AFRS 4652/5000-001: Race, Health, and the African Diaspora (W)
Class meets: 5:00 - 7:45 Fretwell 410
Office Hrs. Tu. Th. 2:00-4:30; and by appointment

I. REQUIRED TEXTBOOK


II. COURSE DESCRIPTION

Intellectually, the course is divided into two parts. The first part is designed to acquaint students with historical and contemporary experiences of peoples of African descent in the Caribbean and Latin American countries with specific emphasis on family structures and family relationships/experiences. The objectives for this section will be accomplished through the discussion of theories, history, impact of globalization on family structure, roles of women and identify, socioeconomic status and mobility, slavery, colonialism, and capitalism.

The second part acquaints students with global approaches to health disparities throughout the African Diaspora. Race, gender, and class stratification paradigms will provide theoretical frameworks from which sociological and health patterns might be explained and analyzed. Race and class stratification, a major component in this analysis, is reflected in the inability to provide adequate health care in spite of national policy or ideology.

Health care disparities are similar throughout the Diaspora, although health care systems might differ. For example, African Americans and Blacks in Britain share similar experiences with respect to disparities in health care; however, there are significant differences in these two systems of care. Latin American Blacks and Blacks in the Caribbean, many having experienced a history of slavery and racial discrimination, have poor health outcomes that will be explored as well. Race, gender, and class stratification models will all contribute to our analysis of health disparities throughout the African Diasporic experience.

The objectives for this section will be accomplished by the following means: (1) definitions and chronic disease epidemiology (2), global approaches to health disparities, (3) women’s health, (4) child mortality and infant mortality, (5) HIV and its impact, (6) social policy and health care, (7) child and infant mortality, and (8) the economics and polities of health care.

The course is designed to provide a better understanding of the comparative relationships and links between contemporary social and historical factors determining the health status of peoples of African descent residing in different areas of the world. Knowledge is at the forefront of the
course; however, the most important aspect of the class is to challenge students to think critically about what they are learning and how it might be integrated into their life experiences and intellectual development.

III: **THE OBJECTIVES OF THE COURSE ARE:**

1. to introduce students to the epidemiology of disease in the African Diaspora;
2. to reflect on differences in health care systems and identify the roles of race, class, and gender stratification.
3. to introduce students to concepts, theories and terms associated with health issues and health care policy in the Diaspora;
4. to enhance students’ understanding of the relationship between social and economic factors and health status;
5. to provide different perspectives on global health solutions;
6. to provide a comparative analysis of race and health in the African Diaspora;
7. to provide a comfortable setting for students to discuss family issues and concepts that might have personal significance.
8. to introduce students to variations in family life and experiences in the African Diaspora with specific emphasis on the Caribbean;
9. to show the impact of globalization, migration, and transnationalism on family structure and family life;
10. to introduce students to family history, concepts, and theories associated with the experiences of families of African descent in the U.S., West African, selected Latin and Caribbean regions;
11. to enhance students’ understanding of the relationship between the family, community, and society from a comparative perspective;

IV. **Expectations, Requirements, and Evaluation**

Please Note: *All course requirements and expectations of assignments (structure and guidelines) are outlined in this document. Please do not become offended if I refuse to verbally repeat the expectations and structure of an essay over and over. I will go over the syllabus in class once. I will clarify any information that you do not understand in my office, but will not continue to repeat requirements that I have explained verbally and in the syllabus. Please make notes as needed. Please read the syllabus carefully.*

No documentation will be accepted as justification for missing a paper as sufficient time (4-6 days) will be given to complete each assignment. All papers/assignments are collected in the classroom at the top of the hour. Papers may not be left underneath my office door, with the Office Manager, or in my mailbox. Permission will not be granted for email
submissions; these will not be printed nor read.

V: Requirement and Evaluation:

**Attendance:** 3 points will be deducted from the averaged grade each time a class is missed. Total number of meeting = 15.

**5 short essays:** (100 pts. each = 500). Essays will range in length form 3 ½ - 5 double-spaced pages. Use 12’ font only. Do not bold. You will be given from 4 to 6 days to write your essay. You will develop the essay using only the material from the reader/lectures/film. Outside sources are not used for short essay writing assignments. **Late papers are not accepted. No exceptions.**

**In-class activities each meeting** (100pts.). These may take different forms (quizzes, organized discussion, or some other interesting activity.

**1 research paper** (100 pts.). Each student will select a topic from paragraph 4 (above) in the Course Description section that is pertinent to race and health in the African Diaspora. Topics must be approved by Feb. 4. Due on the day you present. Papers without citations will receive an automatic F without consideration of content. Papers may range between 7-10 pages. Paper peddling is discouraged. Do not submit any variation of a paper that have been graded for a previous class. Guidelines and requirements are listed at the end of this document.

**1 oral presentation of research paper:** (100 pts.). PowerPoint presentations may be used.

**Regular and meaningful Participation** (100 pts.). Due to the nature of this course and its upper/graduate level status, discussion is an ongoing aspect of the course. In addition to daily discussions, specific days will be set aside to apply concepts to different parts of the African Diaspora. **This requirement will not be waived for anyone in this class.** If you
are too shy to share your opinions, please consider the consequences.

Class participation guidelines:

- Please think through your ideas before you speak.
- Raise your hand if you wish to speak.
- Please do not expect to speak more than once or twice (at the most) during any discussion session, unless the format is changed by the professor.
- Keep your comments concise, clear, short, and to the point.
- Make your point only once and stop. You do not need approval for your ideas.
- Do not expect to provide a rebuttal to your comments. Say what you mean the first time.
- Please refrain from stating personal experiences and in your statements. The course does not require that you share any personal information beyond that which is observable.

**Grading**: All grades are given based on your performance. Your success or failure in this class is based solely on you. The guidelines are applied in the same manner for all students. Please keep track of your grades to avoid confusion at some later point. No extra work will be given. Unfortunately, you will not pass the course for doing a “little work” if it falls below 60%. Please refrain from crying in my office.

Grading is standard:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<td>80-89</td>
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<td>60-69</td>
<td>D</td>
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<td>59-below</td>
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Academic Integrity Policy:

Students have the responsibility to know and observe the regulations of the UNC Charlotte Code of Academic Integrity. The Code forbids cheating, fabrication, or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials and complicity in academic dishonesty. All instances of academic integrity violations will be prosecuted to the fullest extent. Penalties for academic dishonesty may range from a grade of F in an assignment or course to expulsion from the University. Students are expected to report cases of academic dishonesty to the course instructors. Please refer to www.legal.uncc.edu/policies/ps-105.html#VI.

INTELLECTUAL CONTEXT

Jan. 14
How to write an essay
Guidelines for research paper

The specific guidelines for each paper will be distributed a week prior to the due date. Please note that each assignment must be read prior to the date of discussion. Papers are due weekly.

Please note: Critical comments will be written on papers only for the first paper. After the first paper, students are expected to use the rubric to determine why a certain score was assigned.

Discussion format: Students will form groups of 3 (same students weekly) to identify the major issues to discuss for the day. All groups will participate weekly.

On a regular basis, class time will be devoted to your research paper. note the difference between the longer research paper and the shorter essay.
Part I: Family Relationships/Extendedness in the African Diaspora: Reflections on Race and Health

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan. 28</td>
<td>Short essay #1. Reflection on Race and Health Track Student research</td>
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<tr>
<td>Feb. 4</td>
<td>African Heritage and African American Families. <em>500 Year After</em> - a documentary</td>
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<td>Feb. 11</td>
<td>Short essay #2 Reflections on Race and Health Track Student Research</td>
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<td>Feb. 18</td>
<td>Class discussion chpts. 2 and 7: Reflections on Motherhood and Kinship Network Systems</td>
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<td>Feb. 25</td>
<td>Short essay #3 due Reflections on Race and Health Track Student Research</td>
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<td>Spring break</td>
<td>Mar. 3-8</td>
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<td>Mar. 11</td>
<td>Class discussion ch. 6: Health</td>
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<td>Mar. 18</td>
<td>Short essay #4 Reflections on Race and Health Track Student Research</td>
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<tr>
<td>Mar. 25</td>
<td>Class discussion chpts.. 8, 12, 15: African</td>
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American, Caribbean, and African Families: Commonalities, Challenges, and Prospects

April 1  Short essay #5
Reflections on Race and Health
Track Student Research

Part II: Race and Health in the African Diaspora – Presentation of Student Research

Written reports are due at the time you present.

Apr. 8  Presentations: class discussion of research paper
Apr. 15 Presentations: class discussion of research paper
Apr. 22 Presentations: class discussion of research paper
Apr. 29 Presentations: class discussion of research paper

Technical/formatting Guidelines for writing the Research Paper –
please go to the writing center or the library if you need more information on standard formatting for writing a research paper. You will be graded on all written requirements.

Double space
12’ font only
Times New Roman only
Do not use bold print
Sub-titles are required, though the paper is relatively short.
At least 10 pages are required
Do not double space twice between paragraphs
Paragraphs must be uniform and not one full page. Rule of thumb is about ½ page maximum
Introductory and concluding paragraph sentences are expected
Proper indentions are expected
Number pages – begin with introduction
At least 15 references
Each page needs to be complete
Use standard margins (top and bottom)

Use citations (references) throughout your paper
Example: Jones, 2012; Jones and Smith, 2013
Do not use your opinions any place in the research paper
You are not allowed to use any paper presented for a grade in a previous class

Outline and content inclusion -- writing the research paper:

Title – the title must be specific – reflecting the connections between race, history, economic, and health.
Outline (separate page)
Introduction (at least one page or 2 paragraphs)
Objectives of the paper
Body
Demographic and social characteristics of the region
Use no more than 2 tables in the body of your paper
Discussion - critical issues of the research
Summary
References
Appendix (optional)

Guidelines for short essay writing.

First introductory paragraph: The introduction must contain 2 paragraphs. The first paragraph is general, but focuses on your subject. The introduction is based on factual information. It is not your opinion.

Second introductory paragraph: Discuss (describe) the thesis ideas (3 or more) in the second introductory paragraph and then state the thesis at the end of the second paragraph. A thesis is a structured statement which tells the reader specifically what the paper is about. The thesis must
consist of a complete sentence. The thesis statement must be underlined. 0-30 pts.

**Body:** Each paragraph must have an introductory sentence and a concluding sentence. The introductory sentence presents the idea that you will discuss. The first sentence must reflect specifically and clearly the idea to be discussed, using the actually concept/term or a synonym. The concluding sentence connects your idea to the following idea/paragraph. This gives your essay its flow and helps to tell your story. Each sentence must be a logical flow from the preceding sentence. This makes for a well developed paragraph and ease in flow. Avoid writing in the first person. Two points will be deducted each time first person is used. Deductions will be made for sentence structure, punctuation, spelling, and organization. 0-30 pts. total or 0-10 pts. each paragraph.

  First paragraph (at least one half page and 10 pts.). **use only one paragraph**
  Second paragraph (at least one half page and 10 pts.). **use only one paragraph**

**Interpretation/discussion:** This section connects your ideas in a logically consistent manner. This is where you give your critical analysis of what you have written. How do you interpret what you have written? What does it all mean in some broader context? What does it mean for the black family or community? 0-20 pts. Evaluation for this section is based solely on critical analysis and interpretation of what you have written, as well as how you have integrated your concepts with the opinion in your thesis statement. **Do not use first person in this section (I or we in particular). Two points will be deducted for each instance.**

**Summary:** Restate your theses in other words, provide an overview of major points, and conclude. Do not include ideas that have not already
been discussed in the paper. The summary is not an interpretation in this paper. Do not underline your thesis in the summary. At least one half page. 0-10 pts.

Note: Papers obtained from any other source than class material will be assigned an “F”
Papers that do not conform to the assignment will not be read, and will receive an “F”
 Totally opinionated papers will receive an “F”
Papers written on some other topic other than that given will receive an “F”

The Writing Center is very helpful. If you need clarification on any of the above issues, please visit the Writing Center. I am also free to meet with you as often as needed.

References


Elder, J.D. 1972 *From Congo drum to socio-historical account of the emergence and evolution of the Trinidad steel orchestra*. St. Augustine, Trinidad: University of the West Indies.


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University Press.


Smart, I. 2000. *Ah come back home: perspectives on Trinidad and Tobago Carnivals.* Original World Press.


