



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF AFRICAN &
AFRO-AMERICAN STUDIES
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August 28, 2009

Karen Gil, Dean of the College of Arts and Sciences
Stephen Matson, Dean of the Graduate School
University of North Carolina at Chapel Hill

Dear Dean Gil and Dean Matson:

I am writing to express my support for the proposal to establish a graduate certificate in African studies.

The Department of African and Afro-American Studies is looking toward the development of a graduate program that will offer masters and doctoral degrees in African studies. This certificate program will provide us with a valuable initial step in this direction. For now and into the future, this program will provide graduate students at UNC-CH who are pursuing advanced degrees in departments other than ours with the rigorous training that they will need to conduct quality research in this field.

As Chair of the Department of African and Afro-American Studies, the unit which will offer the proposed certificate, I am pleased to provide all the support necessary to make this program a success.

Please feel free to contact me should your review committee have additional questions.

Sincerely,

Julius Nyang'oro
Chair



UNC
GLOBAL

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS AND SCIENCES

AFRICAN STUDIES CENTER

FedEx GLOBAL EDUCATION CENTER
CAMPUS BOX 7582
CHAPEL HILL, NC 27599-7582

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August 28, 2009

Karen Gil, Dean of the College of Arts and Sciences
Stephen Matson, Dean of the Graduate School
University of North Carolina at Chapel Hill

Dear Dean Gil and Dean Matson:

I write to express my support for the attached proposal for a graduate certificate in African studies.

As home to a National Resource Center in African studies the University of North Carolina at Chapel Hill has established itself as a leading research university in the United States in this field. The establishment of a graduate certificate in African studies will enhance the prospects of our graduates in a competitive market for academic positions. By underlining our commitment to graduate education in African studies at UNC-CH this certificate represents a vital and necessary step in the ongoing development of our African studies program. This certificate program will solidify our position nationally in African studies and open the possibility of securing federal funding under the Foreign Language and Areas Studies Program for graduate student fellowships.

As Director of the African Studies Center, the unit which will administer the proposed certificate, I am pleased to provide the necessary support and the resources required to administer and manage the proposed certificate.

Please feel free to contact me should your review committee have additional questions.

Sincerely,

Michael Lambert
Director

Certificate Program Application Form

*Please use this application form as a guide for your Certificate Program proposal.
You may also create your own format, as long as each question is addressed.*

Name of Proposed Certificate Program: Graduate Certificate in African Studies

Sponsoring Department or Unit Name: Department of African and Afro-American Studies

First Term the Certificate Would be Offered: Fall 2010

Primary Contact Name: Michael Lambert, Director, African Studies Center

Address and CB #: CB#7582, FedEx Global Education Center

Phone Number: (919) 962-1585

Email: mlambert@unc.edu

1. Describe the certificate program and provide a statement of educational objectives.

This certificate is designed to provide graduate students with focused advanced training in the field of African studies. Through this program students will gain an understanding of the field of African Studies that is both broad and deep and matches the professional standards that are expected in this field. Due to the interdisciplinary nature of African studies, students will have broad latitude in selecting courses that best fit their research interests to satisfy the course requirements for this program, although they will be encouraged to draw courses from more than one discipline. The program directors will work with candidates to help design a course of study that will allow them to develop a specialization in African studies that is appropriate to the discipline of their primary degree.

This program will foster a deep understanding of the interdisciplinary nature of the field of African studies. Students will be strongly encouraged to actively participate in our ongoing Carolina Seminar in African Ecology and Social Process. This will establish a sense of community among the program participants that will allow them to share perspectives and research ideas. This non-credit interdisciplinary faculty and graduate student workshop will expose students to research on Africa from the perspective of a wide range of disciplines.

This certificate program will provide our graduate students with the credentials and grounding in African studies that will allow them to successfully compete for jobs in this field.

2. Include a statement about the need for such a certificate program, and specifically why there is a need to offer this certificate at UNC-Chapel Hill. Is the certificate offered at other universities or community colleges?

Over the past several years UNC-CH has experienced considerable growth in both our course offerings and the number of faculty members who are working in the field of African studies. Concurrent and related to this has been an increase in the number of graduate students

throughout the University who are conducting research in this field. The focus that these students have on African studies needs to be formalized and acknowledged as part of their academic training to insure that these students receive the guidance necessary to develop a depth of specialization in African studies. This opportunity is not currently available to graduate students at UNC-CH and this certificate program is designed to fill this gap. Currently no graduate level degree is offered in African studies at our campus. This certificate program will fill this gap by providing focus to graduate training in African studies, fostering networks between faculty and students across schools and disciplines, and enhancing the marketability of our students for academic positions in this field.

While this certificate is offered by many universities across the nation, to our knowledge no institution of higher education in the state of North Carolina, private or public, offers a graduate level degree in the field of African studies. As an institution that is home to the only Africa National Resource Center (NRC) in the region, and one of only eleven nationally, it is appropriate and expected for UNC-CH to offer this certificate. UNC-CH is the only university in the nation with an Africa NRC which does not offer this certificate.

The development of this certificate program will complement other initiatives we are pursuing at UNC-CH to solidify our position as one of the nation's leading institutions of higher learning in African studies. In 2005 the strength of UNC-CH in African studies was acknowledged when the Department of Education awarded us a grant to establish an undergraduate NRC. In 2010 we plan to submit a proposal for a comprehensive NRC. If we win this grant the African Studies Center will be able to provide more support to our graduate programs including fellowships for graduate students. In order for UNC-CH to be competitive for the status of a comprehensive NRC it is critical that we offer a graduate certificate in this field.

3. Why is the certificate program necessary beyond offering the program as a minor, supporting area, specialization/concentration, or track?

A certificate program is necessary due to the interdisciplinary nature of African studies. It must be open to all students regardless of their home department or school (precluding the feasibility of a specialization/concentration or a track). While this program will provide a stepping stone to the development of a minor in African studies, a certificate in African studies is usually more attractive to graduate students who are pursuing advanced degrees in other fields than is a minor. Colleagues at leading institutions in African studies across the country have told us that few graduate students who are pursuing a degree in another discipline will complete a minor in African studies, yet most of these students will complete a certificate program. The objective of this program is to provide students who are pursuing a masters or doctoral degree in a department other than African and Afro-American Studies with a depth of understanding of the field of African studies than they would otherwise receive.

4. Provide a statement on the relationship of the certificate program to degree programs within the unit. To what extent will requirements for the certificate program overlap with requirements for master's or doctoral degrees?

The Department of African and Afro-American Studies does not currently offer any graduate degrees. Master's and doctoral programs are currently in the planning phase.

5. Describe the demographics of the target student population for the certificate program. Is it intended for: only UNC degree students? Only for non-degree students? Both degree and non-degree students? College-age? Adult?

The certificate is intended for degree-seeking UNC Chapel Hill graduate students only. Graduate students from all campus departments and schools will be eligible and we anticipate that the majority of students who apply for this program will be pursuing advanced degrees in the College of Arts and Sciences and the Gillings School of Global Public Health.

6. Will the certificate program be offered jointly with another university? If yes, describe the relationship with the joint unit.

No.

7. Will the certificate program be offered on campus, as a distance education program, or a combination? Describe any distance education components in detail.

The certificate will be offered exclusively on campus to degree-seeking residential graduate students.

8. Describe the admissions criteria and process.

This certificate will be open to all students enrolled in graduate degree programs at UNC-Chapel Hill. We will use our network of Africa focused faculty to help identify students who will be interested in obtaining this certificate. Students are expected to apply for participation in the certificate program as soon as they identify their interest in completing the certificate. Ideally master's students will apply and have their program of study approved no later than their second semester of residency, and doctoral student will apply and have their program of study approved no later than their third semester of residency. Students will submit the application form (see attached) and a letter of endorsement from their principal advisor to the African Studies Center. The application will be reviewed by the program co-directors. Those applicants whose proposed course of study reveals that they will gain a depth of knowledge about Africa through their graduate studies will be admitted to the program.

9. Provide a three-year projection of the certificate program's financial plan. Include the impact on campus resources, such as classrooms and instructional personnel, and plans for tuition and fees.

The certificate will not require the creation of any additional courses; it will operate within the usual academic activities of the associated faculty. Students will be able to draw from a wide range of graduate level courses that are already offered by faculty at UNC-CH. This certificate is designed in such a way that it will not create additional supervisory work for faculty. The objective is to encourage students to design the academic program of their primary degree to

have a specific focus on Africa. The program will be administered by the African Studies Center. It is anticipated that the administrative load for this program will be light and will consist primarily of meetings with prospective students and biannual meetings to review applications. As we anticipate only five to ten applicants to the program during a given year the additional work this will present will be minimal. No additional staff or resources will be required for the Center to assume responsibility for this program. As the program will only be open to students who are already enrolled in degree programs at UNC-CH tuition or fees will not be charged.

| Year | Impact on classrooms and instructional personnel | Plans for Tuition and Fees | Additional cost of this program to UNC-CH |
|-------------|---|-----------------------------------|--|
| 10 - 11 | none | Not applicable | \$0 |
| 11 - 12 | none | Not applicable | \$0 |
| 12 - 13 | none | Not applicable | \$0 |

10. Provide specific course and other requirements for the certificate program.

Students must be enrolled in a graduate degree program at the University of North Carolina at Chapel Hill. They also must complete the following requirements:

- 1) Complete four three credit-hour graduate level courses with substantial Africa content, approved by the directors of the certificate program. Students will be strongly encouraged to draw these courses from more than one discipline. Students must receive at least a ‘P’ or equivalent grade in these four classes. The selection of courses to fulfill this requirement must adhere to the course transfer credit policy for certificate programs that limits the number of academic credits transferred to 40% of the total credits required for this certificate.

- 2) Complete a master’s thesis on a topic in the field of African studies. Students who are in programs that do not require a master’s thesis must submit an equivalent independent research project that is appropriate to their discipline. Doctoral students, for example, might complete this requirement with a dissertation, chapters of a dissertation, a 4th semester paper, or a suitable publishable paper. It is expected that students will meet this requirement through the completion of one of the requirements for the student’s primary degree (such as a master’s thesis). This requirement must be completed while the student is enrolled as a graduate student at UNC-CH. All projects designed to satisfy this requirement must be approved by the program’s co-directors.

Students will also be strongly encouraged to actively participate in the Carolina Seminar in African Ecology and Social Process, a workshop that is sponsored by the African Studies Center. This is a long running interdisciplinary workshop which traditionally meets six times during the academic year. It assembles Africanist scholars (both faculty and graduate students) from institutions of higher learning throughout the area to discuss the research project of an invited speaker.

11. List all faculty members who will be responsible for planning the certificate program and for teaching the courses. Will these courses be offered on-line, in the classroom, or both?

The faculty members responsible for overseeing the program (co-directors) are Michael Lambert (Director, African Studies Center) and Julius Nyang'oro (Chair, Department of African and Afro-American Studies). The certificate will be based on currently taught courses and there are many faculty members who will be teaching these courses. They are listed in the course list.

12. Provide a three-year, semester-by-semester projection of enrollments and course offerings.

See the attached list for current course offerings with substantial Africa content. With the recent addition of new Africa faculty we expect new offerings to be added to the list in the coming years. We conservatively anticipate that from ten to fifteen students will be enrolled in the certificate program at any given time. These projections are based on the enrollment figures for the certificate in Latin American studies, a program that is similar to the proposed certificate.

| Projected Enrollments for First Three Years | | | |
|--|-------------------|--------------------|----------------------------------|
| Semester | Admissions | Completions | Total Students in Program |
| Fall 2010 | 3 | 0 | 3 |
| Spring 2011 | 3 | 0 | 6 |
| Fall 2011 | 4 | 2 | 8 |
| Spring 2012 | 4 | 4 | 8 |
| Fall 2012 | 5 | 2 | 11 |
| Spring 2013 | 5 | 4 | 12 |

13. Describe the evaluation plan for the certificate program.

Students who have completed the program will fill out an exit survey and be interviewed by one of the co-directors of the program. This interview will provide us with an understanding of the extent to which the student has mastered some of the key issues in African studies. This will allow us to evaluate the extent to which the academic outcome goals of the program are being met. We will also track the future activities of students to determine the impact of this program on their professional development. The co-directors for the program will meet once a year to discuss the results of the exit surveys and interviews to determine if the program will need to be changed to better meet the needs of the students.

14. A letter of support from the Director/Chair of the unit sponsoring the certificate program must be included. In the case of certificates that involve multiple units or joint programs with other institutions, all participants should provide an authorizing signature on the main letter or individual support letters.

See the attached letters.

Completed applications should be addressed to the Dean of the Graduate School. Submit to:

Stephanie Schmitt, Associate Dean of Academics in The Graduate School,
sschmitt@email.unc.edu or CB # 4010

Provisional List of UNC Courses for the African Studies Graduate Certificate

| Course | Long Title | Cr | Description | Instructor |
|----------|---|----|---|------------------------|
| AFRI 416 | Human Rights and Social Justice Movements in Africa | 3 | Prerequisite, AFRI 101 or equivalent. Examines key theoretical and philosophical debates on human rights and explores how they have informed major themes of human rights struggles in Africa. | Sahle, Staff |
| AFRI 430 | Comparative Studies in Culture, Gender and Global Forces | 3 | (AFAM 430/130, WMST 430/130) Prerequisite, permission required. Examines participatory development theory and practice in Africa and the United States in the context of other intervention strategies and with special attention to culture and gender. Requires two to four hours a week of community service. | Dunbar, Staff |
| AFAM 474 | Key Issues in African and Afro-American Linkages | 3 | (AFRI 474/174) For advanced undergraduates and graduate students. This course is intended to explore theoretical and methodological issues concerning the historical linkages between African and Afro-American peoples. | Selassie, Staff |
| AFRI 480 | Ethnography of Africa | 3 | By examining ethnographic texts, students will learn about topics in African studies such as systems of thought, aesthetics, the economy, politics, social organization, identity, and the politics of representation. | Lambert, Staff |
| AFRI 520 | Contemporary Southern Africa | 3 | (PWAD 520/121) Prerequisite, AFRI 101 or equivalent. Study of the history, politics, and economic development of southern Africa in the twentieth century. | Nyang'oro, Staff |
| AFRI 521 | East African Society and Environment | 3 | Prerequisite, AFRI 101 or equivalent. Study of the history, politics, and economic development of Kenya, Uganda, and Tanzania in the twentieth century. | Nyang'oro, Staff |
| AFRI 522 | West Africa: Society and Economy in the Twentieth Century | 3 | Prerequisite, AFRI 101 or equivalent. Interdisciplinary course on twentieth-century west Africa. Topics vary but are likely to include demography and health, gender, urbanization, labor, religion and politics, and education. | Lambert, Dunbar, Staff |
| AFRI 523 | Central Africa: The Politics of Development | 3 | Prerequisite, AFRI 101 or equivalent. Study of the postcolonial political economies of central African states, with emphasis on the state's role in development, the changing character of state/society relationships (including recent pressures for democratization), and the local impact of regional and global external linkages. | Staff |

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| AFRI | 524 | North-East Africa | 3 | Prerequisite, AFRI 101 or equivalent. This course covers the history of colonial governments between the end of World War II and the onslaught of decolonization (1919-1994) in north-east Africa and the region's political systems thereafter. | Selassie, Staff |
| AFRI | 540 | 21st Century Scramble | 3 | Prerequisite, AFRI 101 or equivalent. Examines the 21st-century global competition for African resources and compares it to the 19th-century "scramble for Africa." Major actors include the European Union, the United States and China. | M. Lee |
| ANTH | 422 | Anthropology and Human Rights | 3 | An examination of human rights issues from an anthropological perspective, addressing the historical formation of rights, their cross-cultural contest and the emergence of humanitarian and human rights organizations on a global scale. | Redfield, Staff |
| ANTH | 626 | African Cultural Dynamics | 3 | In-depth reading of several books and articles that consider the interaction between indigenous African traditions and intrusive colonial and post-colonial forces. Emphasis on class discussion. Short papers and individual projects. | Staff |
| ARAB | 434 | Modern Arabic Literature in Translation | 3 | Course treats a variety of themes and genres of Arabic literature from the mid-20th century to the present. | Staff |
| ARAB | 453 | Film, Nation, and Identity in the Arab World | 3 | Introduction to the history of Arab cinema from 1920s to present. Covers film industries in various regions of the Arab world and transnational Arab film. All materials and discussions in English. | Yaqub, Staff |
| ART | 453 | Africa in the American Imagination | 3 | (AFRI 453) Prerequisite, art history or permission of the instructor. Examines the ways African art appears in United States popular culture (advertisements, magazines, toys, films, art) to generate meanings about Africa. Addresses intersecting issues of nationalism, multiculturalism, imperialism, nostalgia, race. | Magee, Staff |
| ART | 487 | African Impulse in African American Art | 3 | (AFAM 487/081) This class will examine the presence and influences of African culture in the art and material culture of Africans in the Americas from the colonial period to the present. | Magee, Staff |
| ART | 488 | Contemporary African Art | 3 | (AFRI 488) Prerequisite, ART 152 or 155 or permission of the instructor. Examines modern and contemporary African art (1940s to the present) for Africans on the continent and abroad. Examines tradition, cultural heritage, colonialism, postcolonialism, local versus global, nationalism, gender, identity, diaspora | Magee, Staff |

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| ART | 561 | Art of Medieval Islamic Spain and North Africa | 3 | Prerequisite, ART 154 or permission of the instructor. This course introduces the art and architecture of medieval Islamic Spain and North Africa between the eighth and 16th centuries. | Anderson, Staff |
| ART | 957 | Seminar in African Art: | 3 | This course explores the unfolding of modernisms in Africa and their affect on artistic production during the twentieth century with an eye toward understanding the nuances and complexities of their various forms and their relationships with European modernism. We will begin with theoretical discussions of modernism and its global manifestations and then look at specific African case studies through various geographic locales (Ethiopia, Nigeria, Mali, Senegal, South Africa, Zimbabwe) and/or specific media (painting, photography, sculpture, textiles). | Magee, Staff |
| PLAN | 685 | Water and Sanitation Planning and Policy in Lesser Developed Countries | 3 | (ENVR 685/286) Permission of the instructor. Seminar on policy and planning approaches for providing improved community water and sanitation services in developing countries. Topics include the choice of appropriate technology and level of service, pricing, metering, and connection charges; cost recovery and targeting subsidies to the poor; water venting; community participation in the management and operation of water systems; and rent-seeking behavior in the provision of water supplies. | Whittington, Staff |
| COMM | 649 | Third World Media | 3 | The cultural and educational uses of radio and television are studied in the developing countries of Africa, Latin America, and India. Emphasis will be placed on the new electronic media and their effectiveness in serving developing countries. | Staff |
| DRAM | 475 | Costume History: Africa, Asia, and Arabia | 3 | A survey of the traditional costume forms on the African Continent, in Asia (China, Japan, India), and on the Arabian Peninsula. | Owen, Staff |
| ECON | 851 | Health Economics for Developing Countries | 3 | Prerequisites, ECON 710 and 771 or permission. Major topics are: how health and development are related, the demand for health services, cost-benefit and cost-effectiveness analysis, and methods for financing health care in developing, resource-constrained nations. | Akin |
| ECON | 966 | Seminar in Economic Development | 1-3 | This course is an introduction to the literature and research methods of economic development and transition economies. | Conway |
| EPID | 756 | Control of Infectious Diseases in Developing Countries | 3 | Prerequisite, EPID 600[160]. Epidemiology and control of selected infectious diseases prevalent in developing countries. Course involves lectures, critical discussions of published articles and a final group project. | Meshnick, Pettifor, Staff |

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| EPID | 757 | Epidemiology of HIV/AIDS in Developing Countries | 3 | Prerequisite, EPID 600[160]. This course examines the epidemiology of AIDS from an international perspective. It considers the AIDS pandemic in a broad epidemiology perspective, including key aspects of basic, clinical and social science. | Behets, Weir |
| GEOG | 445 | Medical Geography | 3 | The human ecology of health is studied by analyzing the cultural/environmental interactions that lie behind world patterns of disease distribution, diffusion, and treatment, and the ways these are being altered by development. | Staff |
| GEOG | 452 | Mobile Geographies: The Political Economy of Migration | 3 | This course explores the contemporary experience of migrants. Various theoretical approaches are introduced, with the emphasis on a political economic approach. | Cravey |
| HIST | 504 | African Intellectual History | 3 | This course traces Africa's modern intellectual history, exploring such topics as Africa's place in history, African nationalism, pan-Africanism, the problem of colonialism, and the meaning of progress. | Lee, Staff |
| HIST | 534 | The African Diaspora | 3 | A comparative examination of the movements, experiences, and contributions of Africans and people of African descent from the period of the Atlantic slave trade to the present. | Lindsay, Staff |
| HIST | 535 | Women and Gender in African History | 3 | (AFRI 535/182) Analysis of historical transformations in Africa and their effects on women's lives and gender relations. Particular themes include precolonial societies, colonialism, religious change, urban labor, nationalism, and sexuality. | Burrill, Lindsay, Staff |
| HIST | 540 | African Intellectual History: Discourse, Knowledge, Politics | 3 | This course traces Africa's modern intellectual history, exploring such topics as Africa's place in history, African nationalism, pan-Africanism, the problem of colonialism, and the meaning of progress. | Lee, Staff |
| HIST | 541 | African Environmental History: Ecology, Economy, and Politics | 3 | This course addresses the major themes of the environmental history of Africa with an emphasis on issues of local ecology, land use, and labor and the struggles over these issues. | Lee, Staff |
| HIST | 542 | Development in Africa and its Discontents | 3 | This course examines the changing meanings of the idea of development in Africa and the role that Africans have played in shaping these meanings from the late 19th century. | Lee, Staff |
| HIST | 543 | Histories of Health and Healing in Africa | 3 | This course focuses on the historical, social, medical, cultural, policy, and economic aspects of health and health crises in Africa. | Lee, Staff |
| HIST | 722 | Readings in Contemporary Global History | 3 | Focus on the 19th and 20th centuries. Mixing theory, case studies and comparisons, the readings reflect disciplinary diversity. | Lee |

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|------|-----|---|---|---|----------------------|
| HPAA | 660 | International and Comparative Health Systems | 3 | Methods of comparing health systems, examinations of related national health systems, and analysis of related high prevalence health issues. Fall. Fried, Harris. | Fried and Harris |
| INTS | 405 | Comparative Political Economics of Development | 3 | Political, economic dynamics of selected countries in Asia, Latin America, Caribbean, and Africa. | Sahle, Staff |
| INTS | 406 | Transitions to Democracy | 3 | Transitions to liberal democratic political structures in Latin America, Asia, Africa, and the former Soviet bloc. | Staff |
| LAW | 457 | African Law and Development | 3 | This course will critically examine the so-called Law and Development Movement, particularly as it has played out across the African Continent. The course will assess law and development in Africa from an interdisciplinary perspective, drawing on legal texts such as state constitutions and statutes, and upon readings in History, Anthropology, and Political Science. The inquiry will include several case studies of recent law reform efforts in specific African countries. | Kelley, Staff |
| MHCH | 716 | International Family Planning and Reproductive Health | 3 | Permission required for nonmajors. Course helps gain knowledge and understanding of health, social, and community-related dynamics that contribute to the reproductive health status of adolescents and adults in less developed countries. Three lectures hours per week. | Bloom, Curtis, Staff |
| MHCH | 722 | Issues in International Maternal and Child Health | 3 | Permission required for nonmajors. The course focuses on key issues concerning the health status and needs of mothers and children, primarily but not exclusively in the developing world. Topics include primary health care; measurement and indicators of health status; levels and patterns of maternal and child morbidity and mortality; major programmatic intervention; oral rehydration therapy; and national policy orientations towards the health needs of these two groups. | Singh, Staff |
| NUTR | 745 | International Nutrition | 3 | Provides a broad overview of international nutrition research issues, programs and policies. Topics will include micronutrient deficiencies, child feeding and growth, determinants of under- and over-nutrition, chronic disease and nutrition, food fortification and supplementation and nutrition intervention programs and policy. | Bentley, Adair |
| POLI | 431 | African Politics and Society | 3 | Prerequisite, POLI 131 or 241, or AFRI 101. Comparative analysis of state-society relations in selected postcolonial African countries. | Reynolds, Staff |
| POLI | 449 | Human Rights and International Criminal Law | 3 | This course examines international efforts to punish genocide, crimes against humanity, and war crimes. The evolution of international criminal law, jurisdiction, remedies, problems, alternatives, and recent case studies is included. | Lefebvre, Staff |

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|------|-----|---|---|--|---------------------------|
| PUBH | 420 | AIDS: Principles, Practices, Politics | 3 | This course offers participants a multi-disciplinary perspective on acquired immunodeficiency syndrome (AIDS) -- its etiology, immunology, epidemiology and impact on individuals and society. How AIDS is framed by a society determines not only how sick persons are treated by the degree to which the rights of the individual are upheld. | Strauss |
| POLI | 744 | African Politics: Challenges of Democratization and Development | 3 | Study of the politics of development in contemporary Africa, with emphasis on changing state society relations, the roles of peasants and women in politics, and prospects for democratization. | Staff |
| PUBH | 510 | Interdisciplinary Perspectives in Global Health | 3 | This course explores contemporary issues, problems, and controversies in global health through an interdisciplinary perspective. It examines the tapestry of social, economic, political, and environmental factors that affect global health, and will cover the major determinants of, and responses to, poverty and health in developing countries. | Bentley, Van Vliet, Staff |
| PLCY | 785 | Public Investment Theory and Techniques | 3 | Theory and techniques of public investment planning and cost-benefit analysis involving synthesis of economic, political and technologic aspects. Special focus on project and program evaluation in the Third World. | Whittington, Staff |
| PLCY | 895 | Topics in Poverty and Human Resources | 3 | Topics covered include poverty, welfare and human resources from an economic perspective. For students wanting to specialize in social and behavioral approaches to the study of population and demographic phenomena. | Handa |
| SOCI | 419 | Sociology of the Islamic World | 3 | Investigates issues such as tradition and social change, religious authority and contestation, and state building and opposition in Muslim societies in the Middle East and around the world. | Kurzman, Staff |
| SOCI | 450 | Theory and Problems of Developing Societies | 3 | Theories concerning the development process (motivational vs. institutional economics vs. political and social development; similarity of sequential states and outcomes) will be related to policy problems facing the developing nations. | |

WMST 890 Graduate Seminar on Human Rights,
Feminism, and Sexuality

3 This course is part of the Human Rights Cluster and is offered to graduate students from all departments. We will discuss the history, discourse, and applications of “human rights” by examining the perspectives and experiences of feminist or women’s rights activists. Focusing in particular on campaigns around sex work, HIV/AIDS, and “sexual orientation” and “gender identity,” we will study how feminist and sexual/gender rights activists have critiqued and used “human rights” discourse to get national governments and the international community to see women and sexual/gender minorities as “humans.”

Booth

Application for Graduate Certificate in African Studies

Please fill out this form and submit it to African Studies Center, CB#7582, FedEx Global Education Center (rm. 3027). You must also submit a letter of endorsement from your faculty advisor. Students are expected to apply for participation in the certificate program as soon as they identify their interest in completing the certificate. Ideally master's students will apply and have their program of study approved no later than their second semester of residency, and doctoral student will apply and have their program of study approved no later than their third semester of residency. All candidates are strongly advised to contact one of the co-Directors of this program (Michael Lambert mlambert@unc.edu, or Julius Nyang'oro jen123@email.unc.edu) before completing this form.

Name of Applicant:

PID#:

Graduate Program:

Semester entered:

Degree Sought (e.g. M.B.A., Ph.D.):

Name of Faculty Advisor:

Contact Address:

Email:

Telephone:

Please list your four courses proposed to be counted toward the graduate certificate. The ASC can provide you with a list of pre-approved classes for this requirement. If your course(s) is (are) not on the list of pre-approved classes please attach a letter explaining why the course(s) satisfies this requirement.

- 1)
- 2)
- 3)
- 4)

Master's Thesis (or equivalent project) title and abstract:

Applicant Signature and Date:

(Your signature attests that to the best of your knowledge the information provided in this application is accurate.)

The requirements for this certificate will be complete when all the following materials are submitted to the African Studies Center. You are also strongly encouraged to participate in the Carolina Seminar for African Ecology and Social Process. Details about this program are available from the African Studies Center.

- Signed and dated Graduate Certificate Application Form, approved by the ASC.

- Letter of endorsement from faculty advisor.
- UNC transcript showing a minimum of two semesters of residence at UNC *and* passing grades (P or better) in certificate program courses.
- Copy of master's thesis or approved equivalent project.

For ASC use only:

[] Admitted [] Not admitted: Explanation:

- [] Application form
- [] Letter of endorsement
- [] UNC transcript
- [] Completion of thesis or project

Further Action: