

Term Information

Effective Term Autumn 2014
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Proposing to add GE credit to course.

What is the rationale for the proposed change(s)?

To make the course more valuable for students.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	African American & African Std
Fiscal Unit/Academic Org	African-Amer & African Studies - D0502
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3361
Course Title	Psychology of the Black Experience
Transcript Abbreviation	Psych Blk Exp
Course Description	An analysis of personality theories commonly applied to black Americans and the black experience.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course	Sometimes
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Not open to students with credit for 361.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters Semester equivalent of a quarter course (e.g., a 5 credit hour course under quarters which becomes a 3 credit hour course under semesters)
List the number and title of current course being converted AfAmASt 361: Psychology of the Black Experience.

Requirement/Elective Designation

General Education course:
Culture and Ideas; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

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Course Details

Course goals or learning objectives/outcomes

- Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Previous Value

Content Topic List

- Afrocentricity
- Double consciousness
- Socialization and education

Attachments

- AAAS 361 GE Social Diversity Course Proposal.pdf
(Syllabus. Owner: Seagraves, Tanina Ryan)

Comments

- See e-mail to T. Seagraves on 5-9-13. *(by Vankeerbergen, Bernadette Chantal on 05/09/2013 12:06 PM)*
- The panel will likely request concurrence from Psychology so I will request this on the Dept.s behalf. *(by Heysel, Garrett Robert on 05/08/2013 06:04 PM)*
- Modification is to gain GE course status for AAAS 3361. *(by Seagraves, Tanina Ryan on 04/25/2013 02:14 PM)*

COURSE CHANGE REQUEST
3361 - Status: PENDING

Last Updated: Heysel,Garett Robert
03/12/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Seagraves,Tanina Ryan	04/25/2013 02:14 PM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	04/25/2013 02:15 PM	Unit Approval
Approved	Heysel,Garett Robert	05/08/2013 06:04 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/09/2013 12:06 PM	ASCCAO Approval
Submitted	Seagraves,Tanina Ryan	03/12/2014 10:45 AM	Submitted for Approval
Approved	Seagraves,Tanina Ryan	03/12/2014 10:46 AM	Unit Approval
Approved	Heysel,Garett Robert	03/12/2014 07:16 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	03/12/2014 07:16 PM	ASCCAO Approval

GE Course Proposal

AAAS 361
Psychology of the Black Experience
Winter, 2013
Tuesday and Thursday, 1:30-3:18
Credit Hours: 3

Professor: Linda James Myers, Ph.D.
African American & African Studies
486N University Hall
230 North Oval Mall
Columbus OH 43210
Phone: 292-3447
Email: Myers.19@osu.edu

Course Description and Objectives

This course will explore the psychology and experience of Black people across time and geography using non-immigrant African Americans in contemporary times as primary examples of how Black consciousness and Black culture has unfolded. Focusing on the triumphs and challenges facing people acknowledging African descent in hostile and disenfranchising social contexts, an African centered theory of human personhood/personality will be presented to provide a deeper, culturally syntonetic understanding and analysis of the issues faced and their potential resolution.

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- 1) Students analyze and interpret major forms of human thought, culture, and expression.
- 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course Requirements and Assessment

Consistent with the purpose of this course, to explore the challenges and triumphs that the vast majority Black people throughout the world share as the result of the African holocaust and colonization and make evident the role of culture by deepening students' understanding of its different dimensions relative to the human psyche and social functioning, class attendance, participation, and preparation are mandatory. In order to provide students the opportunity to acquire the knowledge and demonstrate their development of its mastery, each student is required to complete assignments before class meetings and come to class ready to share and discuss them.

Assessment Methodology

Based on the course description, goals, expected learning outcomes, and course requirements, the competence of students will be based on class participation, performance on exams, oral presentations and writing assignments. Class materials will focus on the following items:

- 1) The introduction of students to an alternative cultural worldview and learning from an episteme that emphasizes self-knowledge;
- 2) Increased understanding of the relationship between cultural worldview and the reality created irrespective of social context;
- 3) Developing an awareness and deeper understanding of the psychology of oppression, its processes, impact, and ways to ameliorate it; and,
- 4) Gain insight into overcoming challenges of a fragmented cultural worldview to create a just, sacred, sustainable world.

Readings, assignments, and assessments are designed to encourage the acquisition and retention of this knowledge.

Grading:

The final course grade will be determined as follows:

1) Class Attendance—10%

Regular attendance is mandatory. A portion of a student’s attendance grade will be reduced for each unexcused absence. Excessive absences will negatively affect a student’s grade, and four or more unexcused absences will result in automatic failure.

2) Class participation/Oral Presentations—20%

Students are expected to come to class prepared to discuss the course material and actively participate in class discussions. Students are also expected make oral and written presentations on responses to research questions as assigned.

3) Midterms—40% (20% for each midterm)

The midterms will be in-class examinations covering lectures and readings through a series of short-answer questions.

4. Final Project—30%

Students are expected to write a 5-10 page paper and do an oral presentation on a topic of their choice focusing on some aspect of the psychology of the black experience after having their topic approved prior to beginning the research project.

Grading Scale:

A: 92.6 and above	C+: 77.6-79.5	E: below 62
A-: 89.6-92.5	C: 72.6-77.5	
B+: 87.6-89.5	C-: 69.6-72.5	
B: 82.6-87.5	D+: 67.6-69.5	
B-: 79.6-82.5	D: 62-67.5	

Since the University does not record “D minus” grades, a student earning a course average below 62 will receive an “E” in this course.

Course Policies

Course Enrollment

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the quarter. Enrolling officially and on time is solely the responsibility of the student.

Submission of Assignments

All assignments are mandatory. If you do not submit an assignment, the instructors will reduce your final grade by one full letter grade in addition to giving you a zero for that assignment. If you do not submit two or more assignments, you will automatically receive a failing grade for the course.

Late Assignments

Extensions of written work are granted at the discretion of the instructors to those presenting valid and verifiable excuses. Students who are unable to fulfill assignments as scheduled for family, religious, or medical reasons must contact the instructors before the due date of the assignment. The pressures of other course work, employment, and extra-curricular activities do not constitute valid excuses for late assignments. Take note of the due dates on the syllabus and plan ahead.

Make-up Exam Policy

If for any family or medical reason you find it absolutely necessary to miss an examination, you must contact your course instructors before the test and gain his or her consent if you wish to take a make-up exam.

Student Conduct

Students are expected to abide by the guidelines listed in the OSU Code of Student Conduct. In addition, students are not allowed to sleep, read newspapers, leave class early without permission, use cell phones (to text message or talk), or conduct extracurricular conversations during the class session. The instructors will ask disruptive students to leave the class, and reserves the right to withdraw students from the course for inappropriate classroom behavior.

Academic Misconduct

Plagiarism, cheating, or other forms of academic misconduct will not be tolerated. It is the responsibility of the Committee on Academic Misconduct (COAM) to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). Students found in violation of the Code of Student Conduct by COAM may receive a failing course grade and are subject to disciplinary probation, suspension, or expulsion from The Ohio State University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Please take particular note of the university policy on plagiarism. If someone else writes your paper (or exam), or if you use someone else's ideas as your own without acknowledging their contributions, you are committing plagiarism, which is a case of academic misconduct. This includes all information obtained from the internet. If you are unclear about what specifically constitutes plagiarism, please

contact the instructors or refer to the student handbook:
http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor of their status; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> The Office for Disability Services is located in 150 Hall, 1760 Neil Ave.

Readings

The following books are required for the course. They may be purchased from the University Bookstore and are also on reserve at the Main Library:

Myers, L.J. *Understanding an Afrocentric World View: Introduction to an Optimal psychology*

Belgrave and Allison, *African American Psychology: From Africa to America*

Parham, Thomas. *The Psychology of Blacks: Centering Our Perspectives in the African Consciousness*

Fanon, F. *Black skins, white masks*

There will also be a packet of required readings that will be compiled from specific sections of the texts below:

Woodson, C.G. The mis-education of the Negro

Frazier, E.F. Black bourgeoisie: The rise of a new middle class in the Unites States

Robinson, R. The debt: What America owes to Blacks

Myers, L.J. Our health matters: Introductory guide to an African (Indigenous) American model for creating a climate and culture of optimal health

Course Outline of Themes, Topics, and Readings (subject to change based on student learning needs)

Weeks 1-3

“...What other race, and especially on the African continent, has lost 200 million of its people through forcible uprooting? Elementary curiosity justifies that we seek out those who survived of that number and inquire in what forms have they survived? What have they achieved? What have they contributed to their new environments? What lessons, if any, have their specific genius evolved for those who were left behind? The human (and African) habit of celebration, which is an act of recollection, assessment and rededication validates this impulse” (Wole Soyinka,,1993).

Week 1

Introduction, Overview, and Optimal Theory--Read Myers, Parts I

Film, Sankofa, prepare 2-3 page summary of psychological issues main characters exemplify

Week 2

Historical Foundations of African/Africana/Black Psychology —Read Myers, Part II and Part III

Race/racism/racialization, cultural worldview, and the Black experience

Video, Race: Power of Illusion, respond to following questions—Is there a biological basis for the construct race? Why was the concept developed and what purpose has it served?

Week 3

Race/racism/racialization, cultural worldview, and the Black experience (continued)—Read Belgrave and Allison,

Mainstream views of Black psychology—Read Belgrave and Allison

Film-- Basil Davidson's films, The Bible and the Gun and The Magnificent Cake, respond to the following questions—How did European colonizers gain entrée to Africa? How were the nation states in Africa developed?

Select topic for final project to be approved by Professor

Weeks 4-6

“There is something wrong with a psychology and psychological analysis that leaves African descent people strangers to themselves, aliens to their culture, oblivious to their condition, and less than human to their oppressor.” (Asa Hilliard, 1997p.xiii).

Week 4

Dynamics and dimensions of overcoming psychological trauma via shift in cultural worldview, Read Parham

Seeing self through the eyes of the other-- structural, personal, and internalized racism

Identify a film, video, or book that exemplifies this week's subject matter to share with class

First midterm

Week 5

Working with and around cultural mistrust—Finish Parham

Positive identity development-- Optimal psychology vs nigrescence model

A Girl Like Me

http://www.youtube.com/watch?gl=CA&hl=en&v=PAOZhuRb_Q8

Maafa--Part 1

<http://www.youtube.com/watch?v=caWDAO9WPqw&NR=1>
Maafa--Part 2

http://www.youtube.com/watch?v=1XaYbqJZ_Qk&NR=1

Prepare summary of what you thought were the highlights of these videos

Week 6

Epistemic violence and cultural imperialism—Read Fanon

Achieving good mental health in hostile context—update on final project due

Week 7-9

“He who conceals his disease can not be cured.” Ethiopian proverb

Week 7

Confronting and combating mentacide—Read Part 1 of Course Packet

Boondocks cartoon on role of BET

<http://www.youtube.com/watch?v=1hYMUCuody4>

Impact of mentacide on interpersonal relationships, family, and community unity—Identify four examples of mentacide with which you are familiar

Week 8

Psychological liberation—Read Part 2 of Course Packet

Self-knowledge, self-determination and redefining what it means to be Black

Week 9

Achieving Black consciousness as an optimal worldview—Read Part 3 of Course Packet

Black consciousness, unity consciousness, and what it means to be human

Second midterm

Week 10-12

“If we are to go forward, we must go back and rediscover those precious values - that all reality hinges on moral foundations and that all reality has spiritual control.” (Martin Luther King, Jr.)

Week 10

African ancestral blueprint for overcoming societal isms--Read Part 4 of Course Packet

One people in global context

Week 11

Black culture and black consciousness, which way do we go?

Oral presentation of final projects

Week 12

Optimal psychology/unity consciousness creating cultural and human sustainability

Oral presentation of final projects

Week 13

Summary, conclusions, and closing activity

Oral presentation of final projects