

Course Proposal Summary

Ongoing proposal information

April 2025: Further revisions requested by CLE for recert. BGC

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

2/27/225 Updating AFRO 1012 Black Worlds in Global Perspectives: Challenges and Changes, Spring 2026 GB

Curriculum contact name

Gabriel Bellamy

Curriculum contact email address

bell0297@umn.edu

Basic Course Information

Effective term

Spring 2026

PeopleSoft course ID

799888

Effective date

Jan 20, 2026

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

1012

Course name

Black Worlds in Global Perspective: Challenges and Changes

Course name for transcript

Black Worlds in Global Perspec

Course description

Course Description

Our primary goal is to generate and develop analytical perspectives to deepen the understandings of the experiences of Africans and peoples of African descent in global terms, so as to establish connections across different histories, cultures, and political dynamics of “Black worlds,” all the while making gaps and tensions. 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 encourages 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. We are also equally interested in nurturing a

sense of solidarity among Black peoples of the New World, Europe, and Africa, including 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, or the capitalist empire, and the mechanisms of political domination connected to the historical development and legacies of New World slavery, imperialism, and colonialism. From this grounding, we will also investigate stories of struggle and resistance, how diverse constituents of social movements in the Black worlds continue to pursue the possibility of another world, then and now.

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?

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)

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 have shaped the African diaspora.	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 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, and the role of the diaspora in the development of the United States.
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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.

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

to 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.

Topic Details

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
Social Sciences

**Proposed Twin Cities Liberal Education
Designated Theme**
Global Perspectives

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

Describe how the course meets Liberal Education Core course criteria

This course also fulfills the Liberal Education Social Sciences Core requirements.

“Black Worlds” are ubiquitous, for they emerge, exist, and transform wherever Africans and peoples of African descent reside and forge their lives and communities. Most important, what helps constitute “Black Worlds” (or to put it differently what binds individuals interested in “Black Worlds”) has nothing to do with color or shared culture but everything to do with politics and power. This insight allows students of diverse racial, ethnic, religious, and national backgrounds to participate in the study of “Black Worlds” and in the process find ways to make connections across differences. The course considers such stance-taking to be essential in creating a dynamic learning space.

As such, the outcome of our concrete engagement with the hallmark of social science learning—the description and analysis of diverse human experiences and connections to broader social forces—is that we will learn how to reflect on our own respective position and place it in the local, national, transnational, international dynamics full of challenges. We will also work together to develop analytical strategies to present alternatives that enhance our understanding of perspectives and experiences of the African diaspora.

We who are in African Studies, African Diaspora Studies, and African American Studies take up a very distinct stance; we place front and center the critique of coloniality and Eurocentric knowledge production. We interrogate the epistemic foundations from which objects of knowledge are constituted in social sciences. At a deeper theoretical and conceptual level, the course foregrounds the relationship between the discipline of sociology (as well as related public and social policy studies) and the authority of W. E. B. Du Bois's thought. Du Bois serves as an essential guide to rework the thrust of this course. This relationship is one of a dialectical one: Black thought and agency structured in dominance.

This orientation does offer concrete ways in which students and the instructor can learn to navigate the challenge of how to "manipulate social science data." The objective is to critically evaluate and at times skewer an object of knowledge in service of minoritization (processes of disenfranchisement). We also seek out grounded knowledge of communities in struggle. To put it differently, the course posits "social sciences" as the site of struggle over knowledge. It is contested, and politics and power are bound up. It evolves and transforms. Students become participants in knowledge production.

The course is roughly divided into two parts. Part I exposes students to the authority of the Black intellectual tradition. How do Du Bois and other Black scholars and thinkers, then and now, trouble the discipline of sociology and related fields in social sciences, including history? How do they interrogate racism within humanistic social sciences? What concepts, analytics, methods, and radical visions do they proffer to rethink and rework how to be in the world? The goal is to provide the necessary language of critique to familiarize ourselves with the important task of interrogating dominant forms of knowledge that deny the agency of global African peoples. In these weeks, I rely on In-Class Writing Assignments (total of five) to help cultivate students' faculty of thinking about the dialectical relationship between domination and resistance. Students will discover how Black scholars mount a critique. Students will also be exposed to the use of primary data (in this case, the interviews of Somali youth) to produce critical knowledge that aligns with the orientation of this course to critique dominant knowledge. Finally, we will learn to tease out limitations of the public policy directive through group activity and by bringing into conversations the insights of organizers and activists.

Part II will take students into the domain of grounded knowledge of community members and activists in the Environmental Justice Movement, which has become an important social justice vector in the Black worlds. Our department has forged a grant-funded engaged project centered on the local campaign to shut down the trash incinerator in North Minneapolis. This movement is part and parcel of the global campaign to contest the extension of waste colonialism. In Part II, this course will expose students to the grounded knowledge of Environmental Justice activists and organizers, both in

Minneapolis and across the Global South - how it pushes back the policy plans and priorities of powerful stakeholders in the solid waste industry, key federal agencies, technology experts, and government officials. Our learning in Part II will be group work and guided by the following questions: (1) What is HERC?; (2) How did it get here?; (3) Why is it bad?; and (4) What do we do about it? This critical analysis assignment, at the end, responds to the last question to present what Environmental Justice Worldmaking can potentially look like.

Describe how the course meets Liberal Education Designated Theme course criteria

This course fulfills one of the Liberal Education (LE) Theme requirements: 'Global Perspectives.'

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 critically examines the dynamic processes of the dispersal of Africans and their descendants throughout the New World. This course, moreover, places an emphasis on engaged and collaborative learning. Working independently and in small groups, students will learn to make connections across complexities resulting from globalized phenomena of dispossession, exploitation, disenfranchisement, and exclusion and in the process learn to articulate the challenges and possibilities of the African diaspora.

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 'colonialism', 'global apartheid', and 'racialization' to come to grips with global African peoples' struggle over identity, place, culture, and meaning of these categories across Black worlds.

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. The intended learning outcome is to create a forum for critical thinking and explore how to establish connections among each other, especially across what W. E. B. Du Bois called "the color-line," as well as linguistic, ethnic, religious, and cultural differences. By straddling multiple dimensions of the experience of the African diaspora, students will help fashion creative responses toward solidarity across diverse communities of the African diaspora in the United States and throughout the world. Our primary goal is to generate and develop analytical perspectives to deepen the understanding of the experiences of Africans and peoples of African descent in global terms from where we are locally.

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 1012 Syllabus \(Revised_4.28.25\).doc](#)