

The University of Illinois at Chicago  
**African American Behavioral Patterns AAST/PSCH 202**  
Spring 2008, MWF 9:30am – 10:45am, Rm 238 2SES  
Call Numbers: 26352 & 26630 (respectively)

**Instructor:** Grady L. Garner Jr., Ph.D., Visiting Lecturer  
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***Reading Assignments:***

The majority of the readings can be found on-line using the UIC database. If you are having difficulty, notify me immediately and I will assist. Website locations will be provided for non-peer reviewed reading assignments. Recommended text that compliment the material is found on the last page of this syllabus.

***Course Objectives:***

The primary purpose of this course is to examine and better understanding of the behavioral patterns of African Americans, both from an African-centered perspective and a more traditional perspective. The primary goal of the course is to develop critical thinking skills, in part, by challenging students to consider and integrate a variety of complimentary and competing historical, psychological, cultural, and sociological perspectives, as it relates to African American behavioral patterns. For those pursuing clinical work at any level possessing a sense of the importance and utility of multicultural competency will prove to be rewarding professionally and increase client/patient satisfaction.

***What to Expect:***

For the first class period each week, I will give an in-depth lecture for the material assigned. The course involves a significant amount of reading; and some of it may be difficult. We will spend a considerable amount of time going over the material in class. In the next class period, you or your classmates will present the material for that week in the form of a group presentation (see details below). Your classmates will rely on your intellectually stimulating presentations, as their class participation grades depend on their interaction(s) with you and your group. Attendance is therefore crucial for all along with Active class participation, which in total represents **10%** of your grade. I will randomly take attendance. Your attendance will provide me with a general sense of your commitment to the course and of course the number of opportunities you have to participate during the in-class discussions. Exceptions will be made for documented absences.

**Group Presentations**

The purpose of the group presentation is to contribute to the ongoing development of your individual formal academic presentation skill-set within the context of a group. You

will be assigned to groups of SEVEN or more, given the class size. **Divide your group in half, representing Part A and Part B of your presentation.** Your group assignments will be posted on Blackboard under 'Group' (go to 'communication' then click 'group'). You will meet to determine who has been elected as the group leader. The group leader will immediately send me an email identifying themselves as the group leader. This will be my contact person, as I'll periodically check-in and ask for progress reports. Each group will be responsible for a 50 minute presentation (approx. 8 minutes each) of the material and class discussion scheduled for that week (see syllabus assignments below). You will decide among yourselves who will present what.

*I expect to hear key terms/concepts with definitions and examples including your integration or synthesis and formulation of 'the' intended 'take home message,' thus **demonstrating/ illustrating your individual and collective grasp of the material.** A Bonus would be a presentation that included contrasting views with supporting evidence, preferably scientific from other sources. I am looking for a seamless and logical presentation with good eye contact and energy. Also before, during, and after your presentation, I may ask questions for clarity or to place emphasis on specific material –be prepared for that. Your classmates are also free to ask questions -they will wait until the end of the presentation to do so. Also at a minimum, I expect you all to use Blackboard (at least twice) to communicate and coordinate with one another as you are preparing your presentation. I will be able to go on-line and monitor your interactions. I'll be looking for two 'significant' interactions illustrating your individual contribution(s); and I'll evaluate your collaborative efforts both as an individual and a group as a whole. This evaluation will influence the aggregate group grade.*

*Group leaders* you should continuously provide me with the evolving outline -detailing what will be covered and who will cover it. Then no later than 8pm the night before your group presentation, you will email me the final outline (even if it hasn't changed). The group leader is also responsible for ensuring that all materials are present and/or requested for the presentation –to include being equipped with personal audio/visual technology and flash drive –if warranted. It is for this reason that the group leader's grade will include how effectively s/he carries out the duties/responsibilities described above, as well as favorable consideration for the amount of 'extra' responsibility endured.

*Grading Structure* How does this work?

There is both an individual score and an aggregate group score. These two scores are combined to give you your personal presentation point total. The maximum individual score is 10pts. Likewise the maximum group score is 10 pts. So then the combined maximum score for each group member is 20pts. For example if your individual grade is 10pts and the group grade is 7pts, your point total (or aggregate score) is 17 out of 20.

The following five criteria will be assessed: (1) quality, relevance, and structure (logical progression) of outline; (2) collaborative efforts and success; (3) the *creativity* and quality of the individual and of course group presentation as a whole; (4) Q&A preparation/ execution effectiveness; and (5) good eye contact and energy. **Remember, the group presentation is worth 20% of your final grade.**

### Exams

There will be three exams. The **First Exam** will be approximately midway between the beginning of the course and the **Midterm** (the second) exam. The midterm is not cumulative. *Each* of these exams is worth **20%** of your grade. **The Final exam is semi-cumulative** and is worth **30%** of your grade. All three exams total 70% of your final grade. Your exams will be multiple-choice and T/F and will be administered through Blackboard (on-line). That means you must make sure you are familiar with Blackboard. The ACCC Blackboard tutors are available by appointment or walk-in from 1pm-5pm (check on-line for days and location). You should be aware that I will be able to determine if you are taking an exam at the same time in any one of UIC's computer labs. In addition, the questions will be presented in random order using two maybe three versions of the exam.

### GRADING:

Your final grade in the course will be computed as follows:

		<u>Scale for Final Grade</u>
Exam 1 (Pre-midterm):	20pts	A = 90 and above
Exam 2 (Midterm):	20pts	B = 80 - 89
Exam 3 (Final):	30pts	C = 70 - 79
Group Presentation:	20pts	D = 60 - 69
Participation:	10pts	E = 59 and below
<b>Total:</b>	<b>100pts</b>	

### Miscellaneous:

- Cheating will not be tolerated.
- Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).
- University policy on incomplete grades is very strict. The professor will grant an incomplete grade only under the most extreme circumstances. Do not request an incomplete unless the following conditions apply (taken from the undergraduate catalogue):
  1. Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade.
  2. The IN (incomplete) grade may be assigned in lieu of a grade only when all the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; (c) the student presents these reasons prior to the time that the final grade roster is due. The instructor must submit an 'Incomplete Report' with the final grade roster for the IN to be recorded.
  3. This report is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the report.
  4. In resolving the IN, the student may not register for the course a second time, but must follow the procedures detailed on the report. An IN must be removed by the end of the student's first semester or summer session in residence subsequent to the occurrence, or, if not in residence, no later than one calendar year after the occurrence. When the student submits the work, the instructor will grade it and change the IN to the appropriate grade. If an undergraduate fails to meet the stated conditions, the instructor will assign an E for the final grade.

The University of Illinois at Chicago  
**African American Behavioral Patterns**  
**AAST/PSCH 202 Syllabus**

Spring 2008, T&TH 9:30 – 10:45, 2SES, 238

Topic	Source
<b>January 15 &amp; 17 (Week One)</b>	
Course Introduction: Review of Stereotype/Prejudice/Discrimination	Review (No assigned readings)
Cont'd	Review (No assigned readings)
<b>January 22 &amp; 24 (Week Two)</b>	
Race/Racism/Racialization	Review (No assigned readings)
<i>Cont'd</i> <i>In-class Exercise</i>	<i>No assigned reading</i>
<b>January 29 &amp; 31 (Week Three)</b>	
<b>Critical Race Theory</b>	<i>Stovall, D., (2006). Forging community in race and class: critical race theory and the quest for social justice in education. <u>Race Ethnicity and Education</u>. 9, 3, 243-259.</i>
Cont'd	
<b>February 5 &amp; 7 (Week Four)</b>	
<b>Critical Race Theory (cont'd)</b>	<i>Stovall, D., (2006). Forging community in race and class: critical race theory and the quest for social justice in education. <u>Race Ethnicity and Education</u>. 9, 3, 243-259.</i>
Cont'd	
Topic	Source
<b>February 12 &amp; 14 (Week Five)</b>	
<b>Behaviorism</b>	Chapter 3: Learning and Conditioning (pp. 35-53)
<b>Learning: Cultural Implications of Classical &amp; Operant Conditioning</b>	
<i>Cont'd</i>	
<b>February 19 &amp; 21 (Week Six)</b>	
<b>Behaviorism</b>	Psychology 4 <sup>th</sup> Ed. (Sternberg, 2004), Chapter Six:
<b>Learning: Cultural Implications of Classical &amp; Operant Conditioning</b>	Learning (pp. 214 – 245)

<b>Topic</b>	<b>Source</b>
<i>Presentation</i>	<b>Group 1</b>
<b>February 26 &amp; 28 (Week Seven)</b>	
<b>EXAM 1 - Review</b>	<b>EXAM 1</b>
<b>EXAM 1 February 28<sup>th</sup> Group A (24hrs)</b>	<b>Blackboard On-line Exam February 29<sup>th</sup> Group B (24hrs)</b>
<b>March 4 &amp; 6 (Week Eight)</b>	
<b>Identity Development</b>	“Socially Embedded Identities” Kerry Ann Rockquemore, Ph.D. (UIC, African American Studies Dept.)
<i>Presentation</i>	<b>Group 2</b>
<b>March 11 &amp; 13 (Week Nine)</b>	
<b>Modes of Acculturation and Mental Health</b>	<i>Chapter 2(excerpt): General guidelines for the assessment, diagnosis, and treatment of culturally diverse clients: Acculturation</i>  Source: Paniagua, F. A. ( 2005). Assessing and Treating Culturally Diverse Clients –A Practical Guide (3 <sup>rd</sup> Ed.), Sage: Thousand Oaks, CA.
<i>Presentation</i>	<b>Group 3</b>
<b>March 18 &amp; 20 (Week Ten)</b>	
<b>Learning Styles and Reducing Stereotype Threat</b>	<i>Learning Styles of African American Children: A Review of the Literature and Interventions: in African American Psychology: Theory, Research, and Practice (Eds.) Burlew, A. K. H., Banks, W. C., McAdoo, H. P., &amp; Azibo, D. A. (1992) 260 -278.</i>  <i>Aronson, J., Fried, C. B., &amp; Good, C., 2002. Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence. Journal of Experimental Social Psychology, 38, 113-125.</i>
<b>MIDTERM –Review</b>	<b>MIDTERM</b>
<b>MIDTERM March 21<sup>st</sup> Group A (24hrs)</b>	<b>Blackboard On-line Exam March 22<sup>nd</sup> Group B (24hrs)</b>
<b>March 25 &amp; 27 (Week Eleven)</b>	
<b>SPRING BREAK</b>	<b>SPRING BREAK</b>

<b>Topic</b>	<b>Source</b>
<b>April 1 &amp; 3 (Week Twelve)</b>	
<b>Mental Health (TRIOS, Ma'at, Nguzo Saba, etc)</b>	Jones, J. Chapter 10: TRIOS (pp. 161-190)  Constantine et al., (2003). Independent and Interdependent Self-Construals, Individualism, Collectivism, and Harmony Control in African Americans. <i>Journal of Black Psychology</i> , 29, 1, pp. 68-86.  TBA (Ma'at, etc)
<i>Presentation</i>	<b>Group 4</b>
<b>April 8 &amp; 10 (Week Thirteen)</b>	
<b>Culturally-Relevant Diagnoses &amp; Treatment</b>	<i>Guidelines for the Assessment and Treatment of African American Clients. (C3, pp. 30-47)</i>  Source: Paniagua, F. A. ( 2005). Assessing and Treating Culturally Diverse Clients –A Practical Guide (3 <sup>rd</sup> Ed.), Sage: Thousand Oaks, CA.
<i>Presentation</i>	<b>Group 5</b>
<b>April 15 &amp; 17 (Week Fourteen)</b>	
<b>Culturally-Relevant Diagnoses &amp; Treatment (Cont'd)</b>	<i>Using Cultural Variables in the Diagnostic and Statistical Manual of Mental Disorders: Cultural considerations with other conditions that may be a focus of clinical attention. (C10, pp. 153 – 174)</i>  Source: Paniagua, F. A. ( 2005). Assessing and Treating Culturally Diverse Clients –A Practical Guide 3d Ed. Sage: Thousand Oaks, CA.
<i>Presentation</i>	<b>Group 6</b>
<b>April 22 &amp; 24 (Week Fifteen)</b>	
<b>Gender &amp; Sexuality (roles, dating, etc)</b>	Fassinger, Ruth (2000). C11: Gender and Sexuality in Human Development: Implications for Prevention and Advocacy in Counseling Psychology. In Handbook of Counseling Psychology 3d Eds.: Brown and Lent (pp. 346-378)
<i>Presentation</i>	<b>Group 7</b>
<b>April 29<sup>th</sup> and May 1<sup>st</sup> (Week Sixteen)</b>	
<b>Final Exam Review (2days)</b>	
<b>FINAL EXAM No Class on May 1<sup>st</sup></b>	<b>Blackboard On-line Exam TBA</b>

**Important dates to keep in mind:**

- Last day for late registration and Add/Drop: Friday, January 25th
- Deadline for dropping courses for undergrads for a 'W': Friday, February 22<sup>nd</sup>
- Spring Break: March 24<sup>th</sup> -28<sup>th</sup>
- Class Instruction ends: May, 2<sup>nd</sup>
- Final Examinations: Monday – Friday, May 5<sup>th</sup> – 9<sup>th</sup>
- Semester Ends: Saturday, May 10<sup>th</sup>

**Recommended Readings:**

- Jones, James M. (1997). *Prejudice and Racism (2nd Ed.)*, McGraw Hill. ISBN: 0-07-033117-0
- Parham, T., White, J., & Ajamu, A. (2000). *The Psychology of Blacks: An African Centered Perspective (3<sup>rd</sup> Ed.)*, Prentice Hall. ISBN:0-13-095946-4
- Cuellar, I., & Paniagua, F. A. (2000). *Handbook of Multicultural Mental Health (Eds)*, Academic Press. ISBN: 0-12-199370-1
- Burlew, A. K. H., Banks, W. C., McAdoo, H. P., & Azibo, D. A. (1992). *African American Psychology: Theory, Research, & Practice (Eds)*, Sage. ISBN: 0-8039-4766-6
- Paniagua, Freddy A. (2005). *Assessing and Treating Culturally Diverse Clients: A Practical Guide (3rd Ed.)*. ISBN: 1-4129-1008-0
- Friere, Paulo (2000). *Pedagogy of the Oppressed (30th Anniversary Edition)*. ISBN: 0-8264-1276-9
- Peer reviewed journal: *Journal of Black Psychology, Cultural Diversity & Ethnic Minority Psychology*, etc