I. REQUIRED TEXTBOOK

African World Press

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 Diaspora 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, (8) the economics and politics of health care; (9) social determinants of health..

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:**

Please ask questions in class or stop by my office if you don’t understand a set of guidelines governing your assignments; this is to discourage some students from blaming the professor for not understanding. As well, it encourages students to take responsibility for their own learning. Late assignments are not accepted.

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;

1. to enhance students’ understanding of the relationship between the family, community, and society from a comparative perspective;

IV. **Requirements and Evaluation**

Please Note: All course requirements are outlined in this document.

Documentation will generally not be accepted as justification for missing a paper as sufficient time will be given to complete a writing assignment.
Consideration is given only in unusual cases to be determined by the professor. All papers/assignments are collected in the classroom. Papers may not be left underneath my office door, with the Office Manager, or in my mailbox. Permission is not generally granted for email submissions. Please ask questions if you don’t understand; in an effort to discourage some students from holding the professor responding for them not having clarity on an assignment. After I discuss an assignment and you still do not understand, please stop by the office.

V: Requirements and Evaluation:

5 short research papers: (20 pts. each = 100). Your research is to be organized and presented to the class each week by all students. Each research paper will consist of 2-3 pages, contributing to a final semester paper (15 pages for graduate students and 12 pages for undergraduates). All papers must be doubled spaced and 12” font only. Subtitles may be used in the short papers. The short paper is based on your research topic. All papers must be submitted each week to me in writing using the guidelines below. Develop an outline and present aspects of it each week. Your first two short papers will follow the format described on page 10 of this document. The structure of the remaining 3 will be determined by the student.

- Citations must be used in each paper.
- List references at the end of the paper.
- Opinions from the internet must not be used. You may use government reports, census data, or private agency reports.
- Opinions must not be used in the short nor long paper research; except for the interpretation section.
- Use research articles/books.
- Short papers will be presented orally throughout the semester by all students (about every 2 weeks), on the day the paper is due.
- These presentations are meant to update/summarize the class on the progress of the research. Orals last from 3-5 minutes for each student.
- Ask questions if these guidelines are not understood.

VI: 1 long research paper (100 pts.).

All topics must be approved by Feb. 20. Changes cannot be made after this date.

Brief guidelines: Papers must consist of a minimum of 15 pages for graduates and 12 pages for undergraduates. Paper peddling is discouraged. Do not submit any variation of a paper that has been graded for a previous class, or prepared for the current semester (cannot present the same paper to 2 classes). More detailed guidelines and requirements are listed at the end of this document.
Please ask questions if you don’t understand. The professor is not responsible if you do not make sure you understand what is expected of the course.

VII: 1 oral presentation of long research paper: (100 pts.). PowerPoint presentations may be used. You are required to distribute handouts outlining your presentation.

VIII: Verbal participation: (100 pts.). Due to the nature of this course and its upper/level status, discussion is a required. This requirement will not be waived for anyone in this class. If you are not prepared to develop this aspect of your educational experience, you will need to be comfortable receiving an “F” in this category; or decide early on whether you want to take this course.

IX: Five quizzes (20 pts. Each = 100).
The quizzes will consist of short answer, short paragraph, definitions, and/or one essay.

X. 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. The course does not require that you share any personal information beyond that which is observable.

XI: 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. The best grades A/B usually go to those students who follow the writing guidelines.

Grading is standard:
90-100    A
860-89    B
70-79     C
60-69     D
59-below  F
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.

Please Note: Pay attention to deadline dates. "I did not know" is not an acceptable reason for missing an assignment, or not conforming to the guidelines.

INTELLECTUAL CONTEXT

Jan. 13 How to write an essay (thesis construction)
What is a research paper? How to state objectives
Select research topics
The technical aspects of writing

Jan. 20 “500 Years After” - A documentary.


Jan. 27 Quiz #1
Introduction and Chapter 1: The African Family. Discuss and turn in short paper #1
Chapter 2

Feb 3 Chapter 6: Identify critical issues.
Lecture: Social Determinants of Health
Video: Michael Moore on Health

Feb 10 Chapters 7
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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Feb. 17</td>
<td>Quiz #2. Discuss and turn in short paper #2</td>
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<td>Chapters 8: Identify/discuss issues</td>
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<td>Feb. 24</td>
<td>Class discussion Chapters 8:</td>
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<td>Quiz #3. Discuss and turn in short paper #3</td>
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<td>Mar 3</td>
<td>spring break</td>
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<td>Mar 10</td>
<td>Writing workshop,</td>
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<td>Mar 17</td>
<td>Quiz #4. Discuss and turn in paper #4</td>
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<td>Mar 24</td>
<td>Chapters 10 and 12</td>
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<td>Mar 31</td>
<td>Quiz #5. Discuss and turn in paper #5.</td>
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Presentation dates below:

Apr. 7  Presentations: long research paper. Graduates will report first.

Apr. 14 Presentations:

Apr. 21 Presentations:

Apr. 28  Semester paper due. Please staple and number. Late papers are not accepted. 15 pages for graduates and 12 pages for undergraduates
Technical/formatting Guidelines for the long Research Paper

Use APA or ASA style of writing (refer to bibliography in this document)
Do not use MLA style of writing
Use manuscripts as a model to write your long paper
Double space
12’ font only
Times New Roman only
Do not use bold print
Sub-titles are required
At least 15 pages are required for graduate students
At least 12 pages are required for undergraduate students
Do not double/double space twice between paragraphs
Spacing needs to remain consistent throughout the paper.
Paragraphs must be uniform and well developed
Avoid one entire page or more for one paragraph
Proper indentions are expected
Number pages – do not number the cover page and the outline. Begin #1 with the introductory page.
At least 10 references
Use standard margins (top and bottom)

**Use citations (references) throughout your paper**
Example: Jones, 2012; Jones and Smith, 2013
Do not use your opinions or first person (I) any place in the research paper
Do not turn in a paper presented for a grade in another class
Basic structure for long paper (15 pages for graduates; 12 pages for undergraduates)

Title – the title must be specific – reflecting a relationship between and independent and dependent variable (Example: How Ebola has influenced the attitudes of the American medical community; the impact of race on chronic disease epidemiology in the U.S).

Outline (separate page)

Introduction (at least one page or 2 paragraphs)

Objectives (at least 4)
(Sample: see Ruiz handouts).

Theoretical perspective

Literature Review (use subtitles). This is the largest part of your paper.

Demographic and social characteristics of the group you are studying (Required). Use no more than 3 tables in the body of your paper. Use large/long tables in Appendix)

Discussion - critical assessment of what you have written. (At least 2 pages). Show agreement or disagreement with the issues. Show how researchers disagree or agree. What kind of recommendations can be made regarding policy, research, program development. This is the only section where you may use your opinions, but not first person.

Summary

Bibliography

Appendix (optional)
Guidelines for short paper writing

Your first 2 short papers will follow this format. Specific assignments will be given for these two only. After which you will follow the guidelines set forth earlier in this document.

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 (20 pts).

Second introductory paragraph: state the thesis ideas and discuss them in the second introductory paragraph. State the thesis at the end of this paragraph. A thesis is a structured statement that tells the reader specifically what the paper is about. The thesis must consist of 3 objectives in a complete sentence. The thesis statement is the last sentence in this paragraph (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.

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? 0-10 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.

This pertains to both short and long papers.

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”
Bibliography

This list of references represents historical and social histories of African Americans and Africans. It is not designed to capture contemporary health issues. Contemporary health issues are discussed via semester reports, lectures, videos, in class.


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.


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


