



PSYC 489Q: Psychology of the Black Experience

Spring 2026

Lectures: Tuesday/Thursday 2:00pm - 3:15pm

CCC 1200

This syllabus describes the requirements and procedures for PSYC 489: Psychology of the Black Experience. It is imperative that you thoroughly read and understand this information. Please read the course details carefully. Any changes to this syllabus will be announced in class. You will be responsible for any changes. Your continued enrollment in this course is your agreement to abide by the requirements of this class.*

Role	Name	Pronouns	Office Hours	Email
Assistant Professor	Dr. Terrill O. Taylor	he/him	Thursdays: 12pm - 2pm and by appointment Office: BPS 2147K	totaylor@umd.edu

Course Description: Studying the lived experiences of Black Americans contributes to a more comprehensive understanding of human behavior, fostering empathy, awareness, and culturally sensitive approaches within the field of psychology. This course acknowledges the diversity of experiences within the Black community and seeks to address the unique challenges and strengths that individuals of the African diaspora bring to their psychological well-being. To foster a more accurate and comprehensive understanding of the realities faced by Black Americans, the course examines various theories, research, and paradigms pertaining to psychosocial aspects of the Black experience. These include topics such as racism, discrimination, achievement, schooling, kinship, family, racial identity, gender, spirituality, intersectionality, and mental health. Throughout the course, a central objective is to explore how understanding of Black American's psychological experiences can contribute to promoting a positive perspective that can be used to promote psychological health, healing, and well-being.

Prerequisites: PSYC100; PSYC300

Course Objectives: At the completion of this course, students will be able to:

1. Identify and describe key figures who have significantly contributed to the development and advancement of African American/Black psychology.
2. Highlight and summarize pivotal moments, movements, and scholarly contributions that have shaped the development of African American/Black psychology.
3. Explore and critique theoretical trends in Black psychology, including racial identity attitude models, theories of racism, and general and cultural models of mental health and educational development of Black individuals.
4. Examine how various contexts (e.g., families, schools, institutions, media) contribute to shaping the psychosocial experience of Black Americans.

5. Analyze the influence of identity factors such as race, gender, class, religion, and sexual orientation on different aspects of human behavior within the Black community.
6. Demonstrate an ability to apply theories from the field of Black/African American psychology to both research and psychological practice.

This course also provides knowledge acquisition and skills development related to the National Association of Colleges and Employers Competencies of Critical Thinking, Communication, Teamwork & Collaboration, Career & Self-Management, and Equity and Inclusion. These valuable skills and objectives will aid in your professional and future career endeavors, including internships, jobs, graduate school and more. Read more about career readiness competencies, and learn about gaining and articulating your skills further by visiting the Feller Center for Advising & Career Planning, BSOS: <https://fellercenter.umd.edu/>

Required Text Textbook:

This course does not have a required text. All course readings and materials will be provided to the students on the course website on ELMS Canvas (<https://elms.umd.edu/>). A free version of PDF reader is available online (<https://get.adobe.com/reader/>) and the university provides free access to numerous software programs for student learning (<https://terpware.umd.edu/windows>).

Course Organization:

This course will include a combination of lectures, films, documentaries, discussions, student presentations, and hands-on exercises that will reinforce the application of specific theories, research, and psychological paradigms discussed in class. Rather than mechanically accumulating facts, I encourage students to reflect on the course material and to connect it to prior knowledge and experience.

What to expect from this course:

Given that our society often avoids honest discussions about race, class, gender, and sexuality, this class has the potential to be profoundly impactful. Through readings, discussions, presentations, and videotapes, we aim to stimulate thoughtful reflection and evoke emotional responses. While students may not anticipate reacting strongly to the material, it's common for emotions such as anger, anxiety, fear, surprise, and excitement to surface. In class, we will openly address these reactions, exploring how they may influence your interpretation of the readings. Acknowledging that delving into values and beliefs can be uncomfortable, I assure you that creating a safe environment is a priority. Though (re)examining one's values and beliefs may feel threatening, I believe this discomfort is an integral part of the learning process. By fostering a supportive atmosphere, we aim to navigate these discussions together, fostering a space where growth and understanding can thrive.

Attendance and Participation:

You are required to attend all classes to ensure your mastery of key course topics and concepts. If you need to miss a class, students are expected to inform me in advance. For all missed classes, you are responsible for learning the content by obtaining lecture notes from your classmates or meeting with me to discuss the course content. Students will not be able to receive a passing grade in the course if they miss three or more classes throughout the semester.

Participation matters, too.

Please complete your assigned readings before we cover the material in class. Pay attention and come to class “fresh” and ready to engage in learning with your instructor and peers. You are expected to actively contribute to course discussion where appropriate. This includes asking questions, interacting with peers, and questioning/critiquing content and worldviews.

Make-up Examinations:

Make-up examinations will only be given in unusual situations. I will review a student's reason for missing a test and **may or may not** allow the student to take an alternative exam. If the reason is known in advance, permission to miss the exam must be requested by the student prior to the third week of class. Otherwise, the student must inform the instructor as soon as possible after the reason develops and provide written documentation.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics such as:

- Health and safety measures
- Academic integrity
- Attendance and excused absences
- Accessibility and accommodations
- Copyright and intellectual property
- Grades and appeals
- Student and instructor conduct

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

PROFESSIONAL CONDUCT & COMMUNICATION

Electronic Devices: In this class, students may bring their laptop computers, tablets, or other web-enabled devices to take notes ONLY. **If I determine that laptops, tablets, or other devices become distracting in class, I will prohibit the use of such devices in class.**

Email Policies: Email is an important mode of communication for this course. If you have any questions or concerns about the course, please email the instructor at totaylor@umd.edu. **Please note:** Emails may not be answered after 6pm on weekdays or at all over weekends.

Therefore, it is in your best interest to begin assignments (or studying exams) early so that you have enough time to have all your questions answered. Some questions may be too complicated to answer via email. In these cases, the student must schedule a time to meet in person or via Zoom in a timely manner.

Expectations for professional behavior: I expect all students to always present themselves as a professional. Behaving professionally means:

- Treating everyone with respect, including those whose opinions differ from yours
- Paying attention when the instructor or classmates are speaking (i.e., no engaging in distractions to the best of your ability).
- Following instructions
- Consulting with the instructor when needed.
- Keeping all personal information shared in class confidential.

REACH OUT FOR HELP AS NEEDED!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to visit

<https://counseling.umd.edu/academic/resources/handouts> for additional resources. Consider sharpening your communication skills by visiting <https://ter.ps/write> and scheduling an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

INCLUSIVITY, REPORTING, NAMES/PRONOUNS, SELF IDENTIFICATION, AND BASIC NEEDS

Inclusive Learning Environment: Individuals may come to this course with varied levels of exposure to helping skills as well as sociocultural factors that may impact the helping relationship. It is important to remember that each person's contribution is valuable and sometimes questions or comments that appear simple can help bring a new perspective to an

issue. It is imperative that, despite our wide range of perspectives, everyone treats one another with patience, tolerance, dignity, and respect.

Students may be invited to share their thoughts via discussion boards and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a social justice-centered discipline, we value a strong understanding of diversity, equity, and inclusion. Diversity refers to differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. The Department of Psychology at the University of Maryland is committed to creating a respectful and affirming climate in which all students, staff, and faculty are inspired to achieve their full potential.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff, and faculty is best able to develop the strengths and talents of all members of the department community.

Reporting Racism and Other Forms of Hate and Bias: If you experience racism or other forms of hate or bias in this class or in any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant(s) and/or report it to the Department of Psychology's Diversity and Inclusion Committee [using this link](#) (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Reporting Sexual Misconduct: ALL instructors and teaching assistants are required to report any PAST OR PRESENT instances of sexual misconduct to the Title IX office. All incidents faced by members of the campus community or visitors must be reported, regardless of where the incident occurred (i.e., on or off campus), when the incident occurred (i.e., recently or many years past), how the instructor or teaching assistant learned of the incident (i.e., directly from the individual who experienced it or from their friend/colleague), and regardless of whether the incident was previously reported.

Names/Pronouns and Self Identification: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it

come up in discussions about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Statement of Basic Needs: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers and let me know if I can help in any way.

GRADES

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). All grades will be posted on the course ELMS page. If you would like to review any of your assignments and grades, or have questions about how something was scored, please email me to schedule a time for us to meet.

Grading and Evaluation Criteria

Course grades are based on the summed points from the following required assignments.

Assignment	Points	% Final Grade
1) Attendance/Participation	75	7.5%
2) Community and Self-Care Toolkit	75	7.5%
3) Sociocultural Autobiography Paper	100	10.0%
4) Weekly Critical Response Posts	100	10.0%
5) Group Discussion/Activity Project	150	15.0%
6) Midterm Exam	150	15.0%
7) Consciousness Raising Presentation	200	20.0%
8) Final Reflection Paper	150	15.0%
Total:	1,000 pts	100%

Letter Grades: Letter grades (A+ through F) for the course will be based on the total semester points as follows:

970-1000	A+	930-969	A	900-929	A-
870-899	B+	830-869	B	800-829	B-
770-799	C+	730-769	C	700-729	C-
670-699	D+	630-668	D	600-629	D-
				< 599	F

Note: Final grades will **not** be rounded up and will be based on the cumulative point total.

Description of Graded Course Requirements:

1. Attendance and Participation (7.5% = 75 points)

Regular attendance is essential since much of the course is based on group discussion and in-class activities that cannot easily be made up. Attendance/participation points will be considered based on your ability to be engaged, to stay on task, to engage in both positive and constructive dialogue with your classmates to stimulate learning, and to come to class with questions or reflections to talk about. There may however be times during the semester when you must miss class for unforeseen circumstances. If this is the case, please notify me as soon as possible via email (not ELMS). Each time you do not attend class without notifying the instructor, you will be marked with an unexcused absence. Up to 2.5 attendance/participation points will be lost per unexcused absence. **Please drop this course if you anticipate that you will be unable to attend, on time, for the full length, and remain engaged in this class regularly.**

2. Community and Self-Care Toolkit (7.5% = 75 points)

Selfcare is an antidote to promote healing. It provides resources to help us take care of ourselves and each other and strengthen our sense of community for the journey ahead. Thus, I encourage you to prioritize your mental well-being by developing a comprehensive strategy to manage both your academic and personal responsibilities. This task entails evaluating your spring academic course load, extracurricular engagements, emotional resilience, and overall health. Subsequently, you are to formulate a semester-long action plan that incorporates a minimum of three self-care activities or approaches. The assignment should be at least 2 pages in length, covering aspects such as your socialization regarding self-care, a detailed account of three chosen self-care activities/strategies for the semester, how the intersectionality of these practices aligns with your needs and identities, and your proposed methods for maintaining accountability to your plan. Adherence to APA style, grammar, punctuation, and usage is expected.

3. Sociocultural Autobiography Paper (10% = 100 points)

You will be tasked with composing a 4- to 5-page autobiographical narrative that delves into pivotal moments in your sociopsychological development, particularly focusing on your intersectional dimensions of your identity (e.g., race, gender, class, sexuality, etc.). You are not required to disclose any information that you personally feel uncomfortable sharing with me or others. This assignment is designed to stimulate self-reflection on life experiences and aims to promote a personal understanding of the interrelationships among social identities.

4. Weekly Critical Response Posts (10% = 10 posts; 10 points each; 100 points total)

This course encourages open and reflective dialogue and engagement. Each week, our course will highlight a prominent Black psychologist, and students are tasked with conducting independent research on this individual. By the start of class each Tuesday, students are required to submit an original discussion post to our course forum. These posts should be detailed,

incorporating prominent contributions the psychologist has made to the field. Students may enrich their posts with links to academic readings, relevant videos, or other resources that illustrate the impact of the psychologist's work. The main objective for this assignment is for students to find new information about the person that they find inspiring. Additionally, by the start of class on Thursday, students must respond to at least two peers' posts in a manner that fosters deeper engagement. These responses should be thoughtful and provocative, ideally including questions that prompt further discussion and reflection.

5. Group Project – Class Discussion/Activity (15% = 150 points)

To foster active engagement with the readings, you will be tasked with leading a class discussion on a specific section of the assigned materials once during the semester. Collaborating in small groups, students will develop content to facilitate their discussion, which is expected to span approximately 45 minutes. The aim of this assignment is to stimulate meaningful dialogue centered on synthesizing the week's reading materials while working collaboratively with your group members. It is crucial to approach these discussions with creativity, encouraging students to work together in crafting materials and questions that ignite thoughtful and fruitful conversations. These discussions are intentionally designed to be innovative and may include, but are not limited to, activities such as games, role plays, incorporation of video clips, musical elements, spoken word, YouTube videos, and other creative formats in a presentation which will guide your discussion. The emphasis is on exploring diverse and imaginative approaches—so get creative! I am eager to witness the innovative ideas each group will bring to the table.

You may choose your own group, or you may be assigned to a group. You are encouraged to pair with classmates with whom you do not already know, if possible. There should be a total of 8 groups, with only 2 students per group (exceptions possible for a group of 3). During Week 2, groups will submit a rank ordered list selecting the week/course topic they would like to lead for the group discussion/activity. Each group member is expected to equally contribute to the project and will be evaluated accordingly. You are required to submit an outline of your group's discussion presentation the Sunday preceding the week of class in which your group is scheduled to present. This outline should encapsulate the key points, activities, and questions planned for the session, and should provide a comprehensive roadmap for the upcoming class discussion. A grading rubric and additional details about this assignment will be posted on ELMS.

6. Midterm Exam (15% = 150 points)

This exam covers material from the first part of the semester and may consist of multiple choice, true/false, definitions, and short answer questions.

7. Final Project – Consciousness Raising Presentation (20% = 200 points)

To provide students with a comprehensive exploration of a specific area of interest within Black Psychology, students will develop a brief (10-minute) talk for a general community audience,

similar to a Ted talk. The purpose of the presentation will be to educate others about a particular issue faced by the Black community while also highlighting specific and important Black psychologists who have inspired change within the chosen area through their research, advocacy, education, or public influence. For this presentation, you are expected to reflect on your own sociocultural identities in relation to your chosen topic while also conducting a literature review in the area. Within the presentation you should consider offering recommendations or suggested interventions for enhancing the psychological wellness of the Black community as it pertains to your chosen topic of interest. You may choose a topic related to any of the course content, or you may choose a topic that is relevant to the Black American experience. The format of the presentation is flexible, allowing for the incorporation of multimedia elements (i.e., interactive videos), or you may choose to create a PowerPoint or Prezi. This should be an engaging and motivational talk that invites you to bring in your own voice and perspective alongside the work of others within the field. You will be examples of effective Ted talks throughout the semester which you can use to help guide yours. To facilitate the development of your project, I request the submission of your chosen topic and an outline of what you intend to present well in advance of the due date. For additional details, please refer to the course schedule and assignment description. Deductions in points will apply for failing to submit topics and outlines ahead of time. Presentations are scheduled for the final three days of the class. A grading rubric and additional details about this assignment will be posted on ELMS.

8. **Final Reflection Paper** (15% = 150 points)

The final reflection paper should be a critical response to the course content learned throughout the semester. Students are required to write a 6-to-8-page paper, in APA format, integrating and reflecting upon their learning throughout the semester. In your response papers, I encourage you to consider reflecting on key takeaways from the course content, applications of how you might apply what you've learned in your daily life or in your future professional engagements, and express one area you would like to explore further. Additionally, in your reflection papers, students should provide a personal overview of your reactions to the course experience. This may encompass feelings, emotions, thoughts, or any other pertinent descriptors of your learning journey. It is expected that the paper will include at least five (5) academic sources from course materials and should reflect a deep engagement with the topics covered.

Extra Credit Opportunities: With prior consent from the instructor, students have the chance to earn extra credit by attending **up to three** campus events relevant to Black life/African American psychology. You will need to provide a 2-page paper, double-spaced, using a 12-point font for each event you attend. You will need to elaborate on how the event connects to concepts covered in the course. Each paper is eligible for up to 5 points, with a maximum of fifteen extra credit points available. **Additional extra credit opportunities may be announced in class.*

Grading Concerns: If you believe an assignment or exam has been incorrectly graded, you must raise your concerns with me within **seven days** (including weekends) of the day the graded assignment or exam is returned to students. Grading concerns will not be addressed after this point. If you wish to have work regraded, then please follow these steps: 1. You must present a valid reason in writing for meriting a re-grade, which should include documentation of why you should get additional points (e.g., reasons based on information from the class readings or class notes). 2. If your reasons and documentation are sufficient, the assignment will be re-graded. 3. By requesting a re-grade, you agree that the new grade (which may be higher or lower) will be the permanent grade. No re-grade requests will be accepted after the last day of class.

Extension Policy: You may ask for a 48-hour extension up to two times throughout the course. Extension requests must be sent to the instructor at totaylor@umd.edu at least 24 hours before the assignment due date. No specific reason for the requesting an extension is required.

Details for Papers and Assignments:

1. All assignments need to be submitted on ELMS. **I will NOT accept emailed assignments.**
2. All papers should be typed, double-spaced, 1-inch margins all around, using Times New Roman 12-point font.
3. All papers should be written in APA style (refer to the [Publication Manual of the American Psychological Association, 7th Ed, APA](#)).
4. Deadlines for all assignment are at 11:59pm on the dates listed below in the tentative schedule and in ELMS. Materials turned in after midnight are considered one day late. Assignments will lose 10% per day that they are late (including weekend days).
5. Please proofread your papers carefully.
6. Extensions on assignments will not be given for technical problems with computers or Internet access. Save back-ups of all documents and leave enough time for the possibility of technical problems.
7. Please contact the Writing Center if you want additional help with your writing.
 - a. The Writing Center: <http://www.english.umd.edu/writingcenter>

TENTATIVE COURSE SCHEDULE

The following schedule is tentative and subject to change at the discretion of the instructor. Students are responsible for being aware of any changes in this schedule announced in class.

Week	Date	Course Topic and Readings	Due
1	1/27	Introduction to Black/African American Psychology Review of the Course Syllabus, Question and Answers	
	1/29	Introduction to Black/African American Psychology (Lecture) DeFreitas, S. C. (2020). <i>African American Psychology: A positive psychology perspective</i> (Chapter 1). Springer Publishing Company. Jamison, D. F. (2018). Key concepts, theories, and issues in African/Black psychology: A view from the bridge. <i>Journal of Black Psychology</i> , 44(8), 722-746. (optional) https://doi.org/10.1177/0095798418810596	
2	2/3	Historical Overview: Race and Psychology (Lecture) Cokley, K., & Garba, R. (2018). Speaking truth to power: How Black/African psychology changed the discipline of psychology. <i>Journal of Black Psychology</i> , 44(8), 695-721. https://doi.org/10.1177/0095798418810592 Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. <i>American Psychologist</i> , 60(1), 16. https://doi.org/10.1037/0003-066X.60.1.16	
	2/5	Historical Overview: Race and Psychology (Discussion) American Psychological Association. (2021). Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S. https://www.apa.org/about/policy/racism-apology (optional) Film (in class): Race – <i>The Power of an Illusion, Episode 3 “The House We Live In”</i> and <i>Race the Power of an Illusion, Part II</i>	Confirm Group Assignments and Topic Selections for Innovative Discussion Dialogue

3	2/10	Race, Racism, and Racial Identity Development (Lecture) Burrell-Craft, K. (2020). Are (we) going deep enough?: A narrative literature review addressing critical race theory, racial space theory, and black identity development. <i>Taboo: The Journal of Culture and Education</i>, 19(4), 2. https://digitalscholarship.unlv.edu/taboo/vol19/iss4/2 Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. <i>American Psychologist</i>, 76(3), 475–487. https://doi.org/10.1037/amp0000642 Ted Talk (in class): How to deconstruct racism, one headline at a time Baratunde Thurston	
	2/12	Race, Racism, and Racial Identity Development (Discussion) Pieterse, A. L., Lewis, J. A., & Miller, M. J. (2023). Dismantling and eradicating anti-Blackness and systemic racism. <i>Journal of Counseling Psychology</i>, 70(3), 235. https://doi.org/10.1037/cou0000660 Class Activity: C'est La Vie: The Game of Social Life	Community and Self-Care Toolkit Due
4	2/17	Racial Microaggressions and Racial Socialization (Lecture) Sue, D. W., Capodilupo, C. M., & Holder, A. M. B. (2008). Racial microaggressions in the life experience of Black Americans. <i>Professional Psychology: Research and Practice</i>, 39(3), 329–336. https://doi.org/10.1037/0735-7028.39.3.329 Lesane-Brown, C. L. (2006). A review of race socialization within Black families. <i>Developmental Review</i>, 26(4), 400-426. https://doi.org/10.1016/j.dr.2006.02.001	
	2/19	Racial Microaggressions and Racial Socialization (Discussion) McNeil Smith, S., Reynolds, J. E., Fincham, F. D., & Beach, S. R. H. (2016). Parental experiences of racial discrimination and youth racial socialization in two-parent African American families. <i>Cultural Diversity and Ethnic Minority Psychology</i>, 22(2), 268–276. https://doi.org/10.1037/cdp0000064 (optional) Group #1 Presenters: _____	
5	2/24	Community, Family, and Religion and Spirituality (Lecture)	

		Anderson, L. A., O'Brien Caughy, M., & Owen, M. T. (2022). "The Talk" and parenting while Black in America: Centering race, resistance, and refuge. <i>Journal of Black Psychology</i>, 48(3-4), 475-506. https://doi.org/10.1177/00957984211034294 Ellison, C. G., Musick, M. A., & Henderson, A. K. (2008). Balm in gilead: Racism, religious involvement, and psychological distress among African American adults. <i>Journal for the Scientific Study of Religion</i>, 47(2), 291-309. https://doi.org/10.1111/j.1468-5906.2008.00408.x	
	2/26	Community, Family, and Religion and Spirituality (Discussion) Mattis, J. S., Powell, W., Grayman, N. A., Murray, Y., Cole-Lewis, Y. C., & Goodwill, J. R. (2017). What would I know about mercy? Faith and optimistic expectancies among African Americans. <i>Race and Social Problems</i>, 9(1), 42-52. (optional) https://doi.org/10.1007/s12552-016-9190-9 Group #2 Presenters: _____	
6	3/3	Gender, Sexual Orientation, and Intersectionality (Lecture) Lewis J. A. (2023). Contributions of Black psychology scholars to models of racism and health: Applying intersectionality to center Black women. <i>The American Psychologist</i>, 78(4), 576–588. https://doi.org/10.1037/amp0001141 Lassiter, J. M., Garrett-Walker, J., Anwar, K., Foye, A. S., & Follins, L. D. (2023). Black sexual and gender diverse scholars' contributions to psychology. <i>The American Psychologist</i>, 78(4), 589–600. https://doi.org/10.1037/amp0001149	Sociocultural Autobiography Paper Due
	3/5	Gender, Sexual Orientation, and Intersectionality (Discussion) Jackson, S. D., Mohr, J. J., Sarno, E. L., Kindahl, A. M., & Jones, I. L. (2020). Intersectional experiences, stigma-related stress, and psychological health among Black LGBTQ individuals. <i>Journal of Consulting and Clinical Psychology</i>, 88(5), 416. https://doi.org/10.1037/ccp0000489 (optional) Group #3 Presenters: _____	
7	3/10	Guest Lectures and Midterm Exam Review Do Good Institute Presentation: <i>Changemakers Roles</i>	

	3/12	MIDTERM EXAM	
SPRING BREAK			
8	3/24	Education and Systems of Justice (Lecture) Tettegah, S., Cerezo, A., Wooten, T., & Gray, D. L. (2023). Righting the historical record: Highlighting the significant contributions of Black psychologists in American schools. <i>The American Psychologist</i> , 78(4), 601–612. https://doi.org/10.1037/amp0001114 Hinton, E., Henderson, L., & Reed, C. (2018). An unjust burden: The disparate treatment of Black Americans in the criminal justice system. <i>Vera Institute of Justice</i> , 1(1), 1-20. https://www.issuelab.org/resources/30758/30758.pdf Ted Talk (in class): How everyday interactions shape your future, Dr. Mesmin Destin; How to deconstruct racism, one headline at a time Baratunde Thurston	
	3/26	Education and Systems of Justice (Discussion) Taylor, T. O., & Bailey, T.-K. M. (2022). Does race matter? An experimental vignette study on harm severity, college student discipline, and restorative justice. <i>Journal of Diversity in Higher Education</i> . https://doi.org/10.1037/dhe0000427 (optional) Group #4 Presenters: _____	
9	3/31	Mental Health and Wellness (Lecture) Watkins, D. C., Walker, R. L., & Griffith, D. M. (2010). A meta-study of Black male mental health and well-being. <i>Journal of Black Psychology</i> , 36(3), 303-330. https://doi.org/10.1177/0095798409353756 Nelson, T., Shahid, N. N., & Cardemil, E. V. (2020). Do I really need to go and see somebody? Black women’s perceptions of help-seeking for depression. <i>Journal of Black Psychology</i> , 46(4), 263-286. https://doi.org/10.1177/0095798420931644	Consciousness Raising Presentation Topic Due

		Ted Talk (in class): Black Mental Health Matters, Phillip J. Roundtree	
	4/2	Mental Health and Wellness (Discussion) Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans. A biopsychosocial model. <i>The American Psychologist</i> , 54(10), 805–816. https://doi.org/10.1037//0003-066x.54.10.805 (optional) Group #5 Presenters: _____	
10	4/7	Counseling and Psychotherapy with Black Americans (Lecture) Bartholomew, T. T., Pérez-Rojas, A. E., Bledman, R., Joy, E. E., & Robbins, K. A. (2023). “How could I not bring it up?”: A multiple case study of therapists’ comfort when Black clients discuss anti-Black racism in sessions. <i>Psychotherapy</i> , 60(1), 63. https://doi.org/10.1037/pst0000404 Wilcox, M. M. (2023). Oppression is not “culture”: The need to center systemic and structural determinants to address anti-Black racism and racial trauma in psychotherapy. <i>Psychotherapy</i> , 60(1), 76. https://doi.org/10.1037/pst0000446	
	4/9	Counseling and Psychotherapy with Black Americans (Discussion) Wallace, B. C., & Constantine, M. G. (2005). Africentric cultural values, psychological help-seeking attitudes, and self-concealment in African American college students. <i>Journal of Black Psychology</i> , 31(4), 369-385. https://doi.org/10.1177/0095798405281025 (optional) Group #6 Presenters _____	
11	4/14	Liberation, Resilience, and Critical Consciousness (Lecture) Bryant-Davis, T., & Moore-Lobban, S. J. (2020). Black minds matter: Applying liberation psychology to Black Americans. In L. Comas-Díaz & E. Torres Rivera (Eds.), <i>Liberation psychology: Theory, method, practice, and social justice</i> (pp. 189–206). American Psychological Association. https://doi.org/10.1037/0000198-011 Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2020). Critical consciousness	

		of anti-Black racism: A practical model to prevent and resist racial trauma. <i>Journal of Counseling Psychology</i>. https://doi.org/10.1037/cou0000430 Ted Talk (in class): You Can Heal Intergenerational Trauma Dr. Thema Bryant	
	4/16	Liberation, Resilience, and Critical Consciousness (Discussion) Turner, E. A., Harrell, S. P., & Bryant-Davis, T. (2022). Black love, activism, and community (BLAC): The BLAC model of healing and resilience. <i>Journal of Black Psychology</i>, 48(3-4), 547-568. https://doi.org/10.1177/00957984211018364 (optional) Group #7 Presenters: _____	
12	4/21	Psychology of Radical Healing (Lecture) Adames, H. Y., Chavez-Dueñas, N. Y., Lewis, J. A., Neville, H. A., French, B. H., Chen, G. A., & Mosley, D. V. (2023). Radical healing in psychotherapy: Addressing the wounds of racism-related stress and trauma. <i>Psychotherapy</i>, 60(1), 39. https://doi.org/10.1037/pst0000435 French, B. H., Lewis, J. A., Mosley, D. V., Adames, H. Y., Chavez-Dueñas, N. Y., Chen, G. A., & Neville, H. A. (2020). Toward a psychological framework of radical healing in communities of color. <i>The Counseling Psychologist</i>, 48(1), 14-46. https://doi.org/10.1177/0011000019843506 Ted Talk (in class): Moving From ‘Woke’ To Working For Black Futures Dr. Della Mosley	
	4/23	Psychology of Radical Healing (Discussion) McNeil-Young, V. A., Mosley, D. V., Bellamy, P., Lewis, A., & Hernandez, C. (2023). Storying survival: An approach to radical healing for the Black community. <i>Journal of Counseling Psychology</i>, 70(3), 276–292. https://doi.org/10.1037/cou0000635 (optional) Group #8 Presenters: _____	

13	4/28	Consciousness Raising Presentations (6 presenters)	Submit Consciousness Raising Presentation on ELMS before the start of class
	4/30	Consciousness Raising Presentations (6 presenters)	
14	5/5	Consciousness Raising Presentations (6 presenters)	
	5/7	Course Wrap-up and Final Reflections	Final Reflection Paper Due Last day to submit any outstanding assignments