

AFRO 1012
Black Worlds in Global Perspectives
Fall 2025
3 credits

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Instructional Time : M/W 09:45am – 11:00am
Location : TBA

Course Description: Searchingly looking for ways to reconnect with Africa and myriad communities of the African diaspora in the United States, the Caribbean, and Europe, this course engages students to grapple with the challenges and possibilities emerging out the dynamic processes of the dispersal of Africans and their descendants throughout the New World. Our primary goal is to develop analytical perspectives to make sense of the experiences of Africans and peoples of African descent in global terms, to establish connections across different histories and experiences of “Black worlds.” We are particularly interested in nurturing a sense of solidarity among Black peoples in the New World, Europe, and Africa, or a pan-Africanist vision. To this end, throughout, we will pay close attention to racism, both locally and globally, and how this “problem of the color line,” as W. E. B. Du Bois famously put it, is tightly bound up with the capitalist system of economic exploitation and political domination. We are equally interested in investigating stories of resistance, how diverse constituents of social movements in the Black worlds are organizing to pursue the possibility of another world.

Student Learning Outcomes: This course will guide students to become critical thinkers and confident writers. By the end of the semester, students will be able to:

- Explain the consequences of Africa's encounters with Europe with analytical rigor.
- Understand key concepts and perspectives that are central to the study of the African diaspora.
- Study how the ideas and experiences of diverse groups and political actors in such places as Africa, the Caribbean, Europe, and the United States intersect.
- Explore Africans' and peoples of African descent's modes of resistance and survival.

In addition, students will improve their skills in:

- Synthesizing various texts by formulating a unified topic of discussion and analysis in presentations and written work.
- Deriving deeper meanings from various texts to formulate an original, creative, and focused thesis statement.
- Communicating thoughts and perspectives of others, as well as unexpected connections and relationships in discussions, presentations, and written work.
- Honing sensitivities toward details and logical organization, both in their own writing

and the work of others.

Required Texts

- Afro 1012 Course Reader: Available at Paradigm Copies, 720 Washington Avenue SE, Minneapolis, MN 55414, Phone: 612.379.4590, Email: info@paradigmcopies.com. Store Hours: Mondays-Fridays, 8am-7pm; Saturdays, 12-4pm; Sundays, 12-4pm. For more information, <http://www.paradigmcopies.com>. Price: \$25.40
- Martin Luther King, Jr., *Where Do We Go from Here: Chaos or Community?* (Beacon Press, 2010).

Liberal Education Requirements

This course fulfills the Liberal Education (LE) Core of Social Sciences and (LE) Theme of Global Perspectives.

Social Sciences Core

Throughout the semester, students will analyze complexities and differences within the African diaspora by turning to various sets of social science data. By engaging in the evaluation and discussion of quantitative and qualitative data, students will come to see that although everyday lives of inhabitants of "Black Worlds" across the globe are distinct and different, they do not exist in isolation. An outcome of students' concrete engagement with the hallmark of social science learning- the description and analysis of diverse human experience- is that students will learn how to reflect on their own identity and place in the international community full of challenges and develop analytical strategies to present alternatives that enhance their understanding of the perspectives and experiences of the African diaspora.

Global Perspectives Theme

One of the key learning objectives is to learn to explain the consequences of Africa and African diaspora's encounters with the western world, past and present, with analytical rigor, especially how the mechanisms of impoverishment and underdevelopment were institutionalized. Students will be introduced to such key concepts as 'global apartheid' and 'racialization' to come to grips with the globality of race, especially how peoples of African descent struggle over identity, place, culture, and meaning of these categories in places such as the United States, Jamaica, Ghana, and France. Furthermore, the main feature of this course is to examine the transformation of identities and struggles for Africanity and Pan-Africanism in the New World.

Required Course Work

Attendance & Participation (15%)

Analytical Essay #1 (15%)

Midterm Essay Exam (20%)

Analytical Essay #2 (20%)

Final Project, Part I: Group Work/Presentation (10%)

Final Project, Part II: Analytical Essay #3 (20%)

The details of these writing assignments are in the Course Schedule section of this syllabus.

University Policies

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." 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.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

(Student Conduct Code:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_student_conduct_code.pdf)

If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic

dishonesty in the context of a particular class, e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. Documented absence due to illness, injury, surgery, death in the family, a family emergency should be reported to the instructor with an appropriate written excuse *immediately* following your absence. For complete information, please see: <https://policy.umn.edu/education/makeupwork>. Grades and grade-related concerns after the end of the semester will only be addressed via an official email account (umn.edu).

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <https://policy.umn.edu/education/studentresp>.

University Grading Scales

The University has two distinct grading scales: A-F and S-N.

A-F grading scale. The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA	Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.	
A-	3.667		
B+	3.333		
B	3.000		
B-	2.667	Represents achievement that is above the minimum expectations in the course.	
C+	2.333		
C	2.000		
C-	1.667		
D+	1.333	Represents achievement that meets the minimum expectations in the course.	
D	1.000		
			Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.

F 0.000 Represents failure in the course and no credit is earned.

S-N grading scale.

The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA	Points	Definitions for undergraduate credit
S	0.00		Satisfactory (equivalent to a C- or better)
N	0.00		Not Satisfactory

For additional information, please refer to:

<https://policy.umn.edu/education/gradingtranscripts>.

Sexual harassment, sexual assault, stalking and relationship violence

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct>). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Equity, Diversity, Equal Opportunity, & Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf.

Disability Accommodations

The University views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.

If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information: Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu)

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."

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Complaints Regarding Teaching/Grading

Students with complaints about teaching or grading should first try to resolve the problem with the instructor involved. Please note that no such discussion can be held at the beginning or end of class because of time constraints. Kindly, therefore, arrange to virtually meet with the instructor during a mutually convenient time. If no satisfactory resolution is reached through these venues, students may then discuss the matter with the Department Chair, Professor Karen Ho (karenho@umn.edu) 612-624-9847, 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. Official U of M information on grading can be found at <http://www1.umn.edu/usenate/policies/gradingpolicy.html>

Course Schedule

Week 1(September 5): Introducing the Course. Throughout the semester, the assigned readings must be completed by Monday of each week.

Week 2 (Sept. 10 & 12): A Critique of Eurocentrism: Course Reader: Binyavanga Wainaina, “How to Write about Africa” *Granta* 92 (Winter 2005). Course Reader: James Baldwin, “The War Crimes Tribunal, *Freedomways* 7:3 (Summer 1967). Course Reader: Leith Mullings, “Race and Globalization: Racialization from Below,” in *Transnational Blackness: Navigating the Global Color Line* (New York, 2008). Entry #1: All these writers mount a critique of Eurocentrism, a system of knowledge where religion, sciences (including social sciences), and philosophy are mobilized and used, throughout the modern times to justify imperialist expansion, race-based enslavement, and colonial violence and rule. Specifically, how do these thinkers and writers challenge the structure of Eurocentrism? How does Wainaina, for instance, interrogate the category of “Africa”? How does Baldwin expose the limits of the War Crimes Tribunal? How does Mullings approach the category of race in her analysis?

Week 3 (Sept. 17 & 19): Seeing the Experience of Black People in Global Terms: Course Reader: Robin D. G. Kelley, “But a Local Phase of a World Problem” *Black History’s Global Vision, 183-1950*, *The Journal of American History* (December 1999): 1045-1077. Entry #2: How did Black historians interpret the experience of Africans and peoples of African descent in global terms? Identify one of the historians discussed in Kelley’s essay.

Week 4 (Sept. 24 & 26): Sheeko: On Race and Belonging, Part I: First, read the details of Sheeko, the Oral History Project of the Immigration History Research Center at the University of Minnesota: <http://blog.lib.umn.edu/ihrc/sheeko/>. It focuses on Somali youth experience in Minneapolis and London. It explores how they negotiate their social identities (racial, class, ethnic, and gender) and their relations with families. It also chronicles their experiences of migration, settlement, and adjustment. Survey every aspect of the website and watch the video clips of interviews. They are catalogued under the following subtopics: (1) Early Life; (2)

Journey; (3) Islam; (4) Education; (5) Identity; and (6) Advice. “Also hear the perspective of Somali Canadian artist and rapper Kânaan on Amy Goodman” Democracy Now! He talks about his life experience and development as an artist, as well as the political crisis in Somalia and U.S. foreign policy toward Somalia:

http://www.democracynow.org/2009/8/6/somali_canadian_rapper_knaan_on_journey Entry #3: Do you relate to the everyday struggles and experiences of Somali youth? If yes, explain how their stories resonate? If you cannot identify with their experiences, then explain why. Did these stories challenge certain assumptions about Africa and Africans? To PYC students: what are your educational aspirations? Do these stories about educational experiences and aspirations of Somali youth resonate with you?

Week 5 (Oct. 1 & 3): On Race and Belonging, Part II: Course Reader: Saidiya Hartman’s *Lose Your Mother*, 3-48. Short Paper Assignment #1: Saidiya Hartman is an African American woman scholar, and her life experience as a person of African descent in the United States is vastly different from Somali youth’s stories featured on Sheeko. In *Lose Your Mother*, she writes about her struggle to attain a wholeness of being, a sense of belonging. But she expresses difficulties because her past is a mystery. Her sense of “homelessness” is, indeed, compounded by the racial past of forced migration, chattel slavery, Jim Crow racial order and violence, disenfranchisement, and social exclusion that obliterated her history and existence. This past haunts her, and it is buried so deep to make it irretrievable. Despite this challenge, she takes a journey back to Africa, tracing the Atlantic slave route in Ghana. She tries to derive a sense of “home,” a human story and life, but does so through preoccupation with death. Somali youth, on the contrary, understands where he or she has come from. Such is a key difference between Hartman and Somali youth, and it is self-evident. That said, however, in this short assignment (600-750 words in length), I would like you to consider how these stories concerning refugee identity formations in the context of the African diaspora relate to Sadiya Hartman’s deep desire on her part to return to and dwell in a place/space she can truly call “home” as an Afrodiasporic person. Are there any points of connections between Somali youth stories and Hartman’s engagement with her past? The answer to this question is your thesis statement. Be sure to support your thesis with evidence drawn from both *Lose Your Mother* and *Sheeko*.

Due Thursday, October 3.

Week 6 (Oct. 8 & 10): The Mechanism of Impoverishment in Africa and the African Diaspora: Course Reader: Wayne Ellwood, *The No-Nonsense Guide to Globalization*, 8-52. Watch *Life & Debt* (Documentary) in class on Wednesday, Oct. 9 Entry #4: What are structural adjustment programs? How do they work? The central question under reviewed is this: Why does hunger in the Black world (as well as across the Global South) grow amidst plenty?

Week 7 (Oct. 15 & 17): The Struggle for Food Sovereignty: Course Reader: Eric Holt-Gimenez *Food Security, Food Justice, or Food Sovereignty? Crisis, Food Movements, and Regime Change in Cultivating Food Justice* (The MIT Press, 2011), 309-330. Entry #5: What is the industrial agrifoods complex? Why is it a problem?

Week 8 (October 22 & 24): Midterm Exam: In preparation for the in-class midterm exam on Wednesday, October 24, read Bryceson’s essay and watch the documentary *T-Shirt Travels*. Come to class on Monday, October 22 prepared to brainstorm strategies to develop your

answer to the midterm question. Course Reader: Deborah Fahy Bryceson, "The Scramble in Africa: Reorienting Rural Livelihoods," *World Development* 30:5 (2002): 725-739. *T-Shirt Travels* can be viewed on hulu: <http://www.hulu.com/watch/69783>

In-Class Midterm Exam Question: In the essay titled "The Scramble" in *Africa: Reorienting Rural Livelihoods* (2003), Deborah Fahy Bryceson examines the effect of World Bank and IMF's structural adjustment programs (SAP) on sub-Saharan African peasantries. According to Bryceson, what happened to African rural peasant societies as SAP policies were implemented and enforced throughout the 1980s and 1990s? First, discuss the details of what Bryceson calls "deagrarianization" and "depeasantization" in sub-Saharan Africa. Then, combining both the insights drawn from Bryceson and Holt-Gimenez's work, offer a proposal to improve the African peasantries' lives and conditions. What must be done?

Week 9 (Oct. 29 & 31): Conversations with Sam Grant of Afro Eco: Watch the Conversations between Grace Lee Boggs and Bill Moyers. Learn as much as you can about Boggs: <http://www.pbs.org/moyers/journal/06152007/watch3.html> Grace Lee Boggs, "On My Own," *Living for Change*, 241-272. "Learn about our guest speaker Samuel Grant and his organization Embody Deep Democracy: <http://embodydeepdemocracy.com/index.html> Things to Do: Starting on Wednesday, October 24, keep the log of foods you eat daily. Bring your writing log to class on Monday. To set the context for writing-log activity, first, watch Al Jazeera "Fault Lines," <http://www.youtube.com/watch?v=slwgXXVXM3I> and learn about the work of People's Grocery <http://www.peoplesgrocery.org/index.php?topic=general>, as well as Growing Power and Will Allen: <http://www.yesmagazine.org/issues/food-for-everyone/growing-power-in-an-urban-food-desert>. All these resources explore the relationship between "food and justice" and how these concepts can come together to create a more just, democratic, and sustainable society. In addition, start talking to friends and family members about foods they eat (as well as their relationship to them) and the widespread problem of food injustice (also known as a "urban food desert" in the United States. Where do they shop for groceries? Do they pay attention to the nutritional details of the food they eat? Do they stay away from fast food? Be prepared to share your findings and log with the guest speaker Sam Grant of Afro Eco and classmates on Monday, October 29. PYC students will join the conversations with Sam Grant. Guiding Question: Why does Grace Lee Boggs believe that the work of Growing Power and Will Allen in Milwaukee and other small-scale/local/grassroots organizing around environmental and food justice in cities such as Detroit and Oakland is the "next American revolution? Keep in mind that this question is an essential guide as we move through the last third of this semester. We will draw from her visions and insights, as well as the critical thought of Dr. Martin Luther King, Jr., particularly in the last three years of his life, to discuss what it would take to create, in Minneapolis, a new society, leadership, and movement that are democratic, just, egalitarian, and sustainable.

Week 10 (Nov. 5 & 7): Learning from the Last Three Years of Martin Luther King, Jr., Part I: Martin Luther King, Jr., *Where Do We Go from Here* (1967).

Week 11 (Nov. 12 & 14): Learning from the Last Three Years of Martin Luther King, Jr., Part II: Finish *Where Do We Go from Here* (1967). In-Class Writing: "Futuring" Exercise: Watch the documentary *Citizen King* Short Paper Assignment #2: Imagine a dialogue between

Grace Lee Boggs and Martin Luther King, Jr. around the question of “Where Do We Go from Here?” Re-read “On My Own,” the last chapter of Boggs’ autobiography *Living for Change* and track her intellectual development after the death of her husband Jimmy Boggs. How does she renew her commitment to work for a new society? What does she do that has enabled her to achieve analytical and philosophical advances? How does her effort to manifest a new ethos of communalism and solidarity relate to the critical thought of Dr. King in the last three years of his life? Identify three passages from King’s *Where Do We Go from Here* (1967) and explain how Boggs may utilize these passages to articulate her new directions as an intellectual activist. Your paper needs to be 700-750 words in length. It is due on Monday, November 19.

Week 12 (Nov. 19 & 21): Minneapolis Mayor R. T. Rybak and the Homegrown Minneapolis Initiative First, learn about Minneapolis Mayor R. T. Rybak’s initiative called Homegrown Minneapolis. It aims to transform the local food system, to fulfill the promise of equity and access: <http://www.minneapolismn.gov/sustainability/homegrown/index.htm>. Then, start consulting the following two reports produced. You are expected to finish reading these reports by Monday, November 26. These reports will be scrutinized for the purpose of completing the final project. Urban Agriculture Policy Plan (read all five chapters) http://www.minneapolismn.gov/cped/planning/plans/cped_urban_ag_plan Expanding the Local Food Movement <http://www.minneapolismn.gov/www/groups/public/@citycoordinator/documents/images/wcms1p-094436.pdf>

Week 13 (Nov. 26 & 28): Toward a Food/Racial Justice Project in Minneapolis: Course Reader: Nathan McClintock, “From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California,” in *Cultivating Food Justice* (The MIT Press, 2011), 89-120. “Julie Guthman,” *If They Only Knew: The Unbearable Whiteness of Alternative Food*, in *Cultivating Food Justice* (The MIT Press, 2011), 263-281.

FINAL PROJECT: In the spring of 2009, Minneapolis Mayor R. T. Rybak unveiled an outline of an ambitious local food policy called Homegrown Minneapolis. At the center of this initiative are foods we eat; it recognizes the lack of access to fresh and affordable food in poor communities as a major problem. It aims to create a dynamic local food system of urban food agriculture enterprise “that can bring together the local food resources. It emboldens policymakers, city residents, and young people to participate in the process of growing, selling, distributing, and consuming fresh and locally grown food. Keeping Mayor Rybak’s Homegrown Minneapolis initiative in mind, write a potentially conversation-changing essay that not only challenges how the local food system initiative is being carried out by the city, but more important suggests ways to move in the new directions. Particularly important to recognize, as you review Homegrown Minneapolis, is the absence of the revolutionary paradigm for structural change that Martin Luther King, Jr. articulated in his final years and Grace Lee Boggs puts to work at the grassroots in Detroit. Specifically, in this final project, you will write a critical analysis paper that presents the vision of “Minneapolis Homegrown 2032: the vision of the future” that radically revises the existing “Minneapolis Homegrown” blueprint. Grace Lee Boggs refers to this exercise in critical thinking and social practice “visioning,” borrowing from Bunyan Bryant’s concept called “futuring.” In “Rehearsing the Future” (1995), Bryant explains: While many of us will become students of history to help

interpret and understand world developments, some of us will have to become students of the future. Futuring is based upon hope. Hope gives not only direction and meaning to our visions and actions, but also confidence in what we can become. Hope reaffirms our existence and connects us to the future. Hope is the force that propels us through life, giving us nourishment, purpose, and energy for our actions. Futuring causes us to question assumptions we make about life. Through the techniques of writing and sharing stories, creating images, and participating in roleplays, we can simulate events as though we are already in the future. Our objective in such visualizations is not to predict the future, but to perceive potential futures in the here-and-now and to conceptualize what it will take to get there from here. We can rehearse the future in the present so that we can correct our mistakes before we make them. Rehearsing the future in the present will allow us to ask critical questions and make us more skilled at long-range planning. Rehearsing the future broadens our consciousness to ideas that we otherwise might never consider. We can no longer relegate this task of futuring solely to professionals. Futuring, like other activities, has been compartmentalized from our daily lives. But there is no monopoly on futurism. Every person has the childlike ability to spontaneously create. To bring it forth we must let down our collective guard and allow ourselves to think creatively about the future, about the kind of world we want for ourselves and our children (<http://www.context.org/iclib/ic40/bryant/>).

Main Question: What would it take to bring together “food justice” and “racial justice” in an effort to create a new society? Perform the task of “futuring” that is to say “rehearse the future in the present” to present the roadmap to create a new society. This new blueprint must fundamentally critique the limitations and problems of existing Minneapolis Homegrown visions and orientations. Be sure to engage with Minneapolis Homegrown materials to develop a critique. Moreover, to develop an overall analysis, you are required to utilize the insights of both Dr. King and Boggs. Also essential are essays written by Eric Holt-Gimenez (Week 7), Julie Guthman (Week 13), and Nathan McClintock (Week 13). These pieces will help you understand different degrees of political engagement (from neoliberal to progressive to radical) within alternative food movements and initiatives and shape the critique of Minneapolis Homegrown. Also, as a model, look at how Grace Lee Boggs responded to the task of futuring: <http://www.context.org/iclib/ic40/boggs/>. Your paper will need to be six pages in length (1500 words).

Week 14 (Dec. 3 & 5): Work on Independently

Week 15 (Dec.10 & 12): Wrap Up – the Final Project is due on December 12 (Last Day).

Updates, *Changes, Modifications and/or Revisions:*

The instructor reserves the right to make changes to this schedule to facilitate student learning. Any changes in the schedule will be communicated to students via Canvas. This syllabus is available in alternative formats upon request.