

Course Proposal Summary

Ongoing proposal information

9/16/2024: Reactivating course for Spring 2025.

4/28/14: updating course equivalency -CMB

5/28/15: Cross-lists: AFRO 1201 / AAS 1201 / AMIN 1201 / CHIC 1201

11/27/18: Deactivating as part of the 2018 phantom course clean-up. TG

Curriculum contact name

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Curriculum contact email address

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Basic Course Information

Effective term

Spring 2025

PeopleSoft course ID

803153

Effective date

Jan 21, 2025

Active/inactive status

Active

Appear in course catalog?

Yes

Institution

UMNTC

Campus

Twin Cities

College

TCLA - College of Liberal Arts

Career

Undergraduate

Department

African-Amer & African Studies (10947)

Course subject code

AFRO

Course number

1201

Course name

Racial Formation and Transformation in the United States

Course name for transcript

Racial Formation/Transform US

Course description

What does it take to discuss race seriously? An exploration of this question demands a counter-narrative, for our contemporary moment is such that a growing public opinion (1) casts America as a “raceless nation” (2) interprets antiracism as “reverse racism” and (3) embraces “diversity” to maintain the racial status quo. Talking about race is not easy to be sure; it engenders a host of unsettling emotions ranging from guilt and shame to anger. Yet not talking about race as a social fact in American life and culture merely reinforces the existing racial hierarchy. It forecloses opportunities to reach across boundaries of social difference to strive toward a shared sense of community and belonging. Together, we will participate in racial struggles, albeit at times painful and challenging, to address and grapple with ethical-political imperatives to pursue social justice and make the notion of diversity anew.

Course Enrollment and Student Planning

Grading basis

A-F - A-F Grade Basis

Typically offered term(s)

Periodic Fall & Spring

Typical meeting pattern

Two 75 - minute meeting patterns 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?

Yes

Is this course equivalent to any other courses?

Yes

Equivalent course group

01688 - AAS1201/Afro1201/AmIn1201/Chic

Define new equivalent course group

AFRO1201 Racial Formation/Transform US

Notes to OTR

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Is this course cross-listed with any other courses?

Yes

List all courses (including the parent course) in the cross-listed course group.	Which course is the parent course?
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AFRO1201 Racial Formation/Transform US,
AAS1201 Racial Formation/Transform US,
AMIN1201 Racial Formation/Transform US,
CHIC1201 Racial Formation/Transform US

AFRO1201 Racial Formation/Transform US

If you are unable to add all courses to the cross-list fields above, enter them here.

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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 - SOCS (Social Sciences)

Is this a topics course?

No

**Will this course ever be offered online or
primarily online?**

No

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

No

Is this an honors course?

No

Is this a freshman seminar?
No

If this course uses community-engaged learning (CEL) instructional strategies, indicate up to 5 CEL values.
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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)

	How will this outcome be addressed in the course? This course will guide students to: • Go beyond the understanding of race as a synonym for skin color. • Cultivate insights to deepen the understanding of racism as not just a matter of personal prejudice but an articulation of power that is structural and institutional. • Develop the framework for the comparative study of racialization. • 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. • Derive deeper meanings from various texts to formulate an original, creative, and focused thesis statement. • Communicate thoughts and perspectives
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Learning outcome

Can locate and critically evaluate information.

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.

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

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%)

In this course, you will write three analytical essays that are five pages in length. The midterm is also an essay exam. The successful completion of written work requires an effective synthesis. Over the course of the semester, I expect you to learn how to bring together seemingly disparate reading assignments and lecture notes, as well as your own insights to develop an argument and analysis. In addition, participation is central. We want to make this learning community productive for analytical discoveries and new kinds of social relations and political visions to emerge. I want each student to feel emboldened to pursue the task of analyzing unresolved questions and problems concerning race in America. To set us on this path to creating such an active, open, and engaged learning community, we need to be cognizant of the following operating principles:

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
Fall 2013

This course is approved as a Designated
Theme, effective
Fall 2010

Approved Twin Cities Liberal Education Requirement(s)

Social Sciences, Race, Power, and Justice in the United States

Describe how the course meets Liberal Education Core course criteria

Social Sciences Core

By turning to the theories of contemporary racism found in cutting-edge sociological and ethnic studies literature, students will develop a sharp critique of the U.S. racial wealth divide and its multiplier effects in American society, which appear most explicitly in where people of color live, as well as how they are taught in public schools and relate to the local food system (to name just a few). Throughout the semester, thus, we explore the following guiding questions: What are some of the causes and consequences of the U.S. racial wealth divide? How has race, as a social concept and a political authority, entered law-making and the sphere of cultural representation to reinforce the system of inequality based on race and class? How have people of color responded to dominant stereotypes and racializing powers? How have multiracial coalitions emerged to respond to the political challenge still unmet that is the creation of a truly just and egalitarian society in the United States?

Describe how the course meets Liberal Education Designated Theme course criteria

This course is approved as Writing
Intensive

No

This course is approved as Writing
Intensive, effective

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

Upload a syllabus from within the past 2 years

[AFRO 1201, 2025 Syllabus.docx](#)