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SENATE COUNCIL

## 1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 8/13/2015

1b. Department/Division: Educational, School and Counseling Psych

1c. Contact Person

Name: Kenneth Tyler

Email: Kenneth.Tyler@uky.edu

Phone: 257-7873

Responsible Faculty ID (if different from Contact)

Name: Kenneth Tyler 00052708

Email: Kenneth.Tyler@uky.edu

Phone: 257-7873

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDP 545

2c. Full Title: Psychology of the Black Experience

2d. Transcript Title:

2e. Cross-listing: AAS 545

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** EDP 545, Psychology of the Black Experience, is an elective course in the Department of Educational, School, and Counseling Psychology and is cross-listed with the Africana Studies program and Psychology department. It is designed to offer enrolled undergraduate and graduate students opportunities to survey, explore, and critique classic and contemporary theories and research articulating the psychologies that inform both social and academic experiences and observed behaviors of Black people. While there are multiple objectives for this upper-level undergraduate and graduate-level seminar course, one central objective for the course is to expose all students to literature and research pertaining to the Black experience in the United States in an effort to develop and refine ideas and mindsets that will foster and reflect innovate ways of thinking about how to enhance the life experiences of Black persons. That is, in the course, the primary objective is to have the course material and critical discourse influence your thinking about and actions towards or on behalf of Black persons.

2k. **Prerequisites, if any:** Psychology 100 or African American Studies 200 or consent of the instructor.

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 40

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Given that UK currently does not have a Black Psychology course, it is anticipated that EDP 545 will attract several students interested in psychological research pertaining to the historical and contemporary experiences of persons of color, most notably, African Americans. Even among those students not pursuing Psychology or African American Studies degrees, it is likely that the topic will be of significant interests to these individuals. A major goal in the course offering is to attract students interested in research with persons of color, chiefly African Americans, into the discipline of psychology and thereby, increase the number of potential graduate degree seeking students.

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RJREES2|Robert J Reese|EDP 545 NEW Dept Review|20150112

SIGNATURE|MYRT|Martha L Geoghegan|EDP 545 NEW College Review|20150226

SIGNATURE|JMETT2|Joanie Ett-Mims|EDP 545 NEW Undergrad Council Review|20150930

SIGNATURE|ZNNIKO0|Roshan Nikou|EDP 545 NEW Graduate Council Review|20151210

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/ffc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	5465	EDP545-psychologyoftheblackexperience.docx

1

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity  Composition & Communications - II

Inquiry - Humanities  Quantitative Foundations

Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning

Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity

Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

EDP 545, Psychology of the Black Experience, is an elective course in the Department of Educational, School, and Counseling Psychology and is cross-listed with the Africana Studies program and Psychology department. It is designed to offer enrolled undergraduate and graduate students opportunities to survey, explore, and critique classic and contemporary theories and research articulating the psychologies that inform both social and academic experiences and observed behaviors of Black people. While there are multiple objectives for this upper-level undergraduate and graduate-level seminar course, one central objective for the course is to expose all students to literature and research pertaining to the Black experience in the United States in an effort to develop and refine ideas and mindsets that will foster and reflect innovate ways of thinking about how to enhance the life experiences of Black persons. That is, in the course, the primary objective is to have the course material and critical discourse influence your thinking about and actions towards or on behalf of Black persons.

## k. Prerequisites, if any:

Psychology 100 or African American Studies 200 or consent of the instructor.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 40

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Given that UK currently does not have a Black Psychology course, it is anticipated that EDP 545 will attract several students interested in psychological research pertaining to the historical and contemporary experiences

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>1</sup>for ANY program?  Yes  No

If YES <sup>1</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

## ***EDP 545: Psychology of the Black Experience***

FALL 2016, Tuesdays and Thursdays, 9:30-10:45a

Kenneth Maurice Tyler, Ph.D.

Office: 229 Dickey Hall. Phone: 257-7873. \*Email: Kenneth.Tyler@uky.edu

(\* = preferred and most effective contact method)

Office hours: Mondays 9-3pm or by appointment.

### **Course Overview**

EDP 545, ***Psychology of the Black Experience***, is an elective course in the Department of Educational, School, and Counseling Psychology and is cross-listed with African American Studies. It is designed to offer enrolled undergraduate and graduate students opportunities to survey, explore, and critique classic and contemporary theories and research articulating the psychologies that inform both social and academic experiences and observed behaviors of Black people.

While there are multiple objectives for this upper-level undergraduate and graduate-level seminar course, one central objective for the course is to expose all students to literature and research pertaining to the Black experience in the United States in an effort to develop and refine ideas and mindsets that will foster and reflect innovative ways of thinking about how to enhance the life experiences of Black persons. That is, in the course, the primary objective is to have the course material and critical discourse influence your thinking about and actions towards or on behalf of Black persons.

### **Required Textbooks and Readings**

Belgrave, F.Z. & Allison, K.W. (2013). *African American psychology: From Africa to America (3<sup>rd</sup> edition)*. Thousand Oaks, CA: Sage.

Neville, H.A., Tynes, B.M., & Utsey, S.O. (2009). *Handbook of African American psychology*. Thousand Oaks, CA: Sage.

Additional readings are listed in the syllabus & will be supplied by the instructor.

### **Course Prerequisites**

Psychology 100 or African American Studies 200 or consent of the instructor.

### **Student Learning Objectives**

- Students will demonstrate understanding (i.e., through thoughtful and critical discourse and writing) the major theoretical frameworks, tenets, and concepts that promoted the development of what is now considered Black psychology.
  - *What is Black Psychology? What factors/events have promoted a need for Black Psychology?*



- Students will examine the historical, sociocultural, institutional, and contemporary factors stated and shown to be associated with psychological and educational issues among Black persons.
  - *What is racism? What are its antecedents and its correlates and corollaries?*
- Students will become familiar with the social science and educational research methods to will apply such knowledge to their understanding of psychological and educational research pertaining to Black persons.
  - *What is a research design? What is statistical significance?*
- Students will examine and critically evaluate conceptual/theoretical and empirical explanations of African American thought and behavioral patterns.
  - *What are the major psychological issues among African Americans? What's the achievement gap between African American & White students?*
- Students will engage in the scientific process in an effort to develop their own ideas about how to address and resolve important issues among African American populations.
  - *What can I do to address the impact of racism in education? How can I address disproportionate policing and crime in African American communities?*
- Students will facilitate the development of a safe and supportive environment where all students and their perspective are given voice, particularly as these perspectives are relevant to the experiences of African Americans.
  - *What constitutes a 'safe' and 'supportive' environment? What happens if I strongly disagree with the perspective of my fellow classmate?*

### **Course Descriptions and Policies**

**Course Format and Operation:** This course will meet twice a week on Tuesdays and Thursdays. Each course session will be exactly 75 minutes. While the majority of the course will be presented in lecture format, much of the course operation will involve significant and multiple opportunities for dialogue and debate between instructor and students and among students, particularly in student groups. Opportunities for multimedia (i.e., video) and various additional course formats (i.e., demonstrations, performances, field experiences) will also be utilized throughout the course.

Students are encouraged to raise questions and discuss issues directly related to the readings and/or experiences germane to the readings or course in general. Each seminar session will consist of the instructor overviewing key elements and themes pertaining to the readings for that week or weeks prior, depending on the questions posed.

**Policy on Course Attendance:** Students are expected to be present in class on time and remain the entire class. Students will sign-in at the beginning of class via a circulating attendance sheet. If you must leave class early or miss class because of an excused absence, please plan to submit in writing or at least prior to the start of the class to either meet or notify the instructor of your need to leave.

Please refer to the Student Rights and Responsibilities booklet for the policy on excused absences. The policy is online: <http://www.uky.edu/StudentAffairs/Code/>.

### Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students must notify the instructor in writing (i.e., email, letter) within one week of the absence for the absence to be considered excused. Documentation of the absence to be excused is also due within one week.

**From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:** If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87).

Here, please note that if you miss more than six classes (university excused or not), the university senate policy above states that the instructor can give an automatic “I” or suggest your withdrawal from the course. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. You are responsible for knowing your attendance record and thus, it is your responsibility to obtain any missed lecture notes and/or assignments from your classmates.

Students will not be provided with an opportunity to make up missed and evaluated work when absences are unexcused. Students with excused absences will be required to make up and submit missed work no later than the next class session. Make-up work resulting from an excused absence that is not submitted on the next class session will not be accepted and zero (0) points will be earned for the coursework.

Students anticipating an absence for major religious holidays are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips (i.e., sports, band, etc.) is required prior to the absence. Verification must be provided within one week to excuse the absence.

### Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

**Policy on Students with Exceptionalities/Special Needs:** Students with documented disabilities that require academic accommodations, please see me during scheduled office hours

within the first two weeks of classes. In order to receive accommodations in this course, you must provide me with a *Letter of Accommodation* from the Disability Resource Center. For this and other information about the DRC, please contact the Director, David T. Beach ([dtbeac1@uky.edu](mailto:dtbeac1@uky.edu)) in Suite 407 of the Multidisciplinary Science Building, 725 Rose Street, 0082.

***Policy on Academic Integrity:*** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. A description of plagiarism is provided here:

“The submission of written work that borrows concepts, ideas, definitions, descriptions, phrasing/wording without appropriate citation of sources used to produce the aforementioned. Plagiarism includes the unauthorized and uncited reproduction of another person’s work (i.e., published articles and/or chapters, books, papers, presentations, etc.).

Plagiarism also occurs when students allow others to modify their own work for the purpose of its submission under a false or non-original author. That is, the submission of work by students from previous courses/semesters/classes for a grade in the current course is considered plagiarism.”

Cheating or plagiarizing may carry a penalty of the grade “E” for the course and may also result in suspension or expulsion. Activities such as forging signatures for attendance, copying others work, or having others write your papers are only some forms of cheating. All ***Psychology of the Black Experience*** students are expected to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities, which can be found at the following website: <http://www.uky.edu/Ombud>. Academic dishonesty (i.e., plagiarism)

Academic dishonesty is viewed very seriously by University of Kentucky faculty and students should be aware that expulsion from the university is a possible consequence of academic infractions such as cheating and/or plagiarism. If you have doubts about issues related to plagiarism and/or academic ethics, please ask the instructor or consult the 6<sup>th</sup> edition of the American Psychological Association Publication Manual. Students are also strongly encouraged to bookmark the website [www.plagiarism.org](http://www.plagiarism.org) on their electronic devices and reference it prior to submitting evaluated course assignments.

***Policy on Smart Phone, Laptop, and other Technological Devices:*** Students are expected to have all cell phones, smart phones turned OFF or on vibrate during class time. No talking, texting, or listening to music on any of these devices during class is permitted. If you choose to bring your laptop to class for taking notes, please ensure that your screen and all tabs are strictly in use for note taking and all factors germane to the course. Getting online, working on other assignments, and playing games are an inappropriate way to spend YOUR class time.

***Policy on Course Modifications and Decorum:*** The due dates and the course schedule are provided to give the course structure and to aid in your planning for course material completion. Because unforeseen factors can affect the course, I reserve the right to make any changes on the due dates, course scheduling, and any requirements. Please note that such revisions will only result in work being due AFTER a pre-established due date, not before. When and if changes to course syllabi and/or operation occur, the instructor will notify you as soon as possible.

With such a course topic, it is incumbent for all students to respect the dignity of all others and value differences in what will be our academic spaces, both in-class and online. All students have the right to *respectfully* disagree with other members of these communities from time to time, as debate and openness to alternative perspectives will be essential in forging new ideas and understandings, and thus, knowledge as it pertains to the Black experience. With that said, please note that students' words or actions that are deemed by the instructor to be hostile or lacking civility WILL NOT BE TOLERATED in the classroom. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, ability, sexual orientation, age, national/regional origin or other social locations.

### **Course Performance Requirements**

**Class participation (10%): Psychology of the Black Experience** will incorporate a social media structure to promote class participation. Specifically, at the start of the course, a course Facebook page (tentatively titled University of Kentucky Psychology of the Black Experience –UK PBE) will be constructed and serve the purpose of providing a forum for enrolled students to discuss course content, current events, and any linkages between the two. Student will be required to participate in the group, specifically by providing ten (10) written responses to issues, scenarios, questions, and comments offered by the instructor.

It is the student's responsibility to ensure that his/her response is added to the topic thread and remains. Anonymous posts will not be allowed as the Facebook group and the forum will be closed to students not enrolled in the course. Therefore, it is imperative that your comments are critically constructive and respectful. While the content of each response will not be subjected to formal evaluation (i.e., right or wrong answers), the quality of each response is expected to be detailed, thoughtful, respectful, and reflective of the course material and discourse.

Written student response corresponding to each instructor-produced thread will be worth one (1) point each. Please note that multiple responses to a single thread (i.e., an ongoing conversation between you and another member/participant) will only be worth (1) point each. Thus, while it is important to keep the discussion going, each student will be expected to respond to ten (10) *different instructor thread topics*. New discussion threads will be presented each week in the Facebook group. Given that some topics make pique the interest of some students and not others, students are given until the end of the semester to offer their written responses to various discussion threads on the page.

**Critical Reflection Papers (30%)**: Along with students' reactions posted to the Facebook group, student evaluations for ***Psychology of the Black Experience*** will also include three (3) reflection papers. *These papers will be no less than one (1) page in length for undergraduates and no less than two (2) pages in length for graduate students.* All papers must be double-spaced, with 12 pt. font. Appropriate citations and references are encouraged, but not required for the reflection papers. Each paper is worth 10 points and will adhere to the writing guidelines presented in the American Psychological Association Publication Manual (6<sup>th</sup> edition).

Evaluation of the reflection papers include a) 2 points for APA format, b) 4 points for appropriate and correct course material integration, and c) 4 points for clear delineation of a position, perspective, and/or future direction of inquiry on the topic. Information and content from the UK PBE blog can be used as a portion/topic/thesis statement for the reflection papers.

All papers will be submitted via email on the last Tuesday of each month starting in September (9/29, 10/27, & 11/24). Unexcused late papers will not be graded and will earn a score of zero.

The purpose of the reflection paper is to allow students the opportunity to engage in the scientific process, primarily through induction/deduction, observation, and recording /writing. Specifically, the reflection papers will be used to allow students an opportunity to put forward their ideas about several topics covered in the ***Psychology of the Black Experience*** course. Ideally, students will take positions on certain issues presented in the text or supplementary readings. Discussion of possible solutions and unconsidered, additional issues will be the expectation across all papers.

In other words, reflection papers are designed for you to record your thoughts, reactions, & criticisms of this covered course material. As the papers are reflective in nature, students are free to discuss their own experiences with the topic to which they are writing. However, all papers should integrate course materials when needed and relevant.

**Group Presentation (30%):** The third evaluative element of the ***Psychology of the Black Experience*** course will include a group presentation. Students will be randomly assigned to groups at the beginning of the semester. A topic of mutual interest and pertaining to covered course material will be developed by group members. Group members will submit their topic, along with their names no later than the semester midterm.

Group members should also provide a 'dry-run' of their group presentation to the instructor no later than one week prior to the group presentation date. This action is strongly encouraged, but not required. Such action will facilitate the instructor's ability to aid students on presentation, particularly with suggestions and question-and-answer, thereby maximizing students' opportunities to perform well. It should be noted that, for group presentations, each class member will provide an individual evaluation for the group presentation.

Similar to the reaction papers, the purpose of the group presentation is to critically discuss ways in which certain issues among African American populations—particularly those informing their psychological content and resulting behavioral outcomes—can be addressed. In other words, the group presentations asks students to 1) discuss an issue among African American populations, 2) what's been done to address this issue, 3) what's still needs to be done to address/resolve the issue, and 4) what they would do to effectively address the issue and how they would record how effective such strategies are?

Group presentations will take place towards the end of the semester. While group members are expected to work on presentations outside of class, two scheduled class times will be allotted during the semester to facilitate idea development and exchange. *Evaluation of group presentations will include: 5 points each for 1) APA format, 2) citations and usage of major articles/readings, 3) articulation of major dilemma/issue to be addressed, 4) coverage of issue in mainstream media, 5) what activities/research should be done in the future), and 6) group cohesion and professionalism).*

**Final Exam Research Paper (30%):** The final evaluative element of the ***Psychology of the Black Experience*** will include a final exam research paper. This comprehensive review and critique paper will serve as the final examination for students in the class and must be completed individually and submitted on or before the course final exam date listed on the academic calendar. The topic can be selected by the individual student and should reflect at least one topic discussed in the course.

Topics not covered by course materials and readings, but are otherwise relevant to issues within the Psychology of the Black Experience course should be introduced to the instructor for confirmation and approval prior to beginning research on the topic or writing the paper.

The final exam research paper must range from 8-10 pages for undergraduates (including references) and 12-15 pages for graduate students (including references). The final exam research paper must be double-spaced, with 12-point font and must adhere to writing style guideline and formatting requirements as outlined in the American Psychological Association Publication Manual (6<sup>th</sup> edition).

Thinking and writing from all course sources (i.e., blog entries/responses, critical reflection papers, group presentations) can be used in the development of the final exam research paper. However, it is imperative that there is significant and critical review of the research literature—either from the textbooks or independent research article/reading retrieval—for this paper.

Similar to the reaction paper evaluation criteria, the final exam research paper will consist of the following: *a) 5 points for APA format, b) 10 points for appropriate and correct course material integration, and c) 15 points for clear delineation of a position, perspective, and/or future direction of inquiry on the topic.*

Students will have the option to submit a complete paper draft for instructor review/feedback prior to final submission. Due date for instructor review drafts is two weeks prior to the final exam date, thereby allowing enough time for the review and the revision to occur.

### **Course Grading**

All assignments will be evaluated and issued a letter grade that aligns with the percentage points below. Each student's final grade will represent the accumulation of these points over the semester. No extra credit points are available. Please plan ahead to complete all requirements on time and put forth your best effort. Please note that Mid-Term grades—for undergraduates enrolled in 500 level courses such as this one—will be posted in myUK by the deadline established in the Academic Calendar.

(<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

<b>Letter grade</b>	<b>Points earned (undergrad)</b>	<b>Points earned (grad)</b>
<b>A</b>	<b>90 – 100</b>	<b>92 – 100</b>
<b>B</b>	<b>80 – 89</b>	<b>83 – 91</b>
<b>C</b>	<b>70 – 79</b>	<b>74 – 82</b>
<b>D</b>	<b>60 – 69</b>	<b>n/a</b>
<b>E</b>	<b>59 and below = E</b>	<b>73 and below = E</b>

## Course Schedule

Course Date	Topic	Readings/Assignments
Thursday, 8/27/16	Orientation/Syllabus Review	None
Tuesday, 9/1/16	<u>What is Black?</u> Philosophy, Epistemology, Methodology, & Assumptions.	
Thursday, 9/3/16	<u>What is Psychology?</u> Philosophy, Epistemology, Methodology, & Assumptions.	
Tuesday, 9/8/16	<u>What is Black Psychology?</u> Philosophy, Epistemology, Methodology, & Assumptions.	B&A, Chapters 1-2; NTU, Chapters 2-3; Holliday (2009)
Thursday, 9/10/16	<u>What is Black Psychology?</u> Philosophy, Epistemology, Methodology, & Assumptions.	B&A, Chapters 1-2; NTU, Chapters 2-3; Holliday (2009)
Tuesday, 9/15/16	<u>Race, Culture, &amp; Racism:</u> The Need for Black Psychology	Video. B&A Chapter 4; NTU Chapter 12; Andrews & Majors (2004); Jernigan & Daniel (2011); Lewis-Trotter & Jones (2004); Sue et al. (2008a&b); Thompson & Neville (1999); Williams & Williams-Morris (2000)
Thursday, 9/17/16	<u>Race, Culture, &amp; Racism:</u> The Need for Black Psychology	B&A Chapter 4; NTU Chapter 12; Andrews & Majors (2004); Jernigan & Daniel (2011); Lewis-Trotter & Jones (2004); Sue et al. (2008a&b); Thompson & Neville (1999); Williams & Williams-Morris (2000)
Tuesday, 9/22/16	<u>Race, Culture, &amp; Racism:</u> The Need for Black Psychology	B&A Chapter 4; NTU Chapter 12; Andrews & Majors (2004); Jernigan & Daniel (2011); Lewis-Trotter & Jones (2004); Sue et al. (2008a&b); Thompson & Neville (1999); Williams & Williams-Morris (2000)
Thursday, 9/24/16	<u>Race, Culture, &amp; Racism:</u> The Need for Black Psychology	B&A Chapter 4; NTU Chapter 12; Andrews & Majors (2004); Jernigan & Daniel (2011); Lewis-Trotter & Jones (2004); Sue et al. (2008a&b); Thompson & Neville (2004); Williams & Williams-Morris (2000)
Tuesday, 9/29/16	<u>Topics in Black Psychology:</u> Self & Identity	B&A Chapters 3, 10; NTU Chapters 7, 19-23 <b><u>First Reaction Paper due</u></b>
Thursday, 10/1/16	<u>Topics in Black Psychology:</u> Self & Identity	B&A Chapters 3, 10; NTU Chapters 7, 19-23
Tuesday, 10/6/16	<u>Topics in Black Psychology:</u> Self & Identity	B&A Chapters 3, 10; NTU Chapters 7, 19-23

Thursday, 10/8/16	<u>Topics in Black Psychology:</u> Self & Identity	B&A Chapters 3, 10; NTU Chapters 7, 19-23
Tuesday, 10/13/16	<u>Topics in Black Psychology:</u> Education & Learning	B&A Chapters 6&9; NTU Chapters 13-17; Hilliard (2004)
Thursday, 10/15/16	<u>Topics in Black Psychology:</u> Education & Learning	B&A Chapters 6&9; Chapters 13-17; Hilliard (2004)
Tuesday, 10/20/16	<u>Topics in Black Psychology:</u> Education & Learning	B&A Chapters 6&9; NTU Chapters 13-17; Hilliard (2004)
Thursday, 10/22/16	<u>Topics in Black Psychology:</u> Family, Kinship, and Interpersonal Relationships	B&A Chapters 5&8; NTU Chapters 8-9
Tuesday, 10/27/16	<u>Topics in Black Psychology:</u> Family, Kinship, and Interpersonal Relationships	B&A Chapters 5&8; NTU Chapters 8-9 <u>Second Reaction Paper due</u>
Thursday, 10/29/16	<u>Topics in Black Psychology:</u> Communities, Neighborhoods, & Larger Society	B&A Chapter 7; NTU Chapters 10-11; Turner (2011)
Tuesday, 11/3/16	<u>Topics in Black Psychology:</u> Communities, Neighborhoods, & Larger Society	B&A Chapter 7; NTU Chapters 10-11
Thursday, 11/5/16	<u>Topics in Black Psychology:</u> Health: Mental, Physical & Behavioral	B&A Chapters 12-14; NTU Chapters 24-27, 31-32, 34
Tuesday, 11/10/16	<u>Topics in Black Psychology:</u> Health: Mental, Physical, & Behavioral	B&A Chapters 12-14; NTU Chapters 24-27, 31-32, 34
Thursday, 11/12/16	<u>Topics in Black Psychology:</u> Health: Mental, Physical, & Behavioral	B&A Chapters 12-14; NTU Chapters 24-27, 31-32, 34
Tuesday, 11/17/16	Group Meetings w/Instructor	In-Class Powerpoint Prep.
Thursday, 11/19/16	Group Meetings w/Instructor	In-Class Powerpoint Prep.
Tuesday/11/24/16	No Class	<u>Third Reaction Paper due</u>
Thursday, 11/26/16	University Closed-No Class	
Tuesday, 12/1/16		<u>Group Poster Presentations</u>
Thursday, 12/3/16		<u>Group Poster Presentations</u>
Tuesday, 12/8/16		<u>Group Poster Presentations</u>
Thursday, 12/10/16		<u>Group Poster Presentations</u>



## ***Additional Resources***

### **Center for Community Outreach** ○ 257-9385 or <http://ukcco.org>

○ **From their website:** Get involved in one of our 15 programs at the CCO. From planning events such as the American Heart Walk, to raising money for the UK Golden Matrix fund which helps fight children's cancer, the CCO has something unique for everyone. The CCO has many leadership opportunities, ranging from being an overall committee chair of a program to being a site leader for an individual project. Come, see what great things you can do!

### **Disability Resource Center** ○ 257-2754 or

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

○ **From their website:** The goal of the Disability Resource Center is to provide equal access to students who are eligible. We advocate for reasonable accommodations, removal of barriers, and acceptance of different learning methods. In partnership with students, faculty, and staff, our purpose is to achieve an accessible educational environment where students with disabilities have an equal opportunity to fully participate in all aspects of the university community.

### **James W. Stuckert Career Center** ○ 257-2746 or <http://www.uky.edu/CareerCenter>

○ **From their website:** Our goal is to provide students with career exploration and job search tools. All of our services have the ultimate goal of connecting students, graduates, and employers from the freshman year and beyond with internships and full-time jobs. We look forward to helping you connect!

### **Martin Luther King Jr. Cultural Center** ○ 257-5555 or <http://www.uky.edu/MLKCC/>

○ **From their website:** The MLKCC was established to contribute positively to the recruitment and retention of African-American students by aiding in the development of a more hospitable and supportive campus environment. To achieve this goal, the center offered a relaxed, yet stimulating environment where all students of the university came together to be enriched through diverse cultural exchanges. Today, the MLKCC has become the home to many traditionally under-represented groups exemplifying the high ideals and dreams of the Rev. Dr. Martin Luther King, Jr. The center's programming has served as a vital resource of cultural, educational, and social activities reflective of the diversity at the University of Kentucky. Programs such as lectures, concerts, workshops, seminars, exhibits, theatrical performances have broaden the university experience for thousands of students, faculty, staff and community members in the region.

### **The Writing Center** ○ 257-1368 or <http://www.uky.edu/AS/English/wc/>

○ **From their website:** The Writing Center assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting.

### **The University of Kentucky Counseling and Testing Center** ○ 257-8701 or

<http://www.uky.edu/StudentAffairs/Counseling/>

○ Provides individual, group, and couples counseling to students at UK (hint – friends and roommates count as couples), as well as career assessments and consultations. Visit their website for more information.

### **UK Violence Intervention & Prevention Center (The VIP)** ○ 257-3564 or

<http://www.uky.edu/StudentAffairs/VIPCenter/>

○ The UK community strives to create a learning and living environment safe from fear, violence or abusive conduct. Violence against any woman in the University of Kentucky community is unacceptable. Violence includes physical or sexual assault, stalking, or other use of force, threat, intimidation, or harassment of a woman. It also includes the use of alcohol or drugs to commit any of these acts. These acts are inclusive of acts committed by strangers, friends, acquaintances, intimates, or other persons. If you or someone you know has been affected by violence, please contact The VIP at 257-3564 for support and referral services.

### ***Additional/Supplementary/Recommended Course Readings***

- Alexander, M. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press: New York, NY.
- Jones, J.M., & Campbell, S. (2011). Cultural psychology of African Americans. *Online Readings in Psychology and Culture*, 3. <http://dx.doi.org/10.9707/23-7-0919.1023>
- Guthrie, R.V. (2004). *Even the rat was White: A historical view of psychology* (2<sup>nd</sup> ed). Pearson: Boston, MA.
- \*Holliday, B.G. (2009). The history and visions of African American psychology: Multiple pathways to place, space, and authority. *Cultural Diversity and Ethnic Minority Psychology*, 15, 317-337.
- Jernigan, M.M., & Daniel, J.H. (2011). Racial trauma in the lives of Black children and adolescents: Challenges and clinical implications. *Journal of Child & Adolescent Trauma*, 4, 123-141.
- \*Masko, A.L. (2005). "I think about it all the time": A 12-year old girl's internal crisis with racism and the effects on her mental health. *The Urban Review*, 37, 329-350.
- Nobles, W. (1986). *African Psychology: Toward Its Reclamation, Reascension and Revitalization*. Oakland, CA: Black Family Institute.
- \*Sue, D.W., Capodilupo, C.M., & Holder, A.M.B. (2008). Racial microaggressions in the life experience of Black Americans. *Professional Psychology: Research and Practice*, 39, 329-336.
- \*Sue, D.W., Nadal, K.L., Capodilupo, C.M., Lin, A.I., Torino, G.C., & Rivera, D.P. (2008). Racial microaggressions against Black Americans: Implications for counseling. *Journal of Counseling & Development*, 86, 330-338.
- Turner, J.S. (2011). Sex and the spectacle of music videos: An examination of the portrayal of race and sexuality in music videos. *Sex Roles*, 64, 173-91.
- Tyler, K.M. (2014). *Identity and African American men: Exploring the content of our characterization*: Lexington Books (Rowman & Littlefield Publishers): Lanham, MD.
- Williams, R. L. (2008). *History of the Association of Black Psychologists: Profiles of Outstanding Black Psychologists*. Bloomington, IN: Author House.
- \*Williams, D.L., & Williams-Morris, R. (2000). Racism and mental health: The African American experience. *Ethnicity & Health*, 5, 243-268.