



Syllabus for PSYC 150: 001
Psychosocial Foundations of African American Worldviews
Department of Psychology
Fall 2023

About the Instructor

Name: Shervonti Norman, MA
Phone:
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Office Hours: By appointment.

Note: The instructor for this course is a counselor at SIUE Counseling Services. If you are a former client that has had clinical interactions with the instructor, your work will be graded by someone else in the psychology department. If you are interested in receiving services through Counseling Services, when you call to schedule an appointment, please make sure to mention that you are in Shervonti's course to be sure you are scheduled with a different provider. If you have any questions about this, please do not hesitate to ask.

Course Information

Days: Monday/Wednesday from 12:00pm until 1:15pm
Location: Peck Hall, Room 1402

Course Description

This course focuses on centralizing the Black/African American experience through an intersectional, psychological lens. A primary goal of the course will be to explore both qualitative and quantitative findings in order to discuss both unique/individualized experiences and those that are common themes within various African American communities. This course is designed to be an experimental, discussion-based seminar.

Course Objectives

- To define a cultural worldview with emphasis on the role of race and ethnicity in framing lived experiences
- To explore models of identity development that seek to expand knowledge of self and others
- To discuss the role of privilege and oppression as life-defining undercurrents in American society
- To explore the role of American history in family and community dynamics within various intersectional identity groups
- To identify central issues, tensions, and structural barriers faced by those who identify as African American
- To explore the development of personality, attitudes, and behavior as informed and framed by cultural worldviews
- To discuss how these factors effect health, well-being, educational experiences, and career trajectories
- To identify individual and community strategies to enhance resilience

Required Materials/Textbook

Cokley, K. O. (2015). *The myth of black anti-intellectualism: A true psychology of African American students*. Santa Barbara, CA: Praeger.

Course Assignments and Grades

	Assignment	Point Value	Due
1	Weekly Comprehension Quizzes	14x5 = 70	Weekly Comprehension Quizzes
2	Weekly Discussion Boards	14x10 = 140	Weekly Original Post: Wednesday by midnight Reponses (2): Sunday by midnight
3	Introduction Assignment	15	9/6/2023 by midnight
4	Essay/Presentation	50	10/18/2023 by midnight
5	Final Exam	100	TBA
Total Points Available for Course: 375			

1. Weekly Comprehension Quizzes – 5 Points

- 5 questions, multiple choice, 1 point each
- No trick questions, assessing for comprehension of material for the week

2. Weekly Discussion Boards – 10 Points

Learning is a developmental process that is generally optimized when course content is paired with opportunities for discussion and opportunities to personally reflect. This assignment will provide the opportunity for discussion and reflection. Combined with our discussions in class on Wednesdays, there will be a discussion board each week to continue the in-class conversation. The discussion boards will be aligned with course content.

Each week you will be asked to respond to a prompt, and you will also be asked to respond to at least two of your peers. Responding to the prompt is 5 points and the two required responses will be 2.5 points for a total of 10 points.

The posts should be as long as you need to get your thoughts across. I understand that some learners need specifics so let's aim for between 1-2 paragraphs for the initial post and your responses should be at least 1 paragraph. Your responses should be thoughtful, respectful, and on-topic. I will be monitoring the discussion boards to make sure you all are participating and expecting dialogue to be flowing between classmates.

3. Introduction Assignment – 15 Points

After reading Kevin Cokley's introduction, I felt inspired to think about my academic and career journey. I also want to learn about you all and the start of your journey. We will discuss this assignment more as a group.

4. What is my Worldview? A Reflective Essay – 50 Points

The title of this course includes "worldview." A worldview is a mental model of reality – a comprehensive framework of ideas and attitudes about the world, ourselves, life, a system of beliefs, a system of personally customized theories about the world and how it works.

This assignment helps to unite various elements of that puzzle to help you to 1) understand what a worldview is in general and 2) how this concept applies to you in the context of your lived experiences.

This assignment will require you to 1) critically examine your background, including past experiences in your life and your values, 2) gather information from your elders and other family members, and 3) reflect on how these factors contribute to how you understand yourself in the present.

You will be writing a 3-5 page, double-spaced essay and presenting it to the class for 5-10 minutes. We will discuss further as a group closer to the due date Wednesday, October 18, 2023.

5. Final Exam – 100 Points

- Comprehensive
- 20 Multiple Choices Questions
- 2 Short Answer (one paragraph responses)

Expectations

- Your attendance is expected as I would love for all of you to experience the course in full; however, please make your health and the health of others a priority.
- Participation is expected. This class is heavily based on discussion and contributing to the conversation is important. While participation is not a grade, I will be taking note of who contributes.
- Bring your book to class! We will reference the book during discussions.
- Final grades are not negotiable.

Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618-650-3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Psychology Department Policy on Withdrawals and Incomplete Grades

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siue.edu/registrar/class/dropping.shtml>).

The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

Psychology Department Policy on Plagiarism

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the

Provost.” (<http://www.siue.edu/policies/li6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University.

Psychology Department Policy on Writing

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria.

Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<https://www.siue.edu/lss/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

Diversity and Inclusion

SIUE is committed to respecting everyone’s dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling 618-650-2842.

Student Success Coaches

Student success coaches work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize Starfish to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>.

Subject to Change Notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Appreciation to Dr. Courtney Boddie and the psychology department for help creating this syllabus.

Course Agenda*		
	Topic	Readings/Due Dates
8/21	Syllabus, Class Expectations	
8/23	Any questions about syllabus? Syllabus quiz. Discuss first assignment.	Discussion Board 1: "Introductions" due by midnight.
8/28	What is a worldview? What are disparities? How are race, ethnicity, and nationality similar yet different from each other?	Introduction: Personal Reflections of an African American Psychology (pages xv-xxiii). Victimhood, Separatism, and Anti-Intellectualism: In Defense of Black Culture (pages 55-70).
8/30	Quiz 2 (over lecture material) Discussion based on Monday's lecture.	Discussion Board 2: "Race and Ethnicity" due by midnight.
9/4	NO CLASS	
9/6	Quiz 3 (over readings) Discussion over readings from Week 2.	Introduction Assignment due by midnight.
9/11	How does race inform worldview? What role does history play in this process? What is oppression? What is privilege? How are systemic and interpersonal racism similar yet different from each other?	
9/13	Quiz 4 (over lecture material) Discussion based on Monday's lecture.	Discussion Board 3: "Worldviews" due by midnight.
9/18	How does a racialized worldview shape behavior? How does racism-as-a-system shape behavior for Black individuals? White individuals? Non-Black POC?	
9/20	Quiz 5 (over lecture material) Discussion based on Monday's lecture.	Discussion Board 4: "Behavior" due by midnight.
9/25	How can these processes, experiences, etc. be internalized? Internalized Racism (Pyke, 2010), Racial Scripting (Wright, 2007), Racial Archetypes (Bogle, 2001)	
9/27	Quiz 6 (over lecture material). Details for worldview essay. Discussion based on Monday's lecture.	Discussion Board 5: "Assimilation" due by midnight.
10/2	Identity Development	Who Am I? The Search for Black Identity (pages 1-16)
10/4	Quiz 7 (over lecture material and assigned reading). Discussion based on Monday's lecture.	Discussion Board 6: "Identity Development" due by midnight.
10/9	What are identity intersections? What is the distinction between intersecting identities and intersectionality?	Article: Implicit bias, intersectionality, compositionality
10/11	Quiz 8 (over lecture material). Discussion based on Monday's lecture.	Discussion Board 7: Intersectionality due by midnight.

10/16	What is “The Achievement Gap?” Cool Pose (Majors and Billson, 1992), Academic Self-Concept (Woodland, 2008)	
10/18	Quiz 9 (over lecture material). Discussion based on Monday’s lecture.	Discussion Board 8 “Achievement Gap” due by midnight. Essay and Presentation Outline due 10/18 by midnight.
10/23	PRESENTATIONS	
10/25	PRESENTATIONS Quiz 10	Discussion Board 9: “Gaps” due by midnight.
10/30	PRESENTATIONS	Afrocentric Pedagogy as a Tool for Motivating African American Students (pages 95-111)
11/1	Quiz 11 (over assigned reading). Discussion based on assigned reading.	Discussion Board 10: “Academia Experience” due by midnight.
11/6	Self-View: Conversation of Understanding	Acting White and Oppositional Culture: Missing the Forest for the Trees (pages 35-51)
11/8	Quiz 12 (over lecture material and assigned reading) Discussion based on Monday’s lecture.	Discussion Board 11: “Reading Response” due by midnight.
11/13	Sexual Orientation and Gender Identity & Expression Among African Americans	
11/15	Quiz 13 (over lecture material). Discussion based on Monday’s lecture.	Discussion Board 12: “Gender Identity/Expression” due by midnight.
11/20 and 11/22 THANKSGIVING BREAK		
11/27	What is the impact of minority stress on mental health among Black folk?	Article: Minority Stress and College Persistence Attitudes Among African American, Asian American, Latino Students: Perception of University Environment as a Mediator
11/29	Quiz 14 (over lecture material and article). Discussion based on Monday’s lecture and article.	Discussion Board 13: “Mental Health” due by midnight.
12/4	Self -Care and Resilience	
12/6	FINAL EXAM REVIEW	Discussion Board 14: “Final Discussion Board” due by midnight.