

COURSE SYLLABUS

Psychology 558

Psychology and the African Experience

3 Credits

Spring, 2002

Wednesdays, 4:10 - 7:00 pm

Instructor: Craig C. Brookins, Ph.D.

Office: 726 Poe Hall AND

2806 Hillsborough Street, #1

Office Hours: Wed. 2:00 - 3:30 pm

Phone: (919) 515-7518 / 5-1828 (fax)

e-mail: Craig_Brookins@ncsu.edu

Course Format and Goals:

This course uses a combination of lecture, audiovisual, and extensive discussion to focus on the historical and cultural antecedents of Psychology from an African perspective. The later sessions will partially be devoted to the discussion of particular areas of interest to African (mostly African American) psychologists. Since "Afrikan Psychology" is a relatively young and redeveloping conceptual, humanistic, and scientific perspective discussion of relevant issues and concerns will be a major part of the course. Upon completion of this course the student will:

- { Demonstrate knowledge of the historical roots of psychology from an Africentric perspective and be able to identify the development of "Afrikan (Black) Psychology" as a distinct system of psychological thought and research.
- { Display knowledge of the "Africentric world view" and its role in the psychological study of African peoples.
- { Demonstrate an understanding of how "Lived Experience" can assist in the understanding of the African American experience and provide a frame of reference for which to study the psychological experience of other peoples throughout the world.
- { Demonstrate the ability to conduct a critique of at least one of the primary areas interest to African Psychologists.
- { Explore his or her own world view and thought patterns as they relate to psychological and social experiences.

E-mail Listserve

All students will be required to subscribe to an e-mail listserver that has been setup for Africana Studies Students. You will be subscribed to this listserver for the duration of the course and will be able to unsubscribe at the end of the semester. This listserver will allow students and the instructor to communicate outside of the class. It will be used to distribute general information on Africana Studies issues that may be of relevance to students. By the end of the 2nd week of class each student should have subscribed to the listserver by sending an email message to "mj2@lists.ncsu.edu" (without the quotes) with the following single line message "*subscribe africana-l*" (without the quotes; without any other text in the message).

Supplemental Web Page

All students, *by January 14th* (5 points will be awarded), will also be required to subscribe to a Web Page setup specifically for this course. You will need to access the following web page:



<http://www.blackboard.com/courses/MDS240/>

and enroll yourself in the course using the following:

Access Code = **abpsi**

This web page will be used for a variety of communications for the course. It will contain class handouts, updated course information, the course syllabi, schedule changes, and quizzes. You will also be able to communicate with the instructor as well as other students through this web page. More information on subscribing will be forthcoming.

Course Requirements:

1. Student should **COME PREPARED TO EVERY CLASS** having read weekly class readings.
2. There will be four reaction papers, a final exam, and one project paper.
3. The **REACTION PAPERS** will be non-graded (points will be given for **ON-TIME** submissions). These assignments will be based on a critique and reaction to the class readings and discussions. Students will be responsible for an informal presentation of one (1) of these reaction papers during one of the weekly class sessions to be announced. During the week prior to the "scheduled" presentation, the student will make copies of their paper and distribute it to the instructor and each of the class members.
4. The **FINAL EXAM** will be an essay. The essay questions will require students to adequately integrate the course material with authentic social and psychological issues. **A BLUE (ESSAY/EXAM) BOOK WILL NEED TO BE PURCHASED FROM THE BOOKSTORE** for this exam.
5. A **PROJECT PAPER** will be due at the end of the semester. An outline and list of supporting references for this paper will be submitted by **February 20th** and is worth 5 points. This project will be both an individual and group project and will be mutually agreed upon by students and the instructor. This project is expected to be an intellectual exploration and critique based on the issues related to Psychology and the African experience as read about and/or discussed in class. The following criteria for the individual written project report should be adhered to:

{ be appropriate in length to adequate coverage of the topic chosen, written in APA style, and grammatically appropriate.

- { briefly describe the theme and important points relevant to the topic.
- { describe how the topic contributes to the understanding of an issue or issues discussed within this course.
- { offer a critique of the issues, literature and research identified through a thorough literature review using class materials AND the student's own perspective.
- { the project paper will be due **Wednesday, May 1st** (the last day of class).
- { As a group, students will make an oral presentation of their project during the last couple of weeks of the class (**April 24th and May 1st**). There will be a great expectation that this presentation be thorough, innovative, participatory and thought provoking for the other class members (this includes the instructor. This presentation will be worth 50 Points.
- { the grading criteria for this paper will be as follows:

10 points	grammar, typographical, APA format, adherence to outline listed above. <i>(please note that the paper should be submitted with only a staple in the upper left hand corner. Do not submit in fancy binders, covers, paper clips, etc. Points will be deducted if this is the case!)</i>
10 points	adequacy of coverage of topic. How thorough has it been covered? How extensive was the literature review.?
20 points	adequacy of integration of topic with course material
20 points	adequacy of critique and use of supplemental materials. How well did writer integrate their own perspective?
60 points	Total Possible Points

- { The grading criteria for the group presentation will be as follows with each group member receiving the same grade:

10 points	clarity, organization, and presentation style
10 points	description of book
15 points	critique of topic in relation to course material
15 points	personal reactions and critique of materials presented
50 points	Total Possible Points

Overall Class Grading:



Points	% of Grade	Assignments and Activities
15	5.56%	Class Attendance
15	5.56%	Class participation
10	3.70%	Paper project outline & supplemental references (due by February 20th, late submissions will lose points comparable to a letter grade).
40	14.81%	Four reaction papers @ 10 points each
20	7.41%	Two external assignments and write-ups
60	22.22%	Project paper
50	18.52%	Paper presentation
60	22.22%	Final Exam
270	100.00%	Total Points

As per University policy, +/- grades will be given for this course according to the criteria provided below. In general, however, the scale will be as follows:

Percentage of Points	Grade
100 - 96%	A+
95 - 92%	A
91 - 90%	A-
89 - 86%	B+
85 - 82%	B
81 - 80%	B-
79 - 76%	C+
75 - 72%	C
71 - 70%	C-

University Policies

1. **Academic Integrity:** In all matters related to academic integrity, this course will adhere to the rules set out in the NCSU Code of Student Conduct. Students will be expected to familiarize themselves with these rules (see <http://www.fis.ncsu.edu:80/cnsulegal/41.03-codeof.htm>) and to uphold the principle and spirit of the Honor Pledge: "I have neither given nor received unauthorized aid on this test or assignment."
2. For NCSU policies on **non-discrimination**, see: <http://www.fis.ncsu.edu/ncsulegal/areg-discrimination.html>.
3. For NCSU policies on working with **students with disabilities**, see: http://www.ncsu.edu/provost/hat/current/appendix/appen_k.html.

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Class Schedule:		
Date	Topic	Assignments Due
January 9th	Introduction and Overview Videos: <i>"Black History: Lost, stolen, or strayed;"</i>	
January 16th	History of traditional and Afrikan Psychology	Reaction Papers
January 23rd	Conceptual Framework - Afrocentricity Video: <i>"Afrocentricity Lecture"</i>	Reaction Papers
January 30th	Conceptual Framework - Optimal Psychology Video: <i>"The Primal Mind"</i>	Reaction Papers
February 6th	African Roots	Reaction Papers
February 13th	The Psychology of Oppression	Reaction Papers
February 20th	"Isms" (Gender, race, class, etc.) Video: <i>"TBA"</i>	Reaction Papers
February 27th	Afrikan Personality and Identity Development	Reaction Papers Project Outline
March 6th	African American Mental Health Video: <i>James Baldwin: The Price of the Ticket</i>	Reaction Papers
March 13th	Spring Break	
March 20th	Ecological Perspectives	Reaction Papers
March 27th	Easter Break	
April 3rd	Microsystem Issues, Psychology, and the African Experience Video: <i>"TBA"</i>	Reaction Papers
April 10th	Psychology & the African American Community	Reaction Papers
April 17th	Future Directions - Video: <i>"TBA"</i>	
April 24th	Student Presentations	
May 1st	Student Presentations	Final Project Paper Due
May 6th	Final Exam - 1:00 - 4:00 pm	Final Exam

Required Text & Readings:



1. Jones, Reginald L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.
2. Jones, Reginald L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.
3. Course Packet found on paper and *ELECTRONIC RESERVE* in D.H. Hill Library and Learning Resources Library. Electronic Reserve can be accessed at: <http://www.lib.ncsu.edu/rbr/index.html>

Course Readings Schedule:

(*=text, **=course packet/electronic reserve, ***=video to be seen in class)

January 9th

- *Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.
- { Akbar, N. *The evolution of human psychology for African Americans*, (p. 99-124).
 - { Guthrie, R. V. *The psychology of African Americans: An historical perspective*, (p. 33-46)
 - { Hayes, W. A. *Radical black behaviorism*, (p. 65-78).
 - { Jenkins, A. H. *A humanistic approach to black psychology*, (p. 79-98).
- **Fairchild, H. (1995). An interview with Robert L. Williams, Ph.D. Psych Discourse, 26, 4-11.
- **Henry, W. A. (1991, Apr. 1). Upside down in the groves of academe. Time, 66-69.
- **Ohaegbulam, F. U. (1990). Towards an understanding of the African experience from historical and contemporary perspectives. Lanham, MD: Univ. Press of America. (**Chap. 2**).
- **Plumpp, S. D. (1971). Requiem for a blindfolded statue. Black Books Bulletin, 1, 16-17.

January 16th and 23rd

- *Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.
- { Baldwin, J. A. *African (black) psychology: Issues and synthesis*, (p. 125-139).
 - { White, J.L. *Toward a Black psychology*, (p. 5-14)
- *Jones, R. L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.
- ◆ Banks, W. C. *Theory and method in the growth of African American psychology*, (p. 3-8).
 - ◆ Myers, L. J. *Transforming psychology: An African American perspective*, (p. 9-26).
 - ◆ Caldwell, C. H. et. al. *Culturally-competent research methods*, (p. 101-128).
- **Ohaegbulam, F. U. (1990). Towards an understanding of the African experience from historical and contemporary perspectives, Chapter 2 (pp. 22 - 47). Lanham, MD: University Press of America
- **Collins, D. & Hopkins, M. (1993). Afrocentricity: The fight for control of African American thought. Black Issues in Higher Education, 10, 24-25. (and letters to the editor in response in subsequent issues)

**Dyson, M. E. (1992). Melanin madness: A struggle for the Black mind. Emergence, 3, 32-34, 36-37.

**Fitchue, M. A. (1993). Afrocentricity: Reconstructing cultural values. Black Issues in Higher Education, 10, 38-39.

**Hunter, D. A. (1983). The rhetorical challenge of Afro-centricity . The Western Journal of Black Studies, 7, 239-243.

January 30th

*Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.

{ Bowman, P.J. *Race, class and ethics in research: Belmont principles to functional relevance*, (p. 747-764).

{ Hayles, V.R. *African American strengths: A survey of empirical findings*, (p. 379-404).

*Jones, R. L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.

{ Taylor, J. *Valuation: Definition, theory and methods*, (p. 51-80).

{ Wyatt, G. E. *Why we know so little about African American sexuality*, (p. 167-190).

{ Terrell, F. & Terrell, S. L. *Cultural indentification and cultural mistrust: Some findings and implications*, (p. 217-229).

February 6th and 13th

*Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.

{ Comer, J. P. *White racism: Its root, form, and function*, (p. 591-596).

{ Delaney, L. T. *The other bodies in the river*, (p. 597-608).

{ Jones, J.M. *Racism: A cultural analysis of the problem*, (p. 609-636).

{ Jones, M. The concept of race in social psychology (p. 441-468).

{ Taylor, J. *Dimensionalization of racialism* (p. 637-648).

February 20th and February 27th

*Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.

{ Akbar, N. *Mental disorders among African Americans*, (p. 339-352).

{ Baldwin, J. A. et al., *The black self-hatred paradigm revisited: An africanic analysis*, (p. 141-166).

{ Banks, W. C., et al., *Are Blacks external: On the status of locus of control in Black populations*, (p. 181-192).

{ Cross, W. E., et al., *The stages of Black identity development: Nigrescence models*, (p. 319-338).

{ Gary, L. E. & Weaver, G. D. *Mental health of African Americans: Research trends and directions*, (p. 727-743).

{ Jones, J. M. *The politics of personality: Being Black in America*, (p. 305-318).

{ Nobles, W. W. *Extended self: Rethinking the so-called Negro self-concept*, (p. 269-294).

*Jones, R. L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.

- ♦ Brown, K. T., et. al. *Skin tone and racial identity among African Americans: A theoretical and research framework*, (p. 191- 216).
- ♦ Edwards, K. *African American definitions of self and psychological health*, (p. 287-312).
- ♦ Myers, L. J. *Therapeutic processes for health and wholeness in the 21st century: Belief systems analysis and the paradigm shift*, (p. 313-355).

**Azibo, D. A. (1989). African-centered theses on mental health and a nosology of Black/African personality disorder. *Journal of Black Psychology*, 15, 173-214.

**Brookins, C. C. (1996). Promoting identity development in African American youth: The role of rites-of-passage. *Journal of Black Psychology*, 22, 388-417.

***Riggs, M. & Kleiman, V. (1991). *Color Adjustment*. (video) San Francisco: California Newsreal.

**Sellers, R. M., et al. (1998). Multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review*. 2, 18-39.

March 6th

*Jones, R. L. (1991). *Black psychology: Third edition*. Berkeley, CA: Cobb & Henry.

{ Williams, R. L. & Mitchell, H. *The testing game*, (p. 193-206).

{ Shade, B. J. *African American patterns of cognition*, (p. 231-248).

{ Smitherman, G. *Talkin' and testifyin': Black english and the black experience*, (p. 249-268).

{ White, J. L. & Johnson, J. A. *Awareness, pride and identity: A positive educational strategy for Black youth*, (p. 409-418).

**McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. *Child Development*, 61, 311-346.

**Strickland, W. (1991). Taking our souls? *Essence*, 11, 48-50, 112, 114, 116.

March 13th

*Jones, R. L. (1991). *Black psychology: Third edition*. Berkeley, CA: Cobb & Henry.

{ Akbar, N. *Paradigms of African American research*, (p. 709-726).

{ Boykin, A. W. *Black psychology and experimental psychology: A functional confluence*, (p. 481-508).

*Jones, R. L. (1999). *Advances in African American psychology*. Hampton, VA: Cobb & Henry.

{ Coppock, N. W. *Afrocentric organizational development*, (p. 81-99).

{ Anderson, L. P. & Miles, G. T. *Chronic pain and health psychology: Implications for African Americans*, (p. 231-267).

{ Martin, W. *Improving the health of African Americans: Research perspectives and policy*, (p. 267-285).

March 20th and April 3rd

*Jones, R. L. (1991). Black psychology: Third edition. Berkeley, CA: Cobb & Henry.

{ Barnes, E. J. *The black community as a source of positive self-concept for black children: A theoretical perspective*, (p. 667-692).

{ Hilliard, T. O. *Applications of psychology and the criminal justice system*, (p. 693-704).

{ Jones, F. *The black psychologist as consultant and therapist*, (p. 653-666).

*Jones, R. L. (1999). Advances in African American psychology. Hampton, VA: Cobb & Henry.

{ Brookins, C. C. *African/Community psychology: Exploring the foundations of a progressive paradigm*, (p. 27-50).

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**Akbar, N., Saafir, R. K., and Granberry-Stewart, D. (1980). Community psychology and systems interventions. In Community/Clinical Psychology Project (Eds.), Readings for mental health and human service workers in the Black community, pp 97-147, Atlanta, GA: Southern Regional Education Board.

**Caplan, N. & Nelson, S. D. (1973). On being useful: The nature and consequences of psychological research on social problems. American Psychologist, 28, 199-211.

**Jennings, J. (1990). The politics of Black empowerment in urban America: Reflections on race, class, and community. In J. M. Kling & P. S. Posner (Eds.), Dilemmas of activism: Class, community, and the politics of local mobilization (pp. 113-133). Philadelphia: Temple University Press.

April 10th

**Bulhan, H. A. (1981). Psychological research in Africa: Genesis and function. Race & Class, 23, 25-41.

Supplemental Readings:

Akbar, N. (1984). Chains and images of psychological slavery. Jersey City, NJ: New Mind Productions.

Akbar, N. (1985). The community of self (Revised ed.). Tallahassee, FL: Mind Productions and Associates.

Akbar, N. (1994). Light from ancient Africa. Tallahassee, FL: Mind Productions.

Aldridge, D. P. (1992). Focusing: Black male-female relationships. Chicago: Third World Press.

Anderson, T. (1993). Introduction to African American studies. Dubuque, IA: Kendall/Hunt Publishing Company.

Asante, M. K. (1980). Afrocentricity: The theory of social change. Buffalo, NY: Amulefi Publishing Company.

Ashanti, K. F. (1992). Rootwork & voodoo in mental health. Durham, NC: Tone Books, Inc.

Baker, H. A. (1992). Workings of the spirit: The poetics of Afro-American women's writing. Chicago: University of Chicago Press.

- Bates, R. H., Mudimbe, V. Y., & O'Barr, J. (Eds.). (1993). Africa and the disciplines: The contributions of research in Africa to the social sciences and humanities. Chicago: University of Chicago Press.
- Boykin, A. W. (Ed.). (1985). Empirical research in black psychology: Conference VII. Washington, DC: National Institute of Mental Health.
- Boykin, A. W., Anderson, J. F., & Yates, F. (Eds.). (1979). Research directions of black psychologists. New York: Russell Sage.
- Bronstein, P., & Quina, K. (Eds.). (1988). Teaching a psychology of people: Resources for gender and sociocultural awareness. Washington, DC: American Psychological Association.
- Bulhan, H. A. (1985). Frantz Fanon and the psychology of oppression. New York: Plenum.
- Burlew, A. K. H., Banks, W. C., McAdoo, H. P., & Azibo, D. A. ya (Eds.). (1992). African American psychology: Theory, research, and practice. Newbury Park, CA: Sage.
- Butler, O. (1993). Parable of the sower. New York: Four Walls Eight Windows.
- Cooper, J. C. (1991). Family. New York: Doubleday.
- Davidson, H. X. (1992). Somebody's trying to kill you: The psychodynamics of white racism and black pathology (Revised ed., Vol. I). Kansas City, MO: Ethos Growth and Development Publications.
- Davison, J. (1993). Prisoners of our past: A critical look at self-defeating attitudes within the Black community (2nd ed.). Secaucus, NJ: Carol Publishing Group.
- Diop, C. A. (1992). Cultural unity of black Africa. Chicago: Third World Press.
- Edwards, A. (1992). Children of the dream: The psychology of Black success. New York: Doubleday.
- Erny, P. (1973). Childhood and cosmos: The social psychology of the black African child. New York: New Perspectives. (Hardback Edition by Black Orpheus Press)
- Fanon, F. (1967b). Toward the African revolution. New York: Grove Press, Inc.
- Fanon, F. (1968). The wretched of the earth. New York: Grove Press, Inc.
- Fanon, F. (1967). Black skin, white masks. New York: Grove Press, Inc.
- Frieré, P. (1973). Education for critical consciousness. New York: Continuum.
- Gay, G., & Baber, W. L. (Eds.). (1987). Expressively black: The cultural basis of ethnic identity. New York: Praeger.
- Gilgen, A. R., & Gilgen, C. K. (Eds.). (1987). International handbook of psychology. London: Aldwych Press.
- Guthrie, R. V. (1976). Even the rat was white: A historical view of psychology. New York: Harper & Row.
- Hale, J. E. (1982). Black children: Their roots, culture, and learning styles. Provo, Utah: Brigham Young University Press.
- hooks, b. (1993). Sisters of the yam: Black women and self-recovery. Boston: South End Press.
- Houston, L. N. (1990). Psychological principles and the black experience. Lanham, MD: University Press of America, Inc.
- Jenkins, A. H. (1995). Turning corners: The psychology of African Americans. Boston: Allyn and Bacon.
- Jones, J. H. (1981). Bad blood: The Tuskegee syphilis experiment--a tragedy of race and medicine. New York: Free Press.
- Kamau-Collier, M. A. Z. (1990). Phoenix arising: A psycho-cultural perspective on African American issues up to the 21st century. Baltimore, MD: Trans Press.
- Kambon, K. K. K. (1992). The African personality in America: An African-centered framework. Tallahassee, FL: Nubian Nation Publications.
- Karenga, M. (1982). Introduction to black studies. Inglewood, CA: Kawaida Publications.

- King, L. M., Dixon, V. J., & Nobles, W. W. (Eds.). (1976). J. Alfred Cannon Research Conference Series: Area VIII, No. 2. African philosophy: Assumption & paradigms for research on black persons. Los Angeles: Fanon Center Publications, Charles R. Drew Postgraduate Medical School.
- Mbiti, J. S. (1989). African religions and philosophy (Second ed.). Oxford: Heinemann.
- Myers, E. R. (1973). Ecological dynamics of the inner-city: Implications for community psychology. Boston, MA: Paper Presented at the Eastern Psychological Association. (ERIC Document Reproduction Service No.)
- Myers, H. F., Wohlford, P., Guzman, L. P., & Echemendia, R. (Eds.). (1991). Ethnic minority perspectives on clinical training and services in psychology. Washington, DC: American Psychological Association.
- Myers, L. J. (1988). Understanding an afrocentric world view: Introduction to an optimal psychology. Dubuque, IA: Kendall/Hunt.
- New York Association of Black Psychologists. (1994). A resource manual for African-American psychology students (Fifth ed.). New York: New York Association of Black Psychologists, Inc.
- Nobles, W. W. (1986). African psychology: Towards its reclamation, reascension and revitalization. Oakland, CA: The Institute for the Advanced Study of Black Family Life and Culture.
- Nobles, W. W., Goddard, L. L., Cavil, W. E., & George, P. Y. (1987). African-American families: Issues, insights and directions. Oakland, CA: The Institute for the Advanced Study of Black Family Life and Culture.
- Nobles, W. W., Goddard, L. L., Cavil, W. E., & George, P. Y. (1987). African-American families: Issues, insights and directions. Oakland, CA: The Institute for the Advanced Study of Black Family Life and Culture.
- Opoku, K. A. (1978). West African traditional religion. Accra, Ghana: FEP International Private Limited.
- Osei, G. K. (1971). The African philosophy of life (2nd ed.). London: The African Publication Society.
- Parham, T. A. (1993). Psychological storms: The African American struggle for identity (1st ed.). Chicago: African American Images.
- Pasteur, A. B., & Toldson, I. L. (1982). Roots of soul: The psychology of black expressiveness. Garden City, New York: Anchor Press/Doubleday.
- Pinderhughes, E. (1989). Understanding race, ethnicity and power: The key to efficacy in clinical practice. New York: Free Press.
- Ruiz, D. S. (Ed.). (1990). Handbook of mental health and mental disorder among black Americans. Westport, CT: Greenwood Press.
- Tajfel, H. (1978). The social psychology of minorities. New York: Minority Rights Group.
- Thomas, C. W. (1971). Boys no more. Beverly Hills, CA: Glencoe.
- Walker, A. (1989). The temple of my familiar. New York: Harcourt Brace and Jovanovich.
- Welsing, F. C. (1970). The cress theory of color-confrontation and racism (white supremacy): A psycho-genetic theory and world outlook. Washington, DC: C-R Publishers.
- Welsing, F. C. (1992). The Isis papers. Chicago: Third World Press.
- White, J. L., & Parham, T. A. (1990). The psychology of blacks: An African-American perspective (Second ed.). Englewood Cliffs, NJ: Prentice Hall.
- Williams, L. N. (1981). Black psychology: Compelling issues and views. Washington, DC: University Press of America.
- Williams, R. L. (1983). The collective black mind: An Afro-centric theory of black personality. St. Louis, MO: Williams & Associates.

- Wilson, A. N. (1978). The developmental psychology of the black child. New York: Africana Research Publications.
- X, C., McGee, D. P., Nobles, W., & Akbar, N. (1976). Voodoo or IQ: An introduction to African psychology (First ed.). Chicago: Institute for Positive Education.

