

**ESTABLISHMENT OF CONCENTRATION IN HEALTH AND ENVIRONMENT
WITHIN THE AFRICANA STUDIES BA PROGRAM**

University of North Carolina at Charlotte

Undergraduate

Course and Curriculum Proposal from: Africana Studies

PROPOSAL SUMMARY AND CATALOG COPY.

1. **SUMMARY.** The Africana Studies Department would like to establish a Health and Environment Concentration within the Africana Studies major beginning in Fall 2011. The concentration will require a total of five three-credit hour courses in the following order.

Group A. The three-credit prerequisite course for the concentration is:

AFRS 2170. Health and Environment in the Africana World

Group B. Three to four courses (9-12 credits) must be taken from the following:

AFRS 3155/HIST 3155: Health & Healing in Africa

AFRS 3250: African-Americans and Health Communication

AFRS 3261: Psychology of the Black Experience

AFRS 4630: Environmental and Public Health in Africa (O)

AFRS 4640: Environment, State and Society in the Caribbean and Latin America

AFRS 4652: Race, Health and the African Diaspora (W)

Group C. One course (3 credits) may be taken from the following if approved by the respective department:

AFRS 4401: Professional Internship in Africana Studies

ANTH 2126: World Population Problems

ANTH 2127: Environmental Anthropology

ANTH 3122: Culture, Health and Disease

ANTH 3124: Food, Nutrition and Culture

ANTH 4131: Culture, Pregnancy, and Birth

COMM 3051: Topics in Health Communication

COMM 3115: Health Communication

ESCI 2101: The Environmental Dilemma

GEOG 2103: Elements of GIScience and Technologies

GEOG 2120: Geographic Information Systems: Survey of Applications and Techniques

GEOG 3215: Environmental Planning

GRNT/HLTH 3115: Health and the Aging Process

HIST 2140: Disease & Medicine in History

HLTH 2101: Healthy Life Cycles

HLTH 3102: Comparative Healthcare Systems
HLTH 3103: Behavior Change Theories & Practice
HLTH 4103: Environmental Health: A Global Perspective
HLTH 4104: Epidemiology
HLTH 4280: Global Health Issues
HLTH 4090: International Comparative Health Systems
NURS/WMST 4191: Women's Health Issues
POLS 3125: Health Care Policy
SOCY/GER 4130: Sociology of Health and Illness

A grade of "D" or higher must be earned in the required course and a minimum 2.0 grade point average is required in the 15 credit hours of the concentration.

2. PROPOSED CATALOG COPY.

The major in Africana Studies leading to a B.A. degree requires the completion of a minimum 30 credit hours; including:

(1) 15 credit hours in Africana Studies core courses: AFRS 1100, 3290, 4000, 4010, and one of the following: AFRS 2153, 2160, and 2161;

(2) A minimum of 15 credit hours in Africana Studies electives, including any of the following: 2050, 2105, 2120, 2153, 2160, 2161, 2170, 2206, 2215, 2221, 2301, 3050, 3150, 3155, 3158, 3190, 3200, 3210, 3218, 3220, 3240, 3250, 3260, 3261, 3265, 3270, 3278, 3280, 3290, 3692, 3895, 3990, 4000, 4050, 4101, 4105, 4410, 4630, 4640, 4652

(3) At least a three credit hour course designated W in the major.

Concentration in Health and Environment

Students can, if desired, complete a Concentration in Health and Environment as part of the B.A. degree in Africana Studies. The concentration focuses on the cultural, social, ethical, psychological, historical, and policy dimensions of the pertinent health and environmental issues in the global Africana World. The concentration requires a total of five three-credit hour courses. All students are required to take the prerequisite for the concentration: AFRS 2170. In addition, a minimum of three courses must be taken from the following: AFRS/HIST 3155, AFRS 3250; AFRS 3261; AFRS 4630; AFRS 4640; AFRS 4652. One of the required courses for the concentration may be taken from the following: AFRS 4401, ANTH 2126, ANTH 3122, ANTH 3124, ANTH 4131, COMM 3051, COMM 3115, ESCI 2102, GEOG 2103, GEOG 2120, GEOG 3215, GRNT/HLTH 3115, HIST 2140, HLTH 2140, HLTH 3102, HLTH 4103, HLTH 4104, HLTH 4280, HLTH 3103, HLTH 4090, NURS/WMST 4191, POLS 3125, SOCY/GER 4130

**3. FOR COURSES:
ATTACHED**

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Over the years, many students enrolling in the Africana Studies Minor and Major have shown interests in classes that focus on the Health issues of the Black, African-American, and Global African Diaspora populations. This concentration will meet this targeted interest. It will also help attract students with particular interests in health and environment issues but who desire the liberal arts major in Africana Studies. The concentration will provide AFRS majors with opportunities to acquire additional credentials in social affairs dealing with health and environmental issues.

The department, in its five-year strategic plan, has identified the health and environment fields as a linked critical area in need of curriculum expansion because: (1) of the AFRS faculty expertise in these fields (at least five faculty members research on health and environmental issues) ; (2) it moves the department towards meeting its goal of developing a comprehensive liberal arts curriculum that combines social policy issues (e.g, health and environment) with historical and cultural analysis; (3) it provides AFRS students with a “depth of knowledge in a given field...with transferable skills”, as stated in the CLAS Goal # 3 of the 2010-15 Strategic Plan; (4) there is demand in the state/region for citizenry and workforce with an analytical understanding of health/environmental issues; (5) it broadens the synergies with existing programs in Communications, Anthropology, Gerontology, Sociology, Psychology, Earth Sciences, and Health and Human Sciences; and 6) it responds to the interests and demands of students.

2. Discuss prerequisites/corequisites for course(s) including class-standing.

The prerequisite for the concentration is AFRS 2170: Health and Environmental Issues in the Africana World. The course will be offered every Fall semester and it will provide students with a foundational comparative understanding of the African and African Diaspora health and environmental conditions, especially as these two impact one another.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

With the exception of the prerequisite class which is an introductory 2000-Level class, all the other courses are at 3000 and 4000 levels because the majority of the students likely to enroll for the concentration will be junior and senior.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The concentration adds a social policy theme to the Africana Studies curriculum and provides students with a depth of understanding in the health-environment field, as this affects Africana World. The concentration will particularly be attractive to students who desire a combination of historical and cultural depth in Africana Studies with an understanding of the health-environmental issues faced by Africana subjectivities in the 21st century. The concentration will also provide students with an expanded choice of credentials and we expect this to facilitate an increase in the number of majors in Africana Studies. The concentration also provides for a more efficient use of the faculty expertise in teaching.

C. IMPACT.

- 1.** What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The proposal is primarily for undergraduate majors, and those seeking to become majors in Africana Studies but who have interests in health-environment issues related to Africa and the global African Diaspora.

- 2.** What effect will this proposal have on existing courses and curricula?

- a.** When and how often will added course(s) be taught?

The prerequisite course will be offered every Fall semester, and two of the courses in the required group (Group B) will be offered every semester.

- b.** How will the content and/or frequency of offering of other courses be affected?

There is no significant effect on the offering of other courses. In fact, the courses associated with the concentration in Health and Environment will help to trim down redundancy in course offerings, and further gear faculty efforts towards purposive and result-oriented allocation of teaching efforts. In addition, this slight reconfiguration of faculty teaching efforts will allow almost half of the faculty to begin teaching in the area of their research interests. By so doing, it is expected that these faculty will be able to include students more directly in their research endeavors.

- c.** What is the anticipated enrollment in course(s) added (for credit and auditors)?

AFRS 2170: 50; AFRS 3261: 50; AFRS 3250: 50; AFRS 4630: 25; AFRS 4640: 25; AFRS 4652: 25

- d.** How will enrollment in other courses be affected? How did you determine this? There will not be any noticeable impact because AFRS courses are currently fully subscribed. In addition, repetitive offering of the same electives will be cut back. For example, instead of offering

an elective course every semester (e.g., Black Images in the Media), the course will be offered every other semester. This will therefore expand the menu of courses available per academic year to majors, minors, and the university students at large.

e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

AFRS 3050- Psychology of the Black Experience has been offered twice with more than 35 students on each occasion. Students enjoy and like this class, and many of them comment that the course broadens their understanding of the interconnection between psychology of race and health, and identity formation/self understanding. The course has drawn students from the College of Education, the Department of Psychology, and the Africana Studies Department.

f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

None

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

1. Personnel

a. None. The Department will slightly change its configuration of elective course offerings without reducing the number of general education courses. For more than two years, the department has successfully expanded class sizes in order to accommodate the minor reconfiguration of courses that this concentration will require.

b. List by name qualified faculty members interested in teaching the course(s).

AFRS 2170: Dr. Ola Aborisade (MPH; Ph.D. Government: health administration , public policy, local government) and Dr. Dorothy Smith-Ruiz (Ph.D. Sociology: mental health, race and health, aging, family)

AFRS 3155/HIST 3155: Dr. Karen Flint (Ph.D. History: medical history, African healing practices)

AFRS 3250: Dr. Debra Smith (Ph.D. Education: pedagogy, communication, adolescent sexual health)

AFRS 3261: Dr. Charles Pinckney (Ph.D. Psychology: race, Black Psychology, hip-hop)

AFRS 4630: Dr. Ola Aborisade (MPH; Ph.D. Government: health administration and public policy), Dr. Akin Ogundiran (Ph.D. Archaeology: landscape history, settlement studies, human-environment interactions)

AFRS 4652: Dr. Dorothy Smith-Ruiz (Ph.D. Sociology: mental health, race and health, aging, family)

2. Physical Facility: None
3. Equipment and Supplies: None
4. Computer: None
5. Audio-Visual: None
6. Other Resources: None
7. Indicate source(s) of funding for new/additional resources required to support this proposal.: None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation
Attached
2. Consultation with other departments or units
List departments/units consulted in writing and dates consulted.
Summarize results of consultation and attach correspondence.

We consulted eleven academic units between February 12 and 22 for advice and comments on the proposal. Nine academic units responded with helpful comments and endorsement of the concentration. Their comments have been used to revise the proposal. The responding nine units are (see attachments):

Department of Anthropology
 Department of Communication Studies
 Department of History
 Department of Geography and Earth Sciences
 Department of Psychology
 Department of Public Health
 Department of Social Work
 Department of Sociology
 Gerontology Program

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit
Briefly summarize action on the proposal in the originating unit including information on voting and dissenting options.

The idea for the concentration developed as part of initial conversations between the Departments of Africana Studies and Communication Studies from September through November, 2010. Dr. Debra Smith served as the liaison between the two units throughout that period. Given the fitness of this idea to the department's strategic plan and faculty expertise, the department chair prepared a concept statement for the concentration in health and environment, and

presented it for discussion and voting at the Africana Studies faculty meeting held on November 19. The meeting unanimously approved the concept paper and asked the chair to proceed with the planning.

The chair contacted Dean Nancy Gutierrez and Associate Dean Charles Brody on November 19 with the revised concept paper outlining the rationale for the concentration and asking for approval to proceed.

On November 20, Dean Gutierrez approved the plan and asked the chair to work with Associate Dean Brody in developing the proposal.

On November 22, the chair tasked Dr. Debra Smith and Dr. Dorothy Smith-Ruiz to develop a white paper detailing the scope of the concentration, the likely synergies that the concentration will create with other units, the likely resources required, and the new courses that may be needed for the concentration. The task force submitted its report on December 15.

Between December 26 and January 15, 2011, the chair developed a draft proposal for the concentration in consultation with the task force members.

On January 28, the chair presented the proposal to the AFRS faculty for discussion and vote. The proposal was unanimously approved. He later met with Associate Dean Brody for further discussions.

Between January 31 and March 7, the department chair worked with the core and affiliated faculty members, the department's undergraduate committee, and the J. Murrey Atkins Library to develop the required new courses for the concentration.

2. Other Considering Units

Briefly summarize action on the proposal by each considering unit including information on voting and dissenting options.

Several of the units consulted reported intra-unit discussions that led to their respective unit's approval of the proposal (see attachments). Three representatives of the Department of Public Health met with two representatives of the Africana Studies department on March 1. The chair of Public Health expressed support for the concentration after the meeting.

G. ATTACHMENTS

1. Attach relevant documentation of consultations with other units. For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

ATTACHED