



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 110  
**Descriptive Title:** African American Psychology  
**Course Disciplines:** Psychology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is an introduction to the psychological issues related to the African American experience in the United States. The relationship between the African American experience and social perception, social cognition, and identity and attitude formation is emphasized. Individual cognitive styles, personality development, and family structures of African Americans will also be examined.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

|                          |   |   |
|--------------------------|---|---|
| <b>Course Length:</b>    | <input checked="" type="checkbox"/> Full Term | <b>Other (Specify number of weeks):</b> |
| <b>Hours Lecture:</b>    | 3.00 hours per week                           | TBA                                     |
| <b>Hours Laboratory:</b> | 0 hours per week                              | TBA                                     |
| <b>Course Units:</b>     | 3.00  |   |

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:**  Effective Date: Prior to July 1992  
**Transfer UC:**  Effective Date: July 1997

**General Education:**  
 El Camino College:  
 2C – Social and Behavioral Sciences – General  
 Term: Other:

**CSU GE:**  
 D3 - Ethnic Studies  
 Term: Fall 1997 **Other:**

D9 - Psychology  
 term: Fall 1997 **Other:**

**IGETC:**  
 4I - Psychology  
 Term: Fall 1997 **Other:**

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to examine and assess African American psychological research pertaining to the development of ethnic identity.
2. **Fundamental Principles:** On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theoretical perspectives of African American psychology.
3. **Everyday Application:** On examination (e.g., m/c, t/f, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to describe and assess the treatment of mental health problems in the African American community.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Discuss the historical foundations on which African American psychology is based.
2. Describe and assess the roles that African philosophy, the worldviews paradigm, family models, and spirituality and religion have played in providing the foundation for African American psychology.
3. Compare and contrast theoretical perspectives on African American psychology.
4. Examine and assess psychological research on the cognitive attributes of African Americans, including research on intelligence and Black English.
5. Examine and assess psychological research on the attributes and behaviors of African Americans, including research on racial socialization, and racial identity.
6. Discuss positive psychological research on African Americans, including research on the cognitive strengths of African Americans and the factors that promote psychological health among African Americans.
7. Apply African American perspectives to understand the issues of educational testing and cognitive performance of African Americans and the problem of racism.
8. Analyze how African American perspectives can be used to promote both ethnic identity and a strong self-concept among African Americans.
9. Examine and illustrate how African American perspectives can be used to enhance the understanding and treatment of mental health problems in the African American community.

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

| <b>Lecture or Lab</b>  | <b>Approximate Hours</b> | <b>Topic Number</b> | <b>Major Topic</b>   |
|------------------------|--------------------------|---------------------|--|
| Lecture                | 3                        | I                   | <b>I. Historical Foundation (3 hours, lecture)</b><br>A. The Principles of the Ma'at<br>B. The Nguzo Saba<br>C. The Concept of Sankofa                                       |
| Lecture                | 9                        | II                  | <b>II. African/Black Psychology Theories (9 hours, lecture)</b><br>A. The Nigrescence Model<br>B. Azibo's Model of Mental Health<br>C. Azbar's Model on Mental Disorder      |
| Lecture                | 9                        | III                 | <b>III. Attitudes and Behaviors (9 hours, lecture)</b><br>A. Religion and Spirituality<br>B. Black Families<br>C. Intimate Relationships<br>D. Music and Culture<br>E. Media |
| Lecture                | 9                        | IV                  | <b>IV. Educational Issues (9 hours, lecture)</b><br>A. Academic Achievement<br>B. Black English<br>C. Gifted Black Students  |
| Lecture                | 9                        | V                   | <b>V. Group Identity (9 hours, lecture)</b><br>A. Racial Socialization<br>B. Racial Identity<br>C. Cultural Mistrust   |
| Lecture                | 9                        | VI                  | <b>VI. Psychological Health (9 hours, lecture)</b><br>A. Conceptualizing Mental Health<br>B. Positive Psychology   |
| Lecture                | 6                        | VII                 | <b>VII. Mental Health Practice (6 hours, lecture)</b><br>A. Counseling and Psychotherapy<br>B. Cognitive and Clinical Assessment<br>C. Drug Use Prevention                   |
| Total Lecture Hours    |                          | 54                  |  |
| Total Laboratory Hours |                          | 0                   |  |
| Total Hours            |                          | 54                  |  |

**IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

**A. PRIMARY METHOD OF EVALUATION:**

Substantial writing assignments

**B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

Read the chapters in your textbook on African American psychologists. In a typed three-page essay identify and assess at least three of the theories of African American psychology described by African American theoreticians.

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a four- to five-page essay compare and contrast the theorists of the pre-assimilation, assimilation, bicultural reform, and cultural congruence schools in African psychology.
2. In a four- to five-page essay describe the functions of religious institutions in fostering African American psychological health.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Reading reports  
Written homework  
Term or other papers  
Multiple Choice  
Completion

**V. INSTRUCTIONAL METHODS**

Discussion  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Answer questions  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Faye Belgrave and Kevin Allison. African American Psychology. 4<sup>th</sup> ed. Sage Publications, 2018.  
Helen Neville, Brendesha Tyres, and Shawn Utsey (Editors). Handbook of African American Psychology. Sage Publications, 2009 (Discipline Standard).

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

| Requisites | Category and Justification |
|------------|----------------------------|
|------------|----------------------------|

**B. Requisite Skills**

| Requisite Skills |
|------------------|
|------------------|

**C. Recommended Preparations (Course and Non-Course)**

| Recommended Preparation   | Category and Justification   |
|---|--|
| English 1   | <b>Category:</b> Course<br><b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.     |
| Eligibility for English 1A or qualification by appropriate assessment | <b>Category:</b> Non-Course<br><b>Justification:</b> This course involves reading college level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. |

**D. Recommended Skills**

| Recommended Skills   |
|--|
| Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. |
| ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.   |
| ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.                                     |

**E. Enrollment Limitations**

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|-------------------------------------|-------------------------------|
|-------------------------------------|-------------------------------|

Course created by Stanley K. Fitch on 10/01/1969.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 03/23/2020**

**Last Reviewed and/or Revised by Michael Wynne on 01/31/2020**