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Electronic Course Authorization System

AFRO 1011 - VIEW COURSE PROPOSAL

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Approvals Received:

Department on 4/24/23 by Kyle Edwards (edwar288@umn.edu)	>	College/Dean on 4/25/23 by Kyle Edwards (edwar288@umn.edu)	>	Provost on 4/27/23 by Leslie Schiff (schif002@umn.edu)
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Approvals Pending:

LE > Catalog

[Effective Status:](#)

Active

[Effective Term:](#)**New:** 1239 - Fall 2023**Old:** 1159 - Fall 2015

Course:

AFRO 1011

Institution:

UMNTC - Twin Cities/Rochester

Campus:

UMNTC - Twin Cities

[Career:](#)

UGRD

[College:](#)**New:** TCLA -**Old:** TCLA - College of Liberal Arts[Department:](#)**New:** 10947 -**Old:** 10947 - Afr American/African Studies

General

[Course Title Short:](#)

Intro to Afro-Am

[Course Title Long:](#)

Introduction to African American Studies

[Max-Min Credits for Course:](#)

3.0 to 3.0 credit(s)

[Catalog Description:](#)

New: This course is an introduction to the study of people of African descent in the United States with linkages to Africa and connections to the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology, as well as the arts and humanities. We will examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how domination, race, gender, and class shape Black life in the U.S. and how resistance and change have occurred. In our analyses we take seriously the deep intersectionality of systems of oppression as well as historic resistance to oppression. Critical race theory and Black feminist theory are important frames for our work. Moreover, the significance of the cultural creativity of African peoples is foundational to our understanding. We must be concerned with how Black people see themselves today. How social change is imagined in the 21st century informs our work.

Old: The study of peoples of African descent including the evolution of African American culture,

comparative race relations, feminism and social policy change.

Yes

Only include CCE Catalog Description in CCE Catalog. An introduction to the study of peoples of African descent including the evolution of African American culture, comparative race relations, feminism and social policy change.

OPT

No

No

No

No

No

None

3.0 hours per week

Every Spring

LEC

New: <No text provided>

Old: <No text provided>

No

LEC

3.0 credit(s) (Not allowed to bypass limits.)

3.0 credit(s) (Not allowed to bypass limits.)

Repetition not allowed.

<No Text Provided>

<No text provided>

No cross-listings

No required consent

No required consent

No prerequisites

New: <No text provided>

Old: Check with Rose on number of credits

Per Professor Rose Brewer this course AFRO 1011, now will not include community based education/service learning track and make the course to be a 3 credit course. 4/22/15. AM.

New: 4/20/2023: Submitting LE proposal AM

Old: <No text provided>

Rose Brewer and Yuichiro Onishi

brewe00001@umn.edu/ohni0001@umn.edu

[Print in Catalog?:](#)

[CCE Catalog Description:](#)

[Grading Basis:](#)

[Topics Course:](#)

[Honors Course:](#)

[Online Course:](#)

[Freshman Seminar:](#)

Is any portion of this course taught outside of the United States?:

[Community Engaged Learning \(CEL\):](#)

[Instructor Contact Hours:](#)

[Course Typically Offered:](#)

[Component 1:](#)

[Component 2:](#)

[Auto Enroll Course:](#)

[Graded Component:](#)

[Academic Progress Units:](#)

[Financial Aid Progress Units:](#)

[Repetition of Course:](#)

[Course Prerequisites for Catalog:](#)

Course Equivalency:

Cross-listings:

[Add Consent Requirement:](#)

[Drop Consent Requirement:](#)

[Enforced Prerequisites: \(course-based or non-course-based\):](#)

[Editor Comments:](#)

[Proposal Changes:](#)

[History Information:](#)

[Faculty Sponsor Name:](#)

[Faculty Sponsor E-mail Address:](#)

Student Learning Outcomes

[Student Learning Outcomes](#)

* Students in this course:

- Can locate and critically evaluate information

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

New: Students are expected to acquire and hone critical perspectives to explain the historical significance of the African American struggle for equality and justice in a contemporary moment, including myriad modes of Black resistance and survival in the past and present. Critical reflection papers (both short and long) and midterm and final take-home exam essays require students to shuttle back and forth between the past and the present as they analyze and utilize knowledge obtained through assigned readings and in-class discussion. They wrestle with the politics of race, as it relates to gender, class, and sexuality that informs the contemporary debates concerning the state of African America.

Old: ∫ Explain the historical significance of the African American struggle for equality and justice in a contemporary moment; ∫ Critically analyze and utilize knowledge obtained through community-based education. ∫ Identify the politics of race, as it relates to gender, sexuality, and culture that inform the contemporary debates concerning the state of African America. ∫ Identify myriad modes of African American resistance and survival in the past and present.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

New: All written assignments in this course require students to hone the skill of synthesis. They are expected to synthesize various texts by formulating a unified topic of discussion and analyze the significance, especially the historical significance of Black struggle in varying periods. They will need to derive deeper meanings from various texts to formulate an original, creative, and focused thesis statement. They are evaluated on how well they communicate thoughts and perspectives of others. They are also evaluated on how they make unexpected connections and relationships. Honing sensitivity toward how to present details and overall analysis (logical organization) is an important requirement.

Old: ∫ Synthesize various texts by formulating a unified topic of discussion and analysis in presentations and written work; ∫ Derive deeper meanings from various texts to formulate an original, creative, and focused thesis statement; ∫ Communicate thoughts and perspectives of others, as well as unexpected connections and relationships in discussions, presentations, and written work; ∫ Hone sensitivities toward details and logical organization, both in their own writing and the work of others

Liberal Education

Requirement this course fulfills:

New: DSJ Race, Power, and Justice in the United States

Old: <No text provided>

Other requirement this course fulfills:

New: <no text provided>

Old: <No text provided>

-Criteria for Core Courses:

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as

discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.

- **They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.**
- **They are offered on a regular schedule.**
- **They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.**

New:

Old: African

American Studies is interdisciplinary and this course builds upon this tradition, serving as the gate-way into the field. Studies are expected to keep a reading journal as well as prepare for in-class exams. Either a research track or a community service track is required. The tools of the field are introduced, both theoretical and methodological. The class can be the site of contested terrain and students pulled into a process which requires critical thinking, fair minuends and the ability to listen. Students should leave the course well grounded in the scholarship of the African American experience as well as the engagement with it experientially.

-Criteria for Theme Courses:

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

New: 1. How does this course promote historical and contemporary understandings of how systemic structural inequalities that sustain social, political, economic, and/or environmental inequities, particularly for Black, Indigenous, and other communities of color, have been constructed and perpetuated in the United States?

This course foregrounds the coupling of freedom and unfreedom in the making of a society built upon the racial subordination of Black people in the United States. Utilizing the orientations and perspectives of historical sociology, the course interrogates the ways in which the systems of oppression and exploitation evolved and expanded over time, amid the institutionalization of the American idea of freedom and relentless expansion of regimes of dehumanization and exploitation. Each student will enter into this course to grapple with the unity of freedom and unfreedom that facilitated the race-based construction of founding principles of liberty and equality, namely the governance of human life by racist regimes and structures of power called white supremacy.

The grounding of this course's inquiry will begin with the foundational historical context: the wholesale process of turning African peoples of diverse ethnic backgrounds and religiosity into chattel, objects of private property encased in the development of race, slavery, and capitalism (what Aime Cesaire called 'thingification'), beginning in the seventeenth century and into the eighteenth century, was a global process. Its impacts were far-reaching. The ascent and expansion of what became known as the United States of America, thus, was not a mere tale of nation-building (as chronicled in the central text for this course, Michael Gomez's *Reversing Sail*); it was part and parcel of the development of the modern world: empire-building and race-making and the dynamics of gendering/ungendering in it. We continue to inhabit this world today.

With this context in mind, at every turn, students are challenged to explore, with rigor, how and why, white supremacy survived at various key historical paradigmatic moments, during which the coupling of freedom and unfreedom was contested by Black struggle and resistance across the diaspora. The course will systematically evaluate flashpoints of struggles toward the radical transformation of democracy in the United States and the world over -- from the birth of the U.S. Republic

and global abolitionism to the extension of Jim Crow modernity and European colonialism throughout much of the twentieth century and efforts to respond to concentrated poverty and other anti-democratic, neoliberal, and neocolonial forces at work in contemporary times -- so as to come to grips with the renewal of racist regimes and structures of power.

The focal point of analysis, thus, is the imbrication of race, power, and justice. The course is certainly rooted in an understanding of power, but it is not simply about ?racial power.? The field of Black Studies gets misnamed/framed as ?race studies.? The field is centered in the agency of Black people. It is grounded in the dialectic between fighting the power (racial capitalism, white supremacy, patriarchy, etc.) and understanding Blackness as lived possibility. Such a critical insight into the workings of power informs how this course imparts the knowledge of theory and practice against white supremacy. It is fundamentally about how Black/African peoples have built lives in this country and beyond. How they have resisted and rearticulated possibility."

2. How does this course focus entirely on racial justice or may focus on the structural inequalities facing other marginalized groups in the United States. However, all courses must substantively integrate issues of racial justice, whether the course focuses centrally on issues of race, or focuses on other forms of difference (e.g., ethnicity, class, gender, religion, sexual orientation, citizenship status, disability)?

This course places front and center a systematic analysis of the production of difference through domination, namely race-making in relation to the development of capitalism and other systems of oppression, such as male domination. The method of historical sociology is best suited to interrogate the manner in which the interlocking systems of oppression based on race, class, and gender had come to be made and remade through time and space to perpetuate conditions of disenfranchisement, impoverishment, and premature death. Above all, historical sociology helps achieve clarity on the unfinished struggle for democracy, specifically the nature of political and economic challenges unmet: that is, the creation of a truly humane and just society.

To foreground the imperative of racial justice as the center-lane of students' intellectual growth in this course requires establishing the historical context to explore varying

ways in which Black people lived through and banded and struggled together to contend with the experience, corruption, and absurdity of race, namely the very construction of whiteness as power, property, and advantage. The course delivers the knowledge of key characteristics of Black people's cultural integrity. Thus, the required coursework (short and longer critical reflection papers in response to assigned reading and midterm in-class and take-home exams) make explicit the expectation that students will have to critically reflect on and evaluate the challenges of Black liberation, especially both differences and continuities in conditions of oppression and demands for democracy and full citizenship, then and now, so as to imagine and think concretely how we might reimagine social change in the 21st century.

What did Black people, then and now, do with what was done to them by forces designed to narrow and degrade the sphere of freedom? How did they seek to address and overcome iterations of historical injustices to set new norms for a committed human life to deliver a more just future? Students will come away with a clear-cut understanding that the tradition of historical Black struggle transmits a qualitatively different set of values - cultural authority - derived from a deep commitment to mutuality, solidarity, collective wellbeing, antiracism, and decolonization, all of which are the bedrock of African American studies as a self/structure transforming discipline.

3. How does this course amplify voices and scholarship from Black, Indigenous, and other communities of color?

One of the key approaches to help students to achieve the depth of knowledge on matters of the imbrication of race, justice, and power and especially the enormous shaping of Black cultural integrity is to foreground lessons drawn from Black women's resistance through slavery and freedom and concrete engagement with the key tenets of Black feminist thought and practice -- self-reliance, self-definition, self-care, self-love, and self-education -- which are harnessed and amplified through collective practice and the ethos of constant struggle to fulfill the goal of human liberation.

For instance, enslaved women's struggle to maintain family ties and broader kinship networks amid unending white male sexual aggressions toward Black women, wholesale denial of the very fact of

their humanity, and the violence of family separation animated the combustible conditions of social existence. Despite the unspeakable scale of violence visited upon enslaved women, the simultaneity of denying their humanity and sexual violations and gendered violence, they forged their lives and lives of others in struggle to extend a tremendous cultural integrity to stay human. From the beginning of this course to the end, the thread of Black feminist thought governs the overall thrust, as this is evident in the assigned readings that include Angela Davis's seminal essay, "The Role of Black Women in the Community of Slaves" to Patricia Hill Collins's paradigm-setting book *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*.

4. How does this course promote agency to address disparities in institutionalized systems by helping students identify specific actions to address power hierarchies and promote social justice?

In addition to conventional assignments (critical reflection papers and midterm/final exams), students are required to put together a final portfolio on explorations in engagement and social change by the end of the semester. The scope of this assignment allows students to think on their own terms to define what they mean by engagement and social change from the vantage point of their own social positions of disadvantage and advantage or historically specific experiences of minoritization. They are required to mobilize historical and sociological understandings about Black historical struggles that they have acquired through critical reflections and conversations with peers to chart the deeper comprehension of agency. How might we fashion a dynamic and critical agency that infuses the Black vision of citizenship and service with theory and practice, so as to respond to the political challenges unmet in the 21st century? Students are encouraged to be creative in presenting their portfolios with visuals and sample materials that capture the active learning component of the course.

Old: Civic Life

and Ethics

This course fulfills one of the Liberal Education (LE) Theme requirements: "Civic Life and Ethics." The basic tenets of African American & African Studies as an academic discipline are (1) autonomy; (2) ties to community; (3) student input and democratic participation. Foregrounding these learning

principles and intellectual orientations, this course will not only investigate African Americans' struggles for full citizenship, equality, and justice historically but also utilize the African American intellectual tradition, which is a product and property of these struggles, as a learning tool to address the contemporary challenges and possibilities of the Black freedom movement.

LE Recertification-Reflection Statement (for LE courses being re-certified only): <No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus

Course Syllabus:

New: AFRO 1011
Introduction to African American Studies
3 credits
TTh 6:00-7:15pm

Professor Rose Brewer
Spring Semester 2024

OFFICE HOURS
Monday 2:30-4:00 p.m. and by appointment
brewe001@umn.edu
612-624-9305

COURSE DESCRIPTION

This course is an introduction to the study of people of African descent in the United States with linkages to Africa and connections to the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology, as well as the arts and humanities. We will examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how domination, race, gender, and class shape Black life in the U.S. and how resistance and change have occurred. In our analyses we take seriously the deep intersectionality of systems of oppression as well as historic resistance to oppression. Critical race theory and Black feminist theory are important frames for our work. Moreover, the significance of the cultural creativity of African peoples is foundational to our understanding. We must be concerned with how Black people see themselves today. How social change is imagined in the 21st century informs our work.

Liberal Education Theme: Race, Power, and Justice in the United States

This course fulfills the Liberal Education theme requirement called "Race, Power, and Justice in the United States." A major assumption for us is that African Americans have maintained a cultural integrity which is distinctive but deeply reflective of life in the United States and globally. This cultural integrity is also exemplified across the African diaspora. This integrity is often reflected in a service tradition, a commitment to community, a struggle for democracy, decolonization and freedom. These values are the foundation of African American Studies. This means that the expansion and creation of a more democratic reality in the U. S. and globally has been deeply connected to the demands and activism for full citizenship and democratic participation by Black people in the U.S and globally. Crucial issues around citizenship and democracy are centered in this course.

As such, students will learn how to cultivate the following essential "habits of mind" in service of racial justice. Specifically, the guiding principles of University of Minnesota's liberal education theme courses include:

- ? Thinking ethically about important challenges facing our society and world;
- ? Reflecting on the shared sense of responsibility required to build and maintain community;
- ? Connecting knowledge and practice; and
- ? Fostering a stronger sense of our roles as historical agents.

To be engaged, to take on the issues of the day in an informed way, are central assumptions informing our analyses. The focus here is to meaningfully prepare students, whether from an historically excluded group or not, to infuse citizenship and service with theory and practice. The historical and sociological understanding you acquire this semester will be expressed in a final portfolio project. Portfolios are representations with visuals and sample materials which capture the active learning component of the course. I will provide a written handout on exactly what is expected in this assignment.

REQUIRED BOOKS

Matthew Desmond and Mustaf Emirbayer, Race in America, ed. 2

Ibram X. Kendi (selections: Stamped from the Beginning)

W.E.B. DuBois, Souls of Black Folk

Michael Gomez, Reversing Sail, ed. 2

Patricia Hill Collins, Black feminist Thought

Charlene Carruthers, Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements

?

EVALUATION and GRADES

Assignment	Percent of Course Grade
Two- 2 page short critical reaction papers	10%
Two- 5 page longer critical reaction papers	20%
Exam 1/Midterm exam/final take-home exam	40%
Classroom participation, attendance, Written reflections, discussion	15%
Final portfolio-explorations in engagement and social change	15%

Percentages will correspond to letter grades:

Grade	Percent (%)
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A	94-100
A?	90-93
B+	87-89
B	83-86
B?	80-82
C+	77-79
C	73-76
C?	70-72
D+	67-69
D	60-66
F	below 60

?

COURSE EXPECTATIONS

It is expected that students will attend all classes and turn in assignments on time. It is also expected that we are all here by the scheduled time. Readings are to be completed by class time and by everyone. We will all bring ideas, insights, and questions to the discussions. Our hope is that we will create a dynamic learning community. Everyone will follow a news source to stay up to date on current world events. These will be shared through short written analyses and tweets with fellow class members (if something of interest arises).

The in-class exams are essay and objective in format. Early in the semester I will give you additional information on the portfolio project. I have a strict policy on late assignments. Papers are due on time although extenuating circumstances can be discussed. Attendance is as important as assignments turned in on time. Both attendance and on-time assignments are calculated into your final grade. Excessive unexcused absences (5 or more) will translate into a full grade lower.

Grading Policy: Late papers will not be accepted except under the most exceptional circumstances. Papers should be your original work. Plagiarism is a serious offense. Be careful to appropriately cite the ideas of others. We will discuss proper citation procedures in class. Confer with me if you are unsure about citation protocols for your papers.

Scholastic Dishonesty

Scholastic dishonesty is defined by Student Judicial Affairs as "submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement." Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. More precisely, plagiarism occurs when students turn in work that is not their own. Plagiarism occurs when written work 1) fails to cite quotations and borrowed ideas from outside sources, including the World Wide Web and other student work, 2) fails to enclose borrowed language in quotation marks, and 3) fails to put summaries and paraphrases in the writer's own words. The definition of plagiarism was derived from Diana Hacker's A Writer's Reference, Fourth Edition. Boston: Bedford/St. Martin's, 1999. Instructors are required to assist students in obtaining course materials and assignments distributed during class sessions and to make arrangements for taking missed examinations.

Student Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. Students responsible for such behavior may be asked to cancel their registration (or have their registration

canceled).

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. Disability Services determine appropriate accommodations through consultation with the student. See the instructor for information about contacting Disability Services or call DS Student Services at 612-626- 1333.

Harassment

The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help. Contact the Department Chair, 883 Social Sciences Tower, 612-624-8012, or the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall, 612-624-9547.

Complaints Regarding Teaching/Grading

Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. If no satisfactory resolution can be reached, students may then discuss the matter with the Department Chair, 883 Social Sciences Tower, 612-624- 8012, who will attempt to mediate. Failing an informal resolution, the staff in the AA&AS departmental office will facilitate the filing of a formal complaint.

Complaints Regarding Advising

Students with complaints about advising should first try to resolve the problem with the advisor involved. If no satisfactory resolution can be reached, students take the matter to the CLA Office of the Assistant Dean, 106 Johnston Hall, 612-625-3846, asstdean@class.cla.umn.edu (e-mail).

Absence for Religious Observance

The University of Minnesota permits absences from class for participation in religious observances. Students who plan to miss class must:

1. Inform instructors of anticipated absences at the beginning of the semester;
2. Meet with instructors to reschedule any missed labs or examinations; and
3. Obtain class notes from other students.

Covid Protocols

Please follow University of Minnesota Covid Protocols. Up to date vaccinations are required. High quality masks should be worn indoors and in classroom spaces.

COURSE TOPICS/READINGS/ASSIGNMENTS (Note that readings are to be completed by class time for each session and late assignments are not accepted)

Readings/Assignments

Unit I

The Field of African American Studies

Week I: January 17

I. Introduction to the field of African American Studies Administrative matters, introductions to key concepts African American Studies exercise

Week II: January 22- 24

Theoretical Issues: The Field, Engaged Scholarship, Diaspora Thinking, and Interdisciplinarity

Readings

1/22

Reversing Sail, "Introduction", pp. 1-6.

1/24

Readings

Robin Kelley and Tiffany Patterson, "Unfinished Migrations" link

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/S0002020600036283>

Black Studies, "Black Studies at the Crossroads" video (selections)

Unit II Historical Context

Old and New Worlds: Creating African Diaspora(s)

Week III: January 29-31

1/ 29

Readings

Reversing Sail, chapter 1, "Antiquity", pp. 9-20.

1/31
Video on Africa

Week IV: February 5-7

Readings

2/5
Reversing Sail, chapters 2, "Africans and the Bible"; "Africans and the Islamic World," pp. 21-31.

2/7
Reversing Sail, chapter 3, "Africans in the Islamic World," pp. 32-60.

Week V: February 12-14
New World Realities and Africa America(s): Creating Race and Anti-Black Racism

2/12
Readings
Reversing Sail, chapter 4, "Transatlantic Moment and the Dawn of Modernity," pp. 63-89
Race in America, "The Invention of Race," pp. 46-68.

Receive exam I study guide
Five page paper #1 due

2/14
Stamped from the Beginning, "Black Exhibits" ? Phillis Wheatley? pp. 92-104 and "Uplift
Suasion," ? Benjamin Banneker and the free Black populations," pp. 120-133.

Week VI: February 19-21

2/19
Readings
Reversing Sail, chapter 5, "Enslavement," pp. 90-123.
Angela Davis, "The Role of Black Women in the Community of Slaves" (hand- out).

2/21

Exam I

Homework: Bring two issues from Souls of Black Folks that stood out for you. Why are these
issues important to you? Discuss

Week VII: February 26-28

Readings
2/26
DuBois, Souls of Black Folk, first ½

Homework due

2/28
DuBois video (selections)
DuBois, Souls of Black Folk, 2nd 1/2

Week VIII: March 5-7

3/5
Reversing Sail, chapter 6, "Asserting the Right to Be" pp. 162-192.
Stamped from the Beginning, "Colonization" ? Prosser slave revolt? pp. 143-157.

3/7
Stamped from the Beginning, "The Birth of A Nation" ? The Great Migration pp. 308-322 and ?
Massive Resistance," pp. 365-376

Engaged scholarship portfolio check #1

Unit III
Into the Present: Blacks in the U.S and Across the African Diaspora

Week IX March 12-18 - Spring Break

Week X: March 19-21

The Impact of Migration, Urbanization, Science, Art and Culture

3/19

Readings

Reversing Sail, chapter 7, "Reconnecting," pp. 186-225.

Race in America, chapter 8, "Race and Art?" pp. 280-313

Receive study guide for Exam II

3/21

Building Black Institutions and Creative Production Cultural Presentations

#1 Short 1-2 page reflection paper due on culture to accompany your cultural favorite. Bring samples of your Black cultural favorites to class: music, art, dance, literature, spoken word, etc.

Unit IV

Multiple Perspectives/Multiple issues: Racism, Feminism, Inequalities, Resistance

Week XI: March 26-28

3/26

Readings

Race in America, chapter 1, "Race in the Twenty-First Century" and

Race in America, chapter 3, "Politics," 88-127

3/28

Exam II

Week XII April 2-4

Black Resistance, Representation, and Black Women's Feminist Thinking

4/2

Black Feminist Thought, "Introduction" and chapters 1 and 2

4/4

Readings

Black Feminist Thought, chapter 3-4

Homework: Select one issue from three of the chapters from 5 to end of the book. Why do these issues stand out for you? Due April 9.

Week XIII - April 9-11

Readings

4/9

Black Feminist Thought, chapters 5-6

Black Feminist Thought, chapters 7-9

Crenshaw Ted talk on "intersectionality"

Homework Due for Collins reading

4/11

Black Feminist Thought, chapters 10-12 Black Feminist Thought, concluding chapters

Week XIV April 16-18

Readings

4/16

Race in America, chapter 4, "Economics" and "Housing?" pp. 128-144; pp. 152-166; 168-186.

Race the Power of an Illusion, part 3 video

2nd 5 page paper due

4/18

Readings

Race in America, "Education," pp. 244-258; pp. 27.

Week XV April 23-25

Long Road to Freedom: 21st Century Resistance

Readings

4/23

Reversing Sail, chapter 8, "Movement People," pp. 227-258.

Africans in Latin America video

4/25

Carruthers, Unapologetic (1st half)

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#2-- 2 page critical reflection on the first half

Week XVI ? April 30-May 2

4/30

Carruthers, Unapologetic (2nd half)

5/2

Readings

Race and America, ?Toward Racial Democracy,? pp. 392-421

Reversing Sail, chapter 9, ?Global Africa in the Era of Mandela and Obama,? and ?Epilogue,? pp. 263-286.

Portfolio project due; short presentations on project .. Debrief and evaluation

Receive Take-Home Exam

Return exam 5/9 by 4:30, 810 Social Sciences mailbox

Old: DRAFT

Course Syllabus Afro 1011

Introduction to African American Studies

Professor Rose M.Brewer

COURSE DESCRIPTION

This course is an introduction to the study of people of African descent in the United States, Africa, making connections to the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally, and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology, as well as the arts and humanities. We will examine changes over time and employ sociological, economic, cultural, and political tools for understanding the historical and contemporary positioning of African Americans again with connections to diaspora Africans. We will be centrally concerned with how domination, race, gender, and class shape Black life in the U.S. and how resistance has occurred. In our analyses we take seriously the deep intersectionality of systems of oppression as well as historic resistance to oppression. Critical race theory is an important frame for our work. Moreover, the significance of the cultural creativity of African peoples is foundational to our understanding.

A major assumption for us is that African Americans have maintained a cultural integrity which is distinctive but deeply reflective of life in the United States and globally. This cultural integrity is also exemplified across the African diaspora. This integrity is often reflected in a service tradition, a commitment to community, a struggle for democracy, decolonization and freedom. This means that the expansion and creation of a more democratic reality in the U. S. and globally has been deeply connected to the demands and activism for full citizenship and democratic participation. So crucial issues around citizenship and democracy are centered in this course.

To be engaged, to take on the issues of the day in an informed way, are central assumptions informing our analyses. The focus here is to meaningfully prepare students, whether from an historically excluded group or not, to infuse citizenship and service with theory and practice. The historical and sociological understanding you gain this summer will be expressed in a final portfolio. Portfolios are representations with visuals and sample materials which capture the active learning component of the course.

I will provide a written handout on exactly what is expected in this assignment.

COURSE EXPECTATIONS

It is expected that students will attend all classes and turn in assignments on time. It is also expected that we are all here by the scheduled time. Readings are to be completed by class time and by everyone. We will all bring ideas, insights, and questions to the discussions. Our hope is that we will create a dynamic learning community. Everyone will follow a news source to stay up to date on current world events. These will be shared through short written analyses and tweets with fellow class members.

The in-class exams are essay and objective in format. Early in the semester I will give you additional information on the portfolio projects. I have a strict policy on late assignments. Papers are due on time or they will not be accepted. Attendance is as important as

assignments turned in on time. Both attendance and on-time assignments are calculated into your final grade. These include key questions and insights/reflections from the readings.

Grading Policy: Late papers will not be accepted except under the most exceptional circumstances. Papers should be your original work. Plagiarism is a serious offense. Be careful to appropriately procedures in class.

Scholastic Dishonesty

Scholastic dishonesty is defined by Student Judicial Affairs as "submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement." Scholastic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. More precisely, plagiarism occurs when students turn in work that is not their own. Plagiarism occurs when written work 1) fails to cite quotations and borrowed ideas from outside sources, including the World Wide Web and other student work, 2) fails to enclose borrowed language in quotation marks, and 3) fails to put summaries and paraphrases in the writer's own words. The definition of plagiarism was derived from Diana Hacker's A Writer's Reference, Fourth Edition. Boston: Bedford/St. Martin's, 1999.

Student Conduct

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program based requirements or related activities. Students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. Disability Services determine appropriate

REQUIRED BOOKS

-Michael Gomez Reversing Sail: A History of the African Diaspora

Patricia Hill Collins Black Feminist Thought

W.E. B. Dubois Souls of Black Folk

Hine, Hine and Harrold The African-American Odyssey: A Concise History (combined set)

reading packet

COURSE TOPICS/READINGS/ASSIGNMENTS (Note that readings are to be completed by class time for each session and late assignments are not accepted)

Readings/Assignments

Unit I

The Field of African American Studies:

Week I -January 21

6/18

L Introduction to the field of African American Studies

Administrative matters, introductions to key concepts, African American Studies exercises

Readings

Reversing Sail, "Introduction", pp. 1-6.
 The Black Studies Reader. "Introduction," chapters 1 and 2 (reading packet).

1/23

Theoretical Issues: Engaged Scholarship, Diaspora Thinking, and
 Interdisciplinarity
 Readings
 The Black Studies Reader, chapters 3-4 (reading packet)

m!!

African Americans: A Concise History, chapter 8

Week VI February 25

African Americans: A Concise History, chapters 9

Engaged scholarship portfolio check #1

2/27

African Americans: A Concise History, chapter 10

Unit III

Into the Present: Blacks in the U.S and
 Across the African Diaspora

Week VII

March 5

The Complicated Struggle Continues: Which Way to Citizenship?

Readings

Reversing Sail, chapter 6, pp. 109-161.
 African Americans: A Concise History, chapters 11-12

m

Readings

Film, "Slavery By Another Name"
 African Americans: A Concise History, chapter 13
 Reversing Sail, chapter 7, pp. 162-192.

Week VIII

The Impact of Culture

March 11

3/11

Readings

African Americans: A Concise History, chapter 19
 Reversing Sail, chapter 8 and epilogue, pp 194-220.

#.1 Short 1M2 page reflection paper due

3/13

In class reflections on Black culture
 Bring your favorite pieces of music, literature, art to share

Video on African diaspora culture

April 24

Black Feminist Thought, chapters 5-6

Week XIV

April 29

Sexuality, Love, Family

4/29

Black Feminist Thought, chapters 7-9

2nd 5 page paper due

5/1

Black Feminist Thought, chapters 10-12

Critical Race Theory (reading packet)

Week :XV

The Long Road to Freedom: 21st Century and Beyond

Mav6

5/6

African Americans: A Concise History, chapters 21-23

Critical Race Theory (reading packet)

518

Portfolio project due; short presentations on project

Debrief and evaluation

Final Exam during Exam Week

I

Strategic Objectives & Consultation

Name of Department Chair Approver:

New: Yuichiro Onishi

Old: <No text provided>

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

New: This is not a new course

Old: <No text provided>

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

<No text provided>

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

New: This is not a new course

Old: <No text provided>

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