Musical Intro

Ice-T “Mind Over Matter” from O.G. (Original Gangster)  Released 1991  Sire Records

YouTube:
https://www.youtube.com/watch?v=QjEHKyuTzv4
Week 12 Agenda: Wednesday April 21, 2021

• Introduce agenda
• Course announcements
  • Website comments reminder
• College announcements:
  • Lehman’s Apex Gym COVID vaccine site!
• Open Mic: what’s on your mind?
• ASCAC conference
• BRIEF REVIEW: last class topics
• DISCUSSION: *Introduction to Black Studies* chapter 10, part 1
• BREAK: Listening: “Mind Power” by James Brown
• CONTINUE DISCUSSION: *Introduction to Black Studies* chapter 10, part 1
• Intro next week’s topic
• END
• Individual Q&A


https://africanastudiesintrocourse.wordpress.com
Lehman College Is Now an NYC Vaccination Site!

NO COST
BY APPOINTMENT ONLY
in the APEX

#LehmanGetsTheVax
#VaxUpCUNY
Key Concepts

Trauma
Generational effects
Eurocentrism
African-centered psychology
Chapter 10, Part 1 Outline

Maulana Karenga Chapter 10 selections
- Intro: 10.1
- Three Major Schools: 10.3
- Major Schools-Methodologies: 10.4
- Radical School

Article: Dr. Wade Nobles: “Shattered Consciousness and Fractured identity”

Video: Dr. Joy DeGruy: Post Traumatic Slave Syndrome
African centered psychologists critique Eurocentric assumptions of traditional psychology that claim universality.

Goal: free Black people from *sociogenic* (socially produced) mind problems.

**Psychology:** human science that systematically studies behavior in its relationship to the complexity of mental, emotional, physical, and emotional factors which shape it.
Black Psychology (10.1)

Goals (398)

1 Severe critique/rejection of white psychology
2 Provide Afrocentric models of treatment, prevention, development
3 Self-conscious intervention in social struggle
3 Major Schools: Differences (10.3)

**Traditional School**: 1) defensive/reactive posture 2) Support of Eurocentric model 3) Concern with changing white attitudes 4) Lack substantive correctives

**Reformist School**: Some concern with changing white attitudes + focus on public policy change + starts advocacy for Afro-centric psychology

**Radical School**: Focuses on Black people with African worldview and opposition to European worldview
Traditional & Reformist Schools (10.4)

Traditional School:
• Kenneth Clark
• Alvin Poussaint

Reformist School:
• Charles Thomas
• Joseph White
• William Cross
Radical School (10.4)

- Na’im Akbar
- Kobi Kambon
- Linda James Myers
- Wade Nobles
- Frances Cress Welsing
- Amos Wilson
- Bobby Wright
Listening: James Brown “Mind Power”

From *The Big Payback*

**Personnel:** James Brown, vocals, et al.

Approx. 14 minutes

**Break:**

15 minutes

(*Be right back! 7:50 PM*)

https://africanastudiesintrocourse.wordpress.com
“Fanon surgically points out that the problem of oppression is a problem of violence. Fanon helps us to see that while oppression requires the fear of physical death, the fear is created via the exercise and threat of violence.”

Forms of violence

1 raw vulgar violence
2 historical violence
3 “violence beyond violence” / “holy violence.”

“In effect, African consciousness and identity were shattered by an all-pervasive domination of the ancestors’ space, time, energy, mobility, bonding, and identity.”
“Black Africa lost millions of souls to the slave trade. This human derailment was experienced at the personal level as psychic terror and physical torture.”

“The cultural and psychological derailment of African people is hard to detect because African life and experience continues. The experience of human movement (or progress) continues and African people find it hard to detect that they are off their own developmental trajectory”

“The avaricious and arbitrary dissection and shattering of Africa resulted in seemingly endless conflicts of situations due to torn loyalties and/or unhealthy ethnic pluralities, with different nations vying for Western-based governmental power. The legacy of colonization has become Africa’s untreated cancer in the guise of development.”

“Accordingly, both continental and diasporan consciousness reflect limitations in the African ability to think in a way that is congruent with the kaleidoscope and gumbo of an African epistemological world-view.”
“development of an African-centered classification of disease, that is, nosology, should at a minimum
(a) use African language and logic and
(b) explore the application and relevance of these ideas and notions in illuminating (clarification and study of) the
“suffering of the spirit.”

BaNtu notions of Kingongo, Tunda Milongo, Kizongo Zongo, Sumuna, Nsumununu a Nkisa/Kinkongo (Fu-kiau, 1991) and
the Kemetic notion of Serudja Ta.

8 ““Re-birthing” recovery process
mutually interactive application of African wisdom traditions, history, culture, philosophy, and deep thought to
illuminate, inform, and develop both the spiritness of
(a) the person (personal character) and
(b) the community (environmental character),
by tapping into the most fundamental and essential core root and source for inspiring health and eliminating imbalance
and discord and to reestablish and/or restore harmony and optimal human functioning.
Dr. Na’im Akbar (10.4) 408-409

White oppressor’s “democratic sanity” model of mental health bases sanity on how White majority population acts. Insanity based on deviation from majority’s behavior and White scientists gain scholarly influence by documenting Black mental deficits.

Critique of traditional school
1 mental health = imitation of White middle class
2 Assumes similarity of sources of white/Black behavior
3 Democratic sanity = universal human standards

Mental health: behaviors which foster mental growth and awareness. Mental illness: ideas/forces in the mind threatening awareness/growth
Afrocentric Worldview:

1 holistic-spiritual unity
2 communalism
3 proper consciousness
Dr. Frances Cress Welsing (10.4) p. 415

Cress Theory of Color Confrontation and Racism (White Supremacy)

Builds on Neely Fuller’s work (Textbook of Victims of White Supremacy, 1969). Fuller argues that:

1. White supremacy is only functional racism
2. All Third World people are victims
3. Racism = universal system of domination
4. European political/economic theories designed to insure White domination

Welsing accepts/expands on above in her own work
Cress Theory of Color Confrontation and Racism (White Supremacy):

White feelings of inadequacy and genetic inferiority lead to following defense mechanisms:

1. Repression of inadequacy by denial
2. Discredit/despise Black & other skin colors
3. Sun tan/makeup to acquire color
4. Elaborate myths of White genetic superiority
5. Projection of hate/sexual desires on others
6. Obsessive body focus/sexual alienation
7. Division of people of color to reduce them to minority status
8. Birth control as mechanism to limit racial majorities
Focus on Black children/child development and social psychology of violence among young Black men

Black male/adolescent criminality factors:
1. White-on-Black violence since enslavement
2. Black-on-Black violence deliberate creation of American society
3. White America’s political/economic needs

White America drives context that results in social conditions producing Black criminality
Psychopathic personality: *almost complete absence of ethical or moral development and an almost total disregard for appropriate patterns of behavior*

Whites pose mortal danger to Black people

1 Historic oppression in the name of God/Jesus
2 Concern only for own interests/ anger when questioned
3 Sexual inadequacy projected as excessive sexuality on Blacks
4 Limited ability to accept blame/ learn from experience
5 Rejects authority and discipline
Dr. Wade Nobles (10.4)
Resources for Further Reading/Study

Association of Black Psychologists: https://www.abpsi.org/


---. Know Thyself.

Neely Fuller, Jr. The United Independent Compensatory Code System Concept a textbook/workbook for Thought, Speech and/or Action for Victims of Racism (white supremacy).


Frances Cress Welsing. The Isis papers: The Keys to the Colors.


Bobby Wright: Psychopathic Racial Personality and Other Essays. Third World Press.