education system in the U.S. Is our public education system equal for all students? Will no children be left behind? In order to stimulate some thought on this topic, I want you to read a chapter from a book. The book is called *Savage Inequalities*, by Jonathan Kozol. Below is a link to the chapter of the book I want you to read.

Kozol chapter

[http://www.thirdworldtraveler.com/Third\\_World\\_US/SI\\_Kozol\\_StLouis.html](http://www.thirdworldtraveler.com/Third_World_US/SI_Kozol_StLouis.html)

After reading this chapter, I want you to write a reflection paper on public education. Do you feel there are any problems with how public education is funded that might contribute to inequalities? How can we change things to eliminate the problems?

Your reflection paper should be approx. one page typed double spaced. Please deposit it in the Digital Dropbox when you are finished.

**It is due by 11:59pm on Saturday, Sept. 27th.**



Sept. 29th - Oct. 4th Family

Sept. 29th - Oct. 4th Family

This week, your assignment is to read chapter 3 of your book, and then to write a one page reflection paper on how the structure of the African American family has been affected by slavery (if you think it has). If you don't think it has, write about what you think has affected the structure of the African American family.

Your paper is due by 11:59pm on Saturday, Oct. 4th. Just put it in the digital dropbox.

Thanks!



Oct. 6th - Oct. 11th Time for a Break!

OK,

Normally we do a reflection paper every week. How about a week off from writing a reflection paper? What do you think? Since your first mini-lab assignment is due this week, you can have the week off from writing reflection papers!!!

This week, your assignment is to read chapter 5 and post twice to the discussion board, but you do not have to write a reflection paper! We will pick back up with reflection papers next week.



Oct. 13th - Oct. 18th Black English

This week's reading includes information about Language. What I want you to write about for this week's reflection is whether or not you think Black English (sometimes called Ebonics) is a language or a dialect. What do you think the issues are if we consider Black English to be a language? What are the issues if it is a dialect?

Please type, double spaced. Your reflection should be approx. 1 page. When you finish it, put it in the digital dropbox.

Thanks! It is due by 11:59pm on Saturday October 18th.



Oct. 20th - Oct. 25th Lesbian and Gay relationships

Gay and Lesbian Relationships

This week, I want you to consider Gay and Lesbian African Americans. In your reflection paper, I want you to write about the unique challenges that African American Gays and Lesbians face that are different from their counterparts of other races. Are there any unique challenges? If so what are they?

Your paper should be typed, double spaced, about one page. Due by 11:59pm on Saturday, Oct. 25th.



Deposit it in the digital dropbox.

Oct. 27th - Nov. 1st Religion and Spirituality

This week's reading is about religion and spirituality in the African American community. Your assignment this week is to write a one page reflection paper about the role of the African American church in the civil rights movement of the 1960's. Talk about the role that you feel the African American church played in that movement (including the fact that many of the people who were prominent in the movement were ministers). Does the African American church still play a significant role in the African American community?

Your assignment should be typed, double spaced, and approx. one page in length. Deposit it in the digital dropbox. If you have had problems with the dropbox, feel free to e-mail the assignment to me.

Your assignment is due by 11:59pm on Nov 1st.



Nov. 3rd - Nov. 8th Racial Identity

This weeks reflection paper is about the Nigrescence model presented in the book chafer on Racial Identity. There are many developmental models of identity development. Talk about your feelings concerning the Nigrescence model. Do you think it is right? What do you think are the strong points and the weak points?

Your paper should be about 1 page long, typed double spaced. Put it in the digital dropbox for assignments. If you get an error message from the dropbox please send the assignment to me via e-mail instead. It is due by 11:59pm on Saturday November 8th.



Nov. 10th - Nov. 15th Cornell West Reading

This week, your reflection assignment is to read a chapter from the book Race Matters by Cornell West. Dr. West is one of the most interesting black intellectuals of our time. His chapter should be thought provoking. After reading the chapter, I want you to write a one page refleciton paper about your reaction to his chapter. What did you learn from reading it? Do you agree with Dr. West's analysis of black leadership in America? The web link below will take you to a web page that has the chapter. Your reflection is due by Saturday, Nov. 15th at 11:59pm.

<http://www.terry.uga.edu/~dawndba/4500CornellWest.html>



Developmental Psychology Nov. 22nd

This week you are reading a chapter in your book on Developmental psychology and African Americans. Your reflection assignment this week is to talk about the life expectancy of African Americans and what you think the main factors are that contribute to shorter life expectancy for African Americans than for White Americans.

Your paper is due by 11:59pm on Nov. 22nd  
Put it in the Digital Dropbox.



Nov. 24th - 29th No assignments at all

This week I think with the holiday, you could use the week off! No assignment and no discussion board.

Enjoy your Thanksgiving!



Dec. 1st - Dec. 6th Drug Use

For this week's reflection assignment, I would like you to read the chapter in your book on Drug Use and Abuse (Chapter 13), and write a reflection paper in which you discuss your ideas for how to reduce drug use among African Americans.

Drop in in the digital dropbox for assignments or send it to me as an e-mail attachment by 11:59pm on Dec.6th.

Thanks!

*African American*  
PSYCHOLOGY

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