

Course Proposal Summary

Ongoing proposal information

9/26/24: CLE requests R&R for recert of SOCS and GP. BGC

8/29/2024: Reactivating AFRO 1012.

9/20/12: applying for the SOC LE core, changing 'term most frequently offered' from spring to fall. -CP

12/5/2017 Deactivating as part of phantom course project -AAT

Curriculum contact name	Curriculum contact email address
Gabriel Bellamy	bell0297@umn.edu

Basic Course Information

Effective term	PeopleSoft course ID	Effective date
Fall 2025	799888	Sep 2, 2025

Active/inactive status	Appear in course catalog?
Active	Yes

Institution	Campus
UMNTC	Twin Cities

College	Career
TCLA - College of Liberal Arts	Undergraduate

Department
African-Amer & African Studies (10947)

Course subject code	Course number
AFRO	1012

Course name
Black Worlds in Global Perspective: Challenges and Changes

Course name for transcript
Black Worlds in Global Perspec

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.

Course Enrollment and Student Planning

Grading basis

OPT - Student Option

Typically offered term(s)

Every Spring

Typical meeting pattern

Two 75- minute meetings per week.

Require consent to enroll

No Special Consent Required

Require consent to drop

No Special Consent Required

Are you proposing changes to prerequisites or corequisites?

No

Assign existing prerequisite or corequisite

undefined - undefined

Do you need to define a new prerequisite or corequisite?

No

Can students enroll in more than one section of this course in the same term?

No

Prerequisites and Corequisites (Crookston only)

Equivalencies and Cross-listings

Are you proposing changes to equivalencies or cross-listings?

No

Is this course equivalent to any other courses?

No

Is this course cross-listed with any other courses?

No

Credits, Instructional Time, and Repeats

Credits

Minimum credits

3

Maximum credits

3

Instructional time (hours)

Minimum

instructional time

3

Academic progress units

Academic progress units

3

Financial aid units

Financial aid units

3

Is this course repeatable?

No

What is the maximum number of times a student could earn credit for taking this course?

1

What is the maximum number of credits a student can earn from this course?

3

Course Characteristics

Course attributes

CLE - GP (Global Perspectives), CLE - SOCS (Social Sciences)

Is this a topics course?	Will this course ever be offered online or primarily online?
No	No
Is any portion of this course taught outside of the United States?	Is this an honors course?
No	No
Is this a freshman seminar?	If this course uses community-engaged learning (CEL) instructional strategies, indicate up to 5 CEL values.
No	-

Components

Code	Name
LEC	Lecture

Primary and Graded Component Details

Primary component	Graded component
Lecture	Lecture

Student Learning Outcomes (Undergraduate Crookston, Duluth, and Twin Cities only)

Learning outcome	How will this outcome be addressed in the course? This class will place more than usual emphasis on the importance of synthesis, especially in their written work. Students are expected to bring together multiple assigned readings to develop their own insights and arguments. To help them hone this important skill in their written work, I will guide students to help comprehend the reading materials. Each week students are
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Learning Outcome

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 Africa's 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.

reading materials. Each week students are expected to use guiding questions to engage with the assigned texts.

Furthermore, I make notations on the board constantly as students present ideas derived from readings in class discussion. I

paraphrase and locate these comments in the context of class discussion. The goal is to help them make connections among these

ideas and move toward an effective synthesis.

Throughout the semester, students are expected to pursue the task of analyzing unresolved questions and problems facing the communities of the African diaspora, such as impoverishment; racism and xenophobia; collective memory, consciousness, and identity. We take a comparative framework. By reaching across the boundaries dividing the communities of the African diaspora scattered across the

world, students will learn to move in and out of the local and global conditions of social existence shaped by impoverishment, disenfranchisement, and exclusion, both in the past and present. Their personal reflections on these subjects are often the starting point in class discussion, but they are expected to incorporate perspectives of scholars to make their global consciousness more pronounced and rigorous as they shape their insights and arguments for written work. This arrangement allows students to ponder the implications of challenges faced within the wider Black world.

How will the instructor assess the students' learning related to this outcome?

Every week, I will provide specific instructions for small group activity around weekly guiding questions. These questions will aid students' comprehension of reading materials, as well as participation in class. Also, once during the semester, students are assigned to lead and facilitate the discussion of assigned readings in groups of four. They will generate questions to incite conversations and sustain peers' intellectual curiosities. Finally, although this course is not writing intensive, it is central to how this outcome will be assessed. Students will complete a number of written assignments to sharpen their critical analysis skills, especially an effective synthesis.

Course Dependencies and Curricular Impacts

Course Proposal Details

Liberal and General Education

Are you proposing this course to meet a general or liberal education requirement?

No

This course is approved as a Core, effective

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This course is approved as a Designated Theme, effective

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Approved Twin Cities Liberal Education Requirement(s)

Social Sciences, Global Perspectives

This course is approved as Writing Intensive **This course is approved as Writing Intensive, effective**

No

Syllabus (All Rochester and Twin Cities Careers, Duluth 8xxx-Level)

Upload a syllabus from within the past 2 years

[AFRO 1012, 2025 \(2\)\(1\).docx](#)