

Course Proposal Summary

Ongoing proposal information

Fall 2025
Dominique Hazzard
African American & African Studies

Dominique Hazzard is a doctoral candidate in History at Johns Hopkins University. She is also a Mellon Sawyer Graduate Dissertation Fellow at Georgetown University, affiliated with the “Creative Placemaking, Black Restorative Ecologies, and Black Spatial Futures” Mellon Sawyer Seminar. Her dissertation is an intellectual history of black food politics in Washington, D.C. in the 1960s, 70s, and 80s. Dominique is also a public historian in and of the District of Columbia.

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Basic Course Information

Effective term Fall 2025	PeopleSoft course ID -	Effective date Sep 2, 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 1905	
Course name African American Environmental Thought Ecologies		
Course name for transcript Black Thought Ecologies		

Course description

What is the relationship between humans and nature? What are the root causes of environmental problems? How can we build sustainable societies? Black activists, artists, scholars, and folks have engaged these questions throughout American history – and shaped policy, living and labor practices, and the landscape itself in the process. This course examines how black ecological thought has both challenged and contributed to dominant environmental frameworks across the 20th and 21st centuries.

Course Enrollment and Student Planning

Grading basis

A-F - A-F Grade Basis

Typically offered term(s)

Periodic Fall

Typical meeting pattern

Tu/Th 02:30pm - 03:45pm

Require consent to enroll

No Special Consent Required

Require consent to drop

No Special Consent Required

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

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

FSEM - FR SEMINAR (Freshman Seminar)

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?

Yes

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

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CIP code
05.0201

HEGIS code
05.0201

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

Students will be able to:

❑ Understand and apply the framework of Black Ecologies to environmental debates.

❑ Articulate the relationship between mainstream environmentalism and African American environmentalism.

❑ Our exploration of African American environmental thought will also serve as a vehicle to help us practice some of the key skills that historians and Black Studies scholars use.

Specifically, we'll learn to:

o Use primary sources to describe, contextualize, and interpret historical and contemporary events.

o Articulate, analyze, and use arguments made by a pre-reading assignment each day. This is a scholarly articles, secondary sources, film, and works of literature.

How will this outcome be addressed in the course?

To prepare for this work in class, you'll complete reading-intensive class; the pre-readings average 30 pages per day. All readings are available on eReserves.

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

Class Participation 25%

Writing Assign 40%

Group Presentation 10%

Final Report 25%

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?

Yes

Proposed Twin Cities Liberal Education Core

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Proposed Twin Cities Liberal Education Designated Theme

Race, Power, and Justice in the United States

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)

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Describe how the course meets Liberal Education Designated Theme course criteria

Race, Power, & Justice in the United States Theme

It is by now an established fact that marginalized populations, whether BIPOC, queer, immigrant, or low-income communities are disproportionately affected by the climate crisis, which has huge implications on human life. Indeed, multiple, subtle, and intersectional forms of oppression dictate who gets dumped on, and who gets resources to mitigate wildfires, floods, droughts, and other disasters. At the same time, racism, classism, and other forms of discrimination continue to permeate environmental justice movements, where the erasure of marginalized voices has made people of color particularly invisible. In *Confronting Environmental Racism: Voices from the Grassroots* (1993), Dr Robert Bullard, widely considered the “father of environmental justice” explains that he introduced the discipline in the early 1980s to dispel the myth or misconception that African Americans and other people of color don’t care about climate science. For Bullard, environmental racism is a symptom of a larger pathology, which consistently alienates the marginalized from their environment, from each other, and from themselves. This course considers the ways African American communities continue to face the brunt of the climate crisis, and how scholars, activists, and creative practitioners deploy various approaches to raise awareness and influence policy regarding the environmental challenges that beset them. It interrogates how environmental alienation and eco-racism transform human relations with nature and, as a result, the impact of societies on the natural environment and vice-versa. It attests to the ways people of African descent in the United States engage in the making and the remaking of other possible worlds. Course modules will focus on issues related to climate change, economic shocks and various struggles to enable social worlds to find more equitable, sustainable, and healthy ways of inhabiting their place, as well as strengthen historical self-understanding. We will discuss potential actions and priorities that will lessen the threat of ruin and begin to build a more peaceful, sane, and secure world for all.

Are you proposing this course to meet the Writing Intensive requirement?

No

This course is approved as Writing Intensive

No

This course is approved as Writing Intensive, effective

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

Upload a syllabus from within the past 2 years

[AFRO 1905, 2025.doc](#)