

**University of Florida**  
**Department of Psychology**  
**PCO 4930/ AFA 3930 BLACK PSYCHOLOGY**  
**3 CREDITS Spring 2021**

**INSTRUCTOR:** Pearis Bellamy, M.S.  
**OFFICE:** [My Zoom Room](#)  
**EMAIL:** [pearisbellamy@ufl.edu](mailto:pearisbellamy@ufl.edu)  
**OFFICE HOURS:** Tuesdays from 3:30-5:30 pm

**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

**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. 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 Mondays from 5:10 pm-8:10 pm in Turlington 007 (in-person students) and on Zoom (online students).**

**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 Black people's 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 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.

### **Zoom and Recorded Lectures**

Lecture PowerPoints will be uploaded to Canvas prior to class and lectures will be recorded and uploaded to Canvas. Here is the University of Florida Zoom policy for the recorded lectures: *Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.*

Group discussions and presentations will not be recorded. Here is the University of Florida Zoom policy for non-recorded:

*The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily*

*on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well.*

### **In-Person Instruction**

Students who will be attending classes in-person are expected to adhere to the following guidelines:

- You are required to wear approved 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.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow my guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- 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.
- Students are encouraged to bring a Zoom compatible device as there may be group work that necessitates collaborating with students taking the course online.

### **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.bluer.com/ufl/](http://ufl.bluer.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](mailto: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).

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

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

<b>Grading Criteria/Assignment</b>	<b>Points</b>	<b>Percentage</b>
Class attendance/participation	50 Points	10%
Spring Semester Self-Care Toolkit	25 points	5%
Creative Class Discussion	75 Points	15%
Integrative Paper and Presentation	100 Points	20%
Midterm Exam	125 Points	25%
Final Exam	125 Points	25%
Total	500 Points	100%

## COURSE REQUIREMENTS

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

- Regular attendance and active participation (50 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.
- Spring Semester Self-Care Toolkit (25 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 January 25, 2021 at 5:10 pm.**

- Creative Class Discussion (75 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 and Presentation (100 points- 80points paper and 20 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 advance of the due date. See the course schedule and assignment description for more information (80 points). Points will be deducted for not turning in paper topics/outlines in advance. **Due April 19, 2021 at 5:10 pm.**

Students will then develop a poster/multimedia presentation based on their paper. Posters will be presented on the last day of class (20 points). **Due April 19, 2021 at 5:10 pm.**

- Midterm and Final Exams (125 points each). 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. **Due March 15, 2021 at 11:59 pm (Midterm Exam) and April 26, 2021 at 11:59 pm (Final Exam).**

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.

**Rubrics for each assignment will be uploaded to Canvas.**

**BLACK PSYCHOLOGY SCHEDULE, Spring 2021**

<b>Date</b>	<b>Topic/Activity</b>	<b>Readings</b>	<b>Assignment</b>
1/11	Course Introduction Introduction to Black Psychology	<i>Handbook</i> Chapters 1 and 3	
1/25	Black Psychology Researchers Africentric Psychology	<i>Handbook</i> , Chapters 2 and 5	<b>SELF-CARE TOOLKIT DUE</b>
2/1	Historical Overview: Race, Psychology, & Eugenics Film: <i>Race the Power of an Illusion, Part II</i>	Reader, Section 1	
2/8	Racism, Resistance and Resilience	<i>Handbook</i> Chapter 12, Reader, Section 2,	<b>Discussion Group 1</b>
2/15	Racism, Resistance and Resilience Cont. Black American Experiences: Hip-Hop	Reader Section 3, <i>Handbook</i> Chapter 10	<b>Discussion Group 2</b>
2/22	Racial Identity and Clark and Clark Studies Black American Experiences: Media	<i>Handbook</i> , Chapters 11, 20 and 21	
3/1	Racial Socialization and Cultural Mistrust	<i>Handbook</i> , Chapter 19 Reader, Section 4	<b>PAPER TOPIC DUE</b> <b>Discussion Group 3</b>
3/8	Educational Issues	<i>Handbook</i> Chapters 14, 16, and 18	<b>MIDTERM OPENS</b>
3/15	Religion and Spirituality and Black Relationships	<i>Handbook</i> , Chapters 7 8 and 9, Reader, Section 5	<b>MIDTERM CLOSSES</b> <b>Discussion Group 4</b>
3/22	Gender/Colorism <b>Film: Anita Hill Documentary</b>	Reader Section 6 <i>Handbook</i> , Chapter 32 pg. 445 to 452	<b>PAPER OUTLINE DUE</b> <b>Discussion Groups 5 and 6</b>
3/29	Sexual Orientation and Intersectionality <b>Film: Paris is Burning</b>	<i>Handbook</i> , Chapter 23 Reader, Section 7	<b>Discussion Group 7</b>
4/5	Psychosocial Adaptation and Mental Health: Anxiety, Depression, Suicide, and Substance Use	<i>Handbook</i> , Chapters 26, 27, 29, 34 Reader, Section 8	<b>Discussion Group 8</b>

4/12	Help Seeking Attitudes and Therapy with Black Americans  Black Liberation Psychology Connecting it All	Reader, Section 9  <i>Handbook</i> , Chapter 32 pg 452 to end of chapter  <i>Handbook</i> , Chapter 35  Reader, Section 10	<b>Discussion Group 9</b>
4/19	<b>IN CLASS- POSTER SYMPOSIUM</b>		<b>INTEGRATIVE PAPER AND POSTER DUE FINAL EXAM OPENS</b>
4/26			<b>FINAL EXAM CLOSES</b>

### BLACK PSYCHOLOGY SPRING 2021 READING LIST

#### SECTION 1

Guthrie, R. (1998). *Even the rat was white* (2<sup>nd</sup> 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.

French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. *The Counseling Psychologist*, 48(1), 14-46.

#### 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

#### SECTION 10

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*.

**\*\*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.**