



Georgia State University

Undergraduate Psychology Newsletter

Spring Issue 2004

Editor

Tiffany Young

Staff

Marissa Whaley
Alicia Storey

Graduate Advisor

Jerris Raiford, M.A.

Faculty Advisor

Sarah L. Cook, Ph.D.

“Enjoy one of the PURC’s.....”

Michelle Lizaso

PURC Graduate School Subcommittee Chair

It's time to “enjoy one of the PURC’s” at Georgia State University! The third annual Psychology Undergraduate Research Conference (PURC) will provide freshmen through graduating seniors with insight and knowledge into the field of psychology. This conference offers students an opportunity to present and see posters about undergraduate research and coursework, network with psychology professionals, and sit-in on panel discussions about career options and graduate school.

The theme for this year’s conference is “Diversity in Psychology: Training diverse people as psychologists, investigating diverse populations in research, and taking advantage of the diverse opportunities to apply a psychology degree in your life”. As in past years, PURC is intended to attract undergraduates from the entire Atlanta metro area; students from any college or university and majoring in any area can present and attend. Increased participation in PURC has led to an increase in opportunities for the growing student body. This year, faculty and graduate students from Emory, Georgia Tech, University of Georgia, and Georgia State are all slated to attend and share their experiences with students.

The conference is scheduled for Friday April 9th, 9am-5pm in the GSU Student Center. Panel discussions will include applied and research practica, graduate school experience, as well as how to apply to graduate schools. University Career Services will also offer a series of free workshops on resume writing, information and professional interviewing, job searching, and professional networking. The popular Professional Roundtable Luncheon will also offer the opportunity to speak one-on-one with psychology professionals representing the Atlanta metro area. Please come join us and experience all that PURC has to offer.ψ

The Ronald E. McNair Achievement Program

Erin Nelson
Student Contributor

Academically talented students from disadvantaged backgrounds have an exciting opportunity to participate in a program housed in the Office of Educational Opportunity. This pre-graduate fellowship is named in honor of Ronald E. McNair, NASA astronaut and physicist. McNair was the second African American in space, and the only African American man to have a federal scholarship in his honor. The McNair program aims to assist bright students from disadvantage backgrounds in their goal of attending graduate school, through scholarships and scholarly opportunities.

Junior and senior McNair scholars receive up to \$3600 for their participation in scholarly seminars during the year and a full-time summer research commitment. The scholarship money helps ease the financial strain that can preclude some students from earning valuable summer research experience. Additionally, McNair scholars receive tutoring, counseling, GRE preparation seminars, and graduate school application assistance, as well as faculty mentoring. Participants may earn up to five credit hours for their research work. All of these experiences prepare underrepresented students for graduate school.

Currently, 70 institutions and over 2,000 students participate in the program nationwide. At Georgia State University, recent participants have done research in the areas of biology, psychology, chemistry, English, and the social sciences. Degree-seeking students in diverse majors may apply.

Applicants must have 2.75 GPA or better and aspire to attend graduate school. They must also be first generation college students, who meet income requirements. Interested rising juniors and seniors should begin the application process for next year. More information and applications are available online at <http://www.gsu.edu/mcnair.ψ>

Faculty Searches

Marissa Whaley
Newsletter Staff

Attention! Attention! Georgia State University's Department of Psychology is currently in search of fresh new faces. By Fall 2004, the department hopes to fill a number of openings for its multi-faceted educational program.

The areas the department is most eager to fill are the anticipated full and half -time visiting lecturer positions. The major requirements for these positions are a Ph. D. in psychology or a related field and a record of effectiveness in instructing undergraduate courses. The visiting lecturers may instruct a plethora of courses, which include, *but are not limited to* general psychology, interpersonal behavior, natural science aspects of psychology and abnormal psychology.

In addition to the number of visiting lecturer positions, the department has announced four... yes, FOUR tenure track faculty positions available. The department would prefer no less than broadly trained applicants for each position in order to aid in the establishment of Georgia State's nationally competitive research program. It is imperative that each professor selected for a position reflect the essence of the department, which include a commitment to research, its important role in a number of multidisciplinary research centers and services, and its diverse student population

The first tenure position is that of an assistant professor: a clinical psychologist. This professor must be well rounded in the areas of clinical child and family psychology as well as adult psychopathology. The second assistant professor position will be offered to a cognitive psychologist. This professor must have an established program of research on an aspect of cognition. The last assistant professor position will be offered to an individual in the growing field of community psychology. Research areas that are of interest to the department are psychology and law, international perspectives and issues facing contemporary families.

See p. 5

AFSCME Scholars Program

C. Ashlee Crenshaw
Student Contributor

A Practicum Experience

Tiffany Ernst
Student Contributor

Through the GSU Psychology Department, I was able to participate in an applied practicum entitled Cool Girls, Inc. The Cool Girls, Inc. practicum site was a great experience. It allowed me to work with young children and gain exposure to psychology in a real-world setting. This experience allowed me to utilize skills I had learned in my psychology classes, especially interpersonal behavior. In addition to developing my skills, this practicum experience gave me an opportunity to participate in a fraction of society that I find fascinating and important, such as children.

The Cool Girls program exposed me to a sub-field of psychology categorized as community psychology, of which I had never experienced. This real-world experience has been very beneficial for me for many reasons. I was able to see how programs are developed, implemented, and evaluated.

I was also able to observe the changes that have occurred in these children over the months I was with them. I saw shy, timid children become outgoing and vocal, and “defiant” children become very compliant children and less needy for attention. Because of this actual field experience, I was able to see these changes rather than read about them in a textbook. This type of learning has given me much insight into the workings of a community intervention program.

Since working at Cool Girls, I feel that I have been able to overcome many obstacles that I face when communicating in different situations. This practicum exposed me to various types of communication and individuals. Additionally, I noticed that I was able to extend these communication skills outside of the practicum. I now utilize them in every day relationships, (i.e. the university staff, fellow students, personal relationships, even strangers).

See p. 5

The AFSCME (*American Federation of State, County & Municipal Employees*) and the UNCF (*United Negro College Fund*) co-sponsor a 10-week summer internship program, during which qualified participants organize campaigns across the United States, in one of the following locations: Maryland, Missouri, New Jersey, New Mexico and Washington. Participants educate eligible employees regarding the benefits of becoming a union member, which include creating a representative voice in the workplace, having access to fair wages, and obtaining additional union benefits available not only to the employees themselves, but also to their families.

Participants encourage eligible employees to become union members through conversations at the employees’ places of work, at the employees’ homes and via telephone. In addition to community education and outreach efforts, participants also perform campaign research, develop related campaign materials and assist in the day-to-day operations of the union organizing campaign.

This program not only provides real world job experience, which most students rarely achieve prior to graduation, but also provides the opportunity to make a significant difference in the lives of hard working Americans and their families. In return for the hard work of each participant, the program also provides the following compensation, benefits and/or awards:

- 1) An opportunity to attend a one week orientation & training session at Harvard University
- 2) An internship stipend of up to \$4,000
- 3) On-site housing
- 4) An academic scholarship of up to \$5,000 for the following school year

See p. 5

Remembering Our Past and Looking Toward Our Future

C. Ashlee Crenshaw
Student Contributor

*Mamie Phipps Clark: Rising Above the Oppression of
Racist American Society*

Mamie Phipps was born on April 18, 1917 in Hot Springs, Arkansas. Her father, Dr. Harold H. Phipps, ran a private medical practice, as well as a hotel and spa for black patrons (Markowitz & Rosner, 1996). Because of her father's position in society, her family was able to "cross certain lines," meaning having "access to certain kinds of things, like merchandise stores, drug stores, variety stores, that other [African-American] people didn't have" (Markowitz & Rosner, 1996, p. 27). However, "[d]espite her family's social prominence, Mamie Phipps attended a segregated school and was, "always aware of which way you could go, which way you couldn't go, and what you could do and what you couldn't do" (Markowitz & Rosner, 1996, p. 27). Remarkably, Dr. Mamie Phipps Clark described her elementary and secondary educational experience in a small, segregated, southern town as "stimulating and entirely enjoyable" and, this experience, in combination with "the security of a warm and protective extended family appears to have been the near ideal background for later career satisfaction" (O'Connell & Russo, 1983, p. 267).

In 1934, at only sixteen years old, Mamie Phipps entered Howard University, which was "considered the premier institution for Black students, particularly because at the time few schools were admitting students of color" (*Mamie Phipps Clark*, n.d.). In May of 1938, Mamie Phipps graduated, magna cum laude, with a B.A. degree in psychology and remained at Howard to pursue her M.A. in psychology with University Fellow status (Guthrie, 1998).

During this time, her interest in developmental psychology intensified and a visit to an "all-black nursery school in Washington, DC" resulted in an offer to work with children and prepare the research necessary to complete her master's degree (O'Connell & Russo, 1983, p. 269). Also during this time, the recently married Mamie Phipps Clark visited Ruth and Gene Horowitz to discuss their research

involving self-identification in nursery school children, using line drawings of white and black children, and the need for expansion of this research to include 'Negro' children in the sample (O'Connell & Russo, 1983, p. 269). These discussions along with Mamie Clark's access to the Washington DC nursery school led to the research which became her master's thesis, entitled 'The Development of Consciousness of Self in Negro Pre-school Children' (O'Connell & Russo, 1983, p. 269).

The Clarks also prepared a joint proposal to develop "newer methods of a coloring test and a doll's test" to further refine their research on racial identity and submitted it to the Julius Rosenwald Foundation, which awarded them a fellowship, allowing Mamie Clark to join her husband in New York and pursue her own doctoral study in psychology at Columbia University (Markowitz & Rosner, 1996, p. 30).

Mamie Clark entered Columbia University as its second African-American student. (Markowitz & Rosner, 1996). Mamie Clark also chose Henry E. Garrett as her sponsoring professor, despite the advice of her husband to work with one of his mentors (Markowitz & Rosner, 1996). Mamie Clark responded, "that's too easy. I want to work with the man who had these racial attitudes" (Markowitz & Rosner, 1996, p. 33) and who condescendingly asked Mamie Clark as she neared graduation, "you are, of course, going back home to teach" (O'Connell & Russo, 1983, p. 270). Despite Garrett's obviously chauvinistic and racist attitudes, Mamie Clark successfully carried out her dissertation under Garrett's guidance and received her doctorate degree in 1943 (O'Connell & Russo, 1983, p. 270).

In the same year she completed the Rosenwald-sponsored research regarding identity recognition in African-American children, finding that African-American children become aware of their racial identity at about 3 years old and simultaneously acquire a negative self-image promulgated by societal racism (O'Connell & Russo, 1983, pp. 270-271).

See p. 6

Faculty continued, p. 2

The final open rank position is a Neuropsychologist. The department is interested in applicants whose research focuses on language, attention and memory-just to name a few. The department will give special attention to those applicants that can contribute to research involving functional neuroimaging and have interest in ethnically diverse or multilingual populations.

Lastly, a part-time or full time post-doctoral fellowship is available through the Georgia State University Regent Center for Learning Disorders. The fellowship also has an opportunity for a second post-doc year.

Since Georgia State plans to have the new faculty members marching around campus by August 2004, please welcome them with open arms and open minds. ψ

Practicum continued, p. 3

Furthermore, I noticed that I have become more empathetic since being exposed to a more diverse group of individuals, particularly those who have had vastly different life experiences from my own.

The children disclosed various aspects of their personal lives, and I learned more about the differences between groups from these interactions than I have in any of my psychology or sociology classes.

My experiences with Cool Girls shall follow me throughout my undergraduate and graduate careers and into my future as a psychologist. Because of this practicum, I am excited about graduating and being able to assist people, more specifically children. Cool Girls opened up more options and opportunities for me in the field of psychology. I do not feel as confused about what I want to do in the future, I was skeptical about working with children, especially the patience it takes, but now I know that is the group I want to assist. I hope that by continuing my work with the Cool Girls program, I will be able to influence a child's life as much as they have influenced mine. ψ

AFSCME continued, p. 3

Each student must meet the following minimum requirements for eligibility:

1. Your **ethnicity** must fall into one of the following categories: African American, Hispanic American, Asian Pacific Islander American and American Indian/Alaskan Native
2. You must be a **second semester sophomore or junior** during the application and interview process
3. You must have and maintain a **minimum cumulative GPA of 2.5** or higher throughout your participation in the program
4. You must have a **declared major** in one of the following areas: Women's Studies, Labor Studies, American Studies, Ethnic Studies, Sociology, Anthropology, History, Political Science, Psychology, Social Work or Economics
5. You must demonstrate your **interest** in promoting social and economic justice through your active involvement in the labor movement

Although the deadline for summer 2004 has already passed, all eligible students should start planning to submit their applications no later than **February 28, 2005** for the summer 2005 program. For more information, students may obtain brochures regarding this program from the front desk of the Psychology Department, 11th Floor, Urban Life Building, or students may also download a brochure at: http://www.uncf.org/uncf_docs/scholar/2004-2005_brochure.pdf ψ

Clark continued, p. 4

Mamie Clark was asked by the NAACP to present these findings in court to specifically rebut testimony offered by her former mentor, Henry Garrett, stating that "...black and white children had different talents and abilities which presumably justified segregated schools" (O'Connell & Russo, 1983, p. 270).

From September to June of 1946, she worked for the Riverdale Home for Children, performing psychological tests for the protection of black, homeless girls (Markowitz & Rosner, 1996). While working at the Riverdale Home for Children, Dr. Clark realized the incredible lack of psychological services for minority children in New York City (O'Connell & Russo, 1983; Markowitz & Rosner, 1996). Both Dr. Clark and her husband approached a variety of social service agencies offering to provide the much-needed psychological services for minority children, but these agencies were unresponsive (O'Connell & Russo, 1983). Out of sheer frustration, the Clarks decided that if the services were to ever become available, they would have to establish them by themselves (O'Connell & Russo, 1983).

In March of 1946, the Clarks founded the Northside Testing and Consultation Center (later renamed the Northside Center for Child Development) in the basement of a Harlem apartment (Weiss, n.d.; O'Connell & Russo, 1983). It is here that Dr. Mamie Phipps Clark did her most remarkable work with disadvantaged children and women. In addition to providing services to children, the Northside Center worked specifically with mothers in an effort to instill within them a sense of empowerment which they could exercise over their environment and lives (Markowitz & Rosner, 1996).

While Dr. Clark served as the Executive Director of the Northside Center for Child Development, she was also concurrently a visiting professor at Yeshiva University and a member of the Board of Directors for the following organizations: New York Mission Society, Teachers College at Columbia University, New York City Public Library, and

the American Broadcasting Company (Guthrie, 1998). In 1957, Dr. Clark received the Alumni Achievement Award of Howard University for outstanding post-graduate service in psychological research (Guthrie, 1998). In 1972, Dr. Clark received the honorary Doctor of Humane Letters degree from Williams College (Guthrie, 1998). Dr. Clark was also a member of the American Psychological Association, Phi Beta Kappa and a fellow of the American Association of Orthopsychiatry (Guthrie, 1998).

Three years after her retirement as executive director of the Northside Center, Dr. Mamie Phipps Clark died in August of 1983 at the age of 65. However, her legacy carries on today through the Northside Center (*Mamie Phipps Clark*, n.d.).

References

- Guthrie, R.V. (1998). *Even the rat was white: A historical view of psychology* (2nd ed.). Boston: Allyn & Bacon.
- Keppel, B. (2002). Kenneth B. Clark in the Patterns of American Culture. *American Psychologist*, 31.
- Lal, S. (2002). Giving Children Security: Mamie Phipps Clark and the Racialization of Child Psychology. *American Psychologist*, 26.
- Mamie Phipps Clark*. (n.d.). Retrieved January 27, 2003 from the University of Georgia website: <http://www.arches.uga.edu/~acrobert/home.html>
- Markowitz, G. & Rosner, D. (1996). *Children, Race, and Power: Kenneth and Mamie Clark's Northside Center*. Charlottesville: University Press of Virginia.
- O'Connell, A. N., & Russo, N. F. (Eds.). (1983). *Models of Achievement: Reflections of Eminent Women in Psychology*. New York: Columbia University Press.
- Weiss, A. (n.d.). *Mamie Phipps-Clark 1917-1983*. Retrieved January 27, 2003 from the Webster University website: <http://www.webster.edu/~woolfm/mamieclark.html> ψ

Psi Chi Update

Alicia Storey
Newsletter Staff

Georgia State University's Psi Chi Chapter is psyched up for a semester full of activities! If you have not checked them out, this would be the semester to do so. To be up to date about important Psi Chi events and information, be sure to join the Psi Chi member listserv. All you have to do is visit the website <http://mailbox.gsu.edu/mailman/listinfo/psichi> members and follow the instructions to sign yourself up. You don't have to be a member to sign up; anyone who is interested in receiving information about Psi Chi should join.

Some of our officers are graduating this semester, so we will be holding elections for the open offices. The position of secretary and treasurer will be available for the 2004-2005 school year. If you are interested in running for either of these officer positions, contact Marissa Stone at Hmstone@student.gsu.edu. The election will take place soon and will be done via the internet. Information on how to vote for new officers will be announced on the listserv so make sure to sign up and vote!

Psi Chi is offering a new mentoring service to underclassmen who are seeking answers and assistance while pursuing their psychology major. This will prove to be a valuable and helpful resource for students. We would like to encourage those interested in having a mentor contact Marissa Stone at Hmstone@student.gsu.edu. If you are junior or senior interested in sharing your expertise and knowledge as a mentor, we urge you to contact Marissa as well.

This spring, the main event will be Georgia State's Third Annual Psychology Undergraduate Research Conference (PURC) on April, 9. This year's conference will be full of exciting opportunities and we would like to encourage all students to attend the conference. To get more info or to register for PURC, visit the Psychology Department home page and click on the link to the PURC website.

We have so much going on this semester and we are very excited to bring it all to you! I hope most of you can come and enjoy the knowledge and experiences that accompany the opportunities coming up. Congratulations to all of our graduating seniors. We wish them all the best in their future endeavors. A huge thanks goes out to the Psi Chi Officers who work so hard to make GSU's Psi Chi chapter the success it is!

We hosted a new member induction ceremony for the spring semester on April 21, 2004. Congratulations to all of our new members and welcome to Psi Chi.

New Members

Joelle Hall
Javier Ulloa
Kaila Dunn
Jennifer McCurdy
Sharrunn Rhone
ValerieAnonyuo
Renata Da Silva Janssen
Patrice Reid
Felicia Mokuolo
Sarah Jenkins
Julia Hackney
Tammy Flanagan
Ijeoma Ekeogu
Erin Wigger
Katie Giardina
Lindsey Soto
Lauren Trusty
Philip Hudson
Colleen Kilts
Erin Meyer
Assata Abayomi ψ

Have You Considered Teaching English to Speakers of Other Languages?

*Department of Applied Linguistics
& English as a Second Language (GSU)
<http://www.gsu.edu/alesl/>*

Our Department offers both Masters and Ph.D. degrees in this area.

- * Graduate Assistantships Available (tuition waiver plus stipend).
- * Build upon what you already know about the English Language, teaching, intercultural communication, and/or multicultural education.
- * Find employment internationally or with immigrant populations in the US.
 - * Live, study, and teach in Atlanta, Georgia, USA.

To learn more visit us on the Internet, or contact:

Dr. John Murphy
Director of Graduate Studies
Department of Applied Linguistics and English as a Second Language
Georgia State University, P.O. Box 4099, MSC 4C1250
Atlanta, GA 30302-4099

Email: <jmmurphy@gsu.edu>
Tel: (404) 651-3224

Office Location to Visit in Person:
34 Peachtree Street
12th Floor - Rm# 1241
Atlanta, GA 30303

You can get to know us better through these additional Internet sites

AL/ESL Graduate Program Website:
<http://www.gsu.edu/~wwwesl/alesl/gradhome.htm>

AL/ESL Application Site for Information and Forms
http://www.gsu.edu/~wwwesl/alesl/forms/form_list.htm

Information on Faculty:
<http://www.gsu.edu/~wwwesl/alesl/gradhand-2.htm#Faculty>