

A PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

By the Black Study Initiative Committee,

Appointed by Interim Dean Juliet McMullin in Fall 2020,

The Committee consists of the following UCR undergraduate and graduate students, staff, and faculty, and Inland Empire community members:

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Dennis Frederick McIver, University Honors and Past President of the Black Faculty
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PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

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I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of [antiblackness](#).

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black transgender people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki 3Peters (July 1), and Bree Black (July 3).

Riverside Sheriff's Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force [against UCR students](#) suggest historical and contemporary reliance on ubiquitous antiblack state violence. More recently, in 2018, UCRPD killed a person; in 2019, UCPD had a violent encounter during an arrest of a Black scholar; and in 2020, Sheriff deputies attacked protestors with rubber bullets and pepper balls. UCPD has [virtually no transparency](#), the Riverside Faculty Association has repeatedly [called for accountability](#), and UCR students wrote in a *Highlander* editorial, "[it is a huge slap in a face to see so much funding be put toward a police department who make African Americans and other students of color feel in danger with their history of racial profiling](#)." Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately [higher rates](#).

Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen Indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable and at times hostile to the growth of Black curricula and Black intellectual presence, and unsafe for Black students, staff, faculty, and community members.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, [Blackness Unbound](#); several programs, departments, colleges, and their

representatives, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

As of October 5, 2021 this initiative has been endorsed by 2,293 people and organizations. In March 2020 the initiative drafted a [petition](#) to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories is attached as an appendix.) Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasília, Universidade de São Paulo, University of Toronto). Community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.

The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the *engaged and embodied practice* of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study, *as a verb rather than a noun*, stresses collective activities that are simultaneously corporal and theoretical, practical and speculative.

Black Study is a multi-, extra- and transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts.

Black Study emphasizes insurgent African and Black diasporic queer, transgender, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people's *ways of being and theories of knowing* -- *Black epistemologies* -- in the African continent and its diasporas: Blackness beyond the veil of antiblackness, Blackness as being and becoming. At the same time, introducing invention and improvisation into existence, Black Study is future-oriented, and as such, informed by collective past experiences, and continuing spiritualities, explores becoming and alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the [Amefricanas](#), as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university's disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU [demanded a Black Studies Department](#). In 1969, a Department

of Black Studies was [created](#), but UCR Chancellor Ivan Hinderaker [disbanded it in 1970](#) and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of [Kathryn Jones](#), it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 years of experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curricula and increased the number of students majoring in Black Studies.

Several factors contributed to the program's final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about 300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray's words, for people to privately "vote their racism." And so the Black Studies program was terminated.

Following the Black Studies program's termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.

Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR's administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that deny the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is [1,265 students](#). And even though UCR boasts a relatively high [graduation rate for Black students](#), it is evident that this rate is *despite* the many facets of historical and contemporary antiblackness on campus. Black students, [staff](#), and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support is provided by focused discussions with community members, CHASS students, faculty, and staff, including a forum organized by the African Student Programs (ASP). (For more details, please see the FAQs).

At UCR Black people are present as workers, students, and faculty, but have yet to become an integral part of its curricular, academic, and research infrastructure. The Department of Black Study will help solve this long standing problem by (a) articulating

ongoing and future collaboration between existing departments and programs, and (b) providing curriculum and programming that responds to demands and fills gaps.

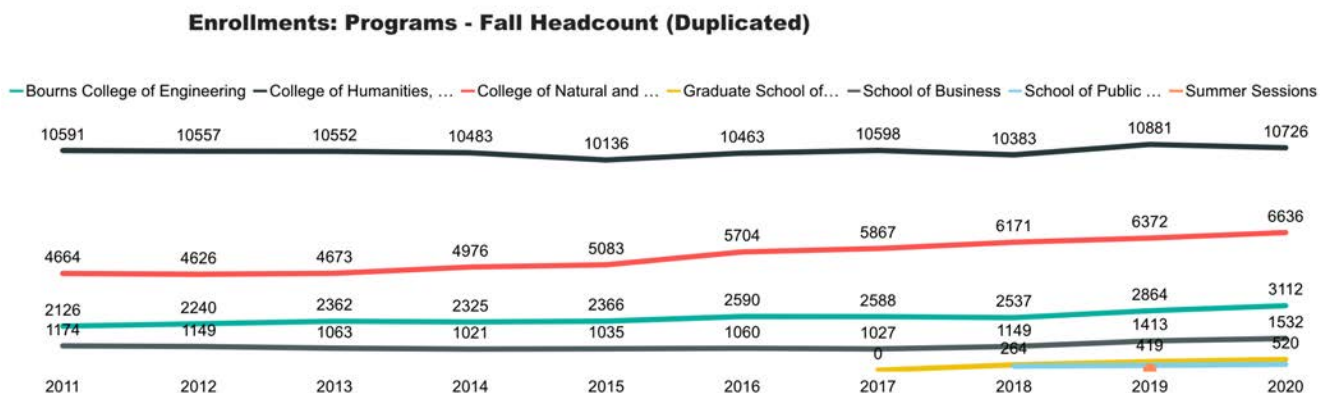
Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, [Black Study graduates](#) will become teachers, lawyers, doctors, artists, activists, [professors, and researchers](#) at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

Importantly, the proposed department will maintain a robust graduate program. It plans to have a 4+1 teaching certificate (with the Graduate School of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. Members of this committee have started dialogues with the GSOE, the initial result of which is a proposal for a “Black Study and UCR Teacher Education Program Pathway” (included in the appendices.) The Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR's unique Black Study department to quickly become a national and international reference in approach and output deriving from its difference in disciplinary, curriculum, research, community accountability, and transformative practices. [Only 20% of U.S. colleges and universities have academic units in Black Studies, and of those only 1/3 are departments.](#)

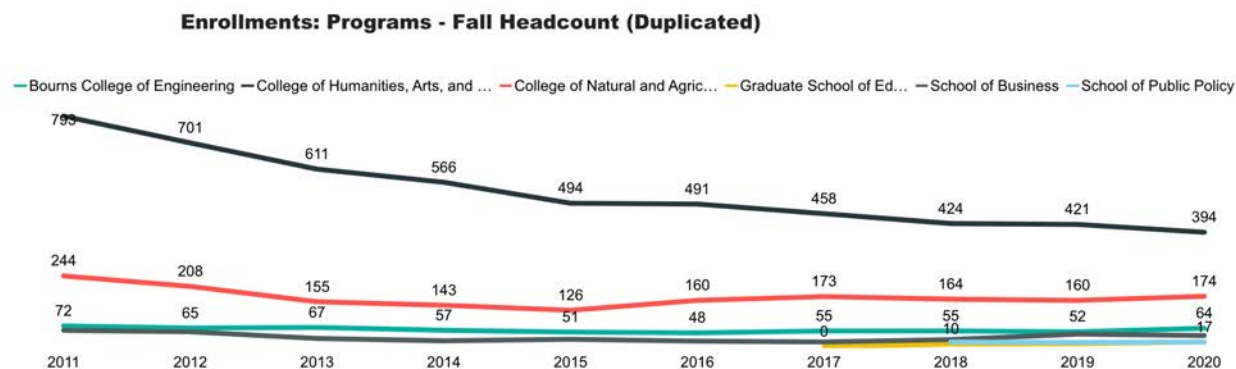
UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a *marked decrease in the number of enrolled Black students* (Graph 2).

Graph 1. Total Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Graph 2. Black Student Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Department of Black Study embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of

multidisciplinary Designated Emphasis Programs. In dialogue with interested students, faculty, and staff from across various disciplines, and community members, it will host annual conferences exploring the intersections of research and practice from various disciplines.

A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate (the blueprint of which is currently being discussed with the GSOE) and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrolment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, award-winning author in performance studies Jayna Brown, the Science Fiction and Fantasy Writers of America 37th Damon Knight Grand Master Nalo Hopkinson, and [Freedom Scholar](#) Alisa Bierria, a former member of this committee. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its "excellence in diversity" approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. *A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.*

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors and minors of 30 students in the first two years, 50 in the next two, and stabilize at

about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

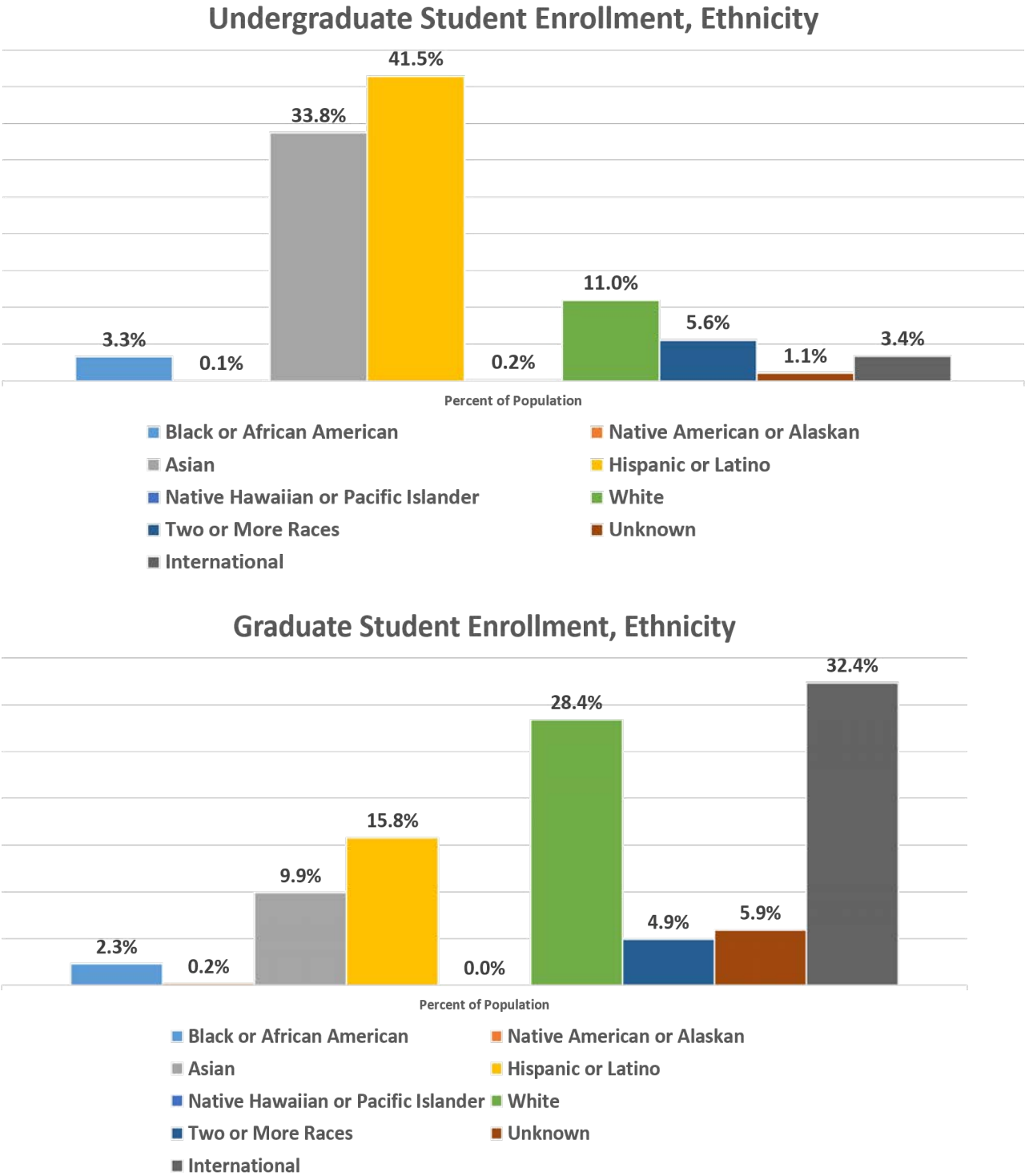
We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, attractive, and inviting. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive undergraduate and graduate recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

The Department of Black Study will have a strong and unique graduate component. It plans to offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar [program](#) that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, programs, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as "Combating Antiblackness," focused on combined areas of interest -- such as health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and social justice activists.

¹ Campuses publish enrollment data using metrics that are seldom comparable. Currently [UC Santa Barbara](#) has a total of 27 enrolled majors in Black Studies; [UC Berkeley](#) has 30 degree recipients in African American Studies in the last two years, currently [UT Austin](#) has 22 enrolled majors in African and African American Studies.

Graph 3. Proportion of enrolled undergraduate and graduate students by race.



Source: <https://diversity.ucr.edu/student-diversity-statistics>

IV. THE MAJOR AND MINOR IN BLACK STUDY: PROGRAM DESCRIPTION

The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making. Accordingly, the major and minor in Black Study requires both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one’s understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, excavates multi-directionally in scope, and yet is specific, specialized, and rigorous. Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

Students who seek a deeper engagement in research and praxis can choose the “With Distinction” option. Those who wish to be recognised as completing the BA in Black Study with distinction normally complete BLAC 191A or B, 192 A & B, 193, 194.

The B.A. degree consists of 52 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, STEMM; v) Social Activism and Policy

Learning Outcomes

Upon completion of the program, students will be able to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures
2. Describe/Explain the tracks of Black Study as an holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures
3. Apply transformative and anticolonial ethics in engaging in research, practice, and with communities
4. Demonstrate proficiency in artistic and embodied praxis
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis
6. Co-cultivate and apply collaboration equitably and as a principle in engagement, organizing, mobilization, research, and creative efforts
7. Construct informed research-based arguments
8. Develop and Demonstrate proficiency in writing, and in the language and grammar of Black Study

Major Requirements (B.A.)

1. Lower-division/General requirements (3 courses, 12 units)

a. **BLAC 001 Introduction to Black Study I: Black People Domestically and Globally Now.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.

Prerequisite(s): None. Introduces major social factors and movements impacting Black peoples on the African continent and its diasporas currently. Topics include the creation of movements/spaces of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and blocked access to quality health care and education, to create vibrant futures.

b. **BLAC 002 Introduction to Black Study II: Imagined and Embodied Futures.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.

Prerequisite(s): None. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black

interventions through time and technologies with a focus on transgender, queer, and feminist perspectives that build on what Cedric Robinson terms the Black Radical Tradition.

c. **BLAC 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Central to any critical notion of Black Study and Black becoming requires an explicit engagement with Black fungibility, knowledges, and the linguistic, racial and gendered order of things. As such, Radical Black Study requires epistemic disobedience. This class disrupts a fundamental cultural assumption: the study of Black culture and black life is the study of mere difference.

2. Upper-division requirements (10 courses, 40 units)

a. BLAC 191A OR B:

BLAC 191A - Black Study Research Methods I: Gateways to Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces traditional and experimental methodologies used to pursue transdisciplinary and interdisciplinary research projects required for a Bachelor's degree. Examines contemporary research practices and methods deriving from various Black diasporic epistemologies. This course prepares students for extended research projects in BLAC 193, College Honors, and other undergraduate research programs through research- and practice-based skill building. This course is for the beginning stages of research for the students' senior project.

BLAC 191B - Black Study Research Methods II: Practicing Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC191A. Engages practical use of research practices, methods, and epistemologies introduced in BLAC191A. Facilitates student design of research questions and projects for Black Study Major Senior Capstone as well as further exploration of themselves as researchers. This course focuses on research development skills and field-based concentrations to help students identify relevant theoretical frameworks and bibliographies.

b. BLAC 192A AND 192B: **Senior Capstone.** 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two semester, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and

embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

c. BLAC 193: **Black Study Inland Empire Community Initiative** 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units.

BLAC 194: **Directed Research or Creative Activity in Black Study** 4 units; Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

d. Additional 24 units (6 courses) chosen from two of the tracks below:

A) Critical Theories, and Practices of Gender, Sexuality, Race, and Blackness explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones's concept of Black women's triple oppression in 1949, the Civil Rights Congress' "We Charge Genocide" in 1951, and the Combahee River Collective Statement in 1977.

- Potential courses:
 - Envisioning Black Futures, Social Order and Utopianism through the works of Octavia Butler
 - knowing and understanding the world through a uniquely Black perspective allows for new and different visions of human possibilities. Black futures, social order and

utopianism are examined through the works of visionary sci-fi author Octavia Butler's *Xenogenesis*, *Patternist*, and *Parable* book series.

- Trans Embodied-Ologies
 - A gathering place for the radical Queer imaginaries of Black Transgender and Nonbinary Artists. Here, we centralize a Futurity that requires the lives and leadership of Black Trans and Nonbinary peoples. We propose dangerous making to combat dangerously violent anti-transgender cultures, while traversing the Spiritual, empowered, speculative and mysterious of embodied intelligences and aligned creative practices.
- The Medicine Sessions: Futurist Cypher Technologies
 - We step into Black and Queer improvisatory social and spiritual practices to study the Diasporic technologies of the circle. Unique to this exploration, the ring shout will be foundational to unlocking the structures, the sacred, the corporeal liturgies embedded within Black trance-inducing social dance forms. House will be our musical and technical grounding, a Black Queer form within this spiritual lineage that will unite, lift, shift. Each week we are visited by a live DJ and guests who speak to class themes.
- Blackness and American Sexual Economies
 - A comprehensive look at the formation of race and American sexual economies from slavery to the present
- Radical Black Feminist Thought of the Global South;
- Black Masculinities: Beyond the Biology in Art, Culture, & Spirituality;
- Critical Theories of Blackness, Gender, and Sexuality;
- Torn to Pieces: Affect and the Lexicon of Black Pain;
- Are You Human? Black Epistemologies and Unreal Life.

B) Performance, Arts, and Literature: Performance, Arts, and

Literature engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theatre, film, music, art, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

- Potential courses
 - Dark Matters/s in Black Performativities
 - From Black Quantum Futurism: "How does our trauma affect the cosmos? What memories are forced upon us and what memories are we forced to forget? What affects do they have over our bodies?" We look at possibilities within an embodied Black Futurist practice and lens, the ways in which the unknown of the dark become known (or do not). We engage Afrofuturism, Black Speculative Arts, and Black Quantum Futurism as guides into the Spirit of the Black [dark] and Dark [black]. I'll ask, "How

do you see something you can't see?" This is a hybrid lecture and practice course

- The Racial Politics of Performance: Blackface to #OscarsSoWhite
 - Introduction to a history of how media technology, cultural production, and critical reception have shaped racial representation. Considers theories of Black performativity as well as films and plays by Black artists.
- Transforming Blackness(?): Gender Betrayal, Spirituality, and Re-visioning the Dark Feminine in the Novels of Toni Morrison
 - Class will explore the transformation of Black personal/communal life through Black Study, literature, and a pedagogy of unlearning. We will examine the stories we tell ourselves and the narratives society tells Black folks through the fiction and theorizing of Toni Morrison as she re-visions Blackness and Black life. .
- Black Aesthetics Lab;
 - Practice and theory of Black aesthetics
- Black Aesthetic Epistemologies;
 - Systems of knowledge embedded in Black aesthetics
- House (making);
 - Using tenets, aesthetics of Hip Hop and House as art/dance making structure
- Performance as/in Ritual

C) His/herstory, Behavioral and Social Sciences zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

- Potential courses:
 - Sites of Memory: Imagination, Archaeology, and the African--American Past
 - In "Site of Memory" Toni Morrison writes that truth is intricately linked to memory and the imaginative. How do we as a society make, memorialize and imagine our past? How do we speak about difficult pasts, such as that of enslavement, in the present? In an attempt to explore these questions, we will examine the different ways that archaeologists, anthropologists, historians, storytellers, and artists attempt to make sense of the past, breaking the binary of fact versus fiction. We will look at evidentiary sources (artifacts, archives, paintings, literature, and performances) that are used to both illuminate and silence the

past. In this course, students will read and discuss historical narratives, novels, and archaeological and anthropological case studies to examine the different ways we might examine pasts that have been made invisible or elided in mainstream histories; specifically those relating to African Diaspora experience in the United States and the Circum Caribbean. As a seminar course, this is intended to introduce students to the core concepts of close reading, as well as critique and composition through an anthropological lens.

- Politics of Race and Ethnicity in Africa
 - 4 units; Lecture, 3 hours. Prerequisite(s): upper division standing or consent of instructor. Covers the politics of ethnicity and race, surveying theory and evidence utilizing a wide range of cases from the African continent, with a focus on the contemporary period. An inquiry-based course where students will consider social science theories of identity politics and gain knowledge on measurement of ethnic and racial identity and skills in uncovering and analyzing patterns of identification as well as politicization of ethnic and racial identities.
- Political Behavior in African Societies
 - 4 units; Lecture, 3 hours. Prerequisite(s): N/A. Examines participation in everyday and contentious politics in contemporary African societies through examining decades of data collected by Afrobarometer, a Pan-African research network. A research-based course where students will gain skills in data analysis, data visualization, and storytelling.
- Embodied modes and methods in research of marginalized populations
 - Examine systems of knowledge and how they influence research methods; examine research processes; theory generation and the ethics of engaging research within marginalized populations. Emphasizes mixed methods through a research project.
- Black Diaspora social movements, utopia, and the building of a new world
- The materiality of Black aquatic lifeways

D) Law, Education, Health, Environment, and STEMM recognizes UCR's vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

- Potential courses:

- Black People in the Inland Empire: Creating Resilient Communities
 - In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folx continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.
- Blackness, Rape, and Mass Incarceration
 - The rate of incarceration in the United States is the largest in the world: about 751 people are in prison for every 100,000 in the population. Russia comes in 2nd, with 627 prisoners for every 100,000 in population. In the US today, more than 2.5 million people are behind bars. In absolute numbers, the People's Republic of China comes in second place with 1.6 million, despite its population being over four times that of the United States. What explains this phenomenon? What historical developments, criminal justice policies, and shared beliefs help us understand this unprecedented scale of incarceration?
- Artist Healers: Transgender Indigenous Medicine and Art Intersections
 - Centered in trans-indigeneity students will learn about and directly from a range of contemporary live performance makers and healers who call us to question the construction of norms, binaries, borders, Being. Classes will be centered on healing modalities, positioning wellness and political, critical engagement as partners in accessing a radical imaginary.
- HIV/AIDS in Africa and Beyond
 - 4 units; Lecture, 3 hours. Prerequisite(s): BLAC 001 or instructor consent. Critical examination of the AIDS pandemic and responses by citizens and states. Introduces epidemiology of HIV/AIDS and explores politics and policies of pandemic response shaped by global inequalities. Focuses on the local realities of the international intervention against AIDS.

E) Social Activism and Policy will engage the multidisciplinary of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course "Community Internship" will not only reinforce the department's rootedness in social movements, but also enhance the student's understanding of the theories and practices of community organizing.

- Potential courses
 - Futurities in Bebop and Black Power
 - An exploration of the origins, developments, imbrications, performance, and visions of society in jazz and the origins of Black Power.
 - Organizing for Black Lives in the 21st Century
 - Using engaged praxis, we explore creative ways U.S. Black

movement organizers have re-configured old ideas and the new ones that have emerged in the 21st Century. The course is designed around three themes: What is to be done; How is it to be done; The possibilities of what can be done.

- Black Diaspora social movements, utopia, and the building of a new world
 - Exploring diasporic collaborations and epistemes in the past and present, this course explores transnational political and imaginative efforts focused on common concrete social problems affecting Black people.
- Methods of Activist Research
 - Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology and Sociology are centrally implicated in this emerging field, activist research draws from and is applicable to the broader social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.
- Black Parades. Queer Magics
- Hip Hop, Collectivity, and Change
 - Hip Hop as rooted in collective social practices with political, historical, and artistic expressions

The Minor in Black Study

The **Minor** in Black Study **consists of 32 units** with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEMM; v) Social Activism and Policy

1. Lower-division/General requirements (3 courses, 12 units)

- a. BLAC 001 Introduction to Black Study I: Black People Domestically and Globally Now
- b. BLAC 002 Introduction to Black Study II: Imagined and Embodied Futures
- c. BLAC 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise

2. Upper-division requirements (5 courses, 20 units)

- a. BLAC 192 A & B Senior Capstone
- b. BLAC 193 Black Study Inland Empire Community Initiative
- c. Additional 8 units chosen from two of the tracks below:
 - A) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
 - B) Performance, Arts, and Literature
 - C) His/herstory, Behavioral and Social Sciences
 - D) Law, Education, Health, Environment, and STEMM
 - E) Social Activism, and Policy

COURSE DESCRIPTIONS

LOWER DIVISION COURSES

- a. BLAC 001 **Introduction to Black Study I: Black People Domestically and Globally Now.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.
Prerequisite(s): None. Introduces major social factors and movements impacting Black peoples in the African continent and its diasporas currently. Topics include the creation of movements/spaces of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and blocked access to quality health care and education, to create vibrant futures.
- b. BLAC 002 **Introduction to Black Study II: Imagined and Embodied Futures.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.
Prerequisite(s): None. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black interventions through time and technologies with a focus on transgender, queer, and feminist perspectives that build on what Cedric Robinson terms the Black Radical Tradition.

c. **BLAC 003 Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise.** 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Central to any critical notion of Black Study and Black becoming requires an explicit engagement with Black fungibility, knowledges, and the linguistic, racial and gendered order of things. As such, Radical Black Study requires epistemic disobedience. This class disrupts a fundamental cultural assumption: the study of Black culture and black life is the study of mere difference.

UPPER DIVISION COURSES

a. **BLAC 192A AND 192B: Senior Capstone.** 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two semester, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

b. **BLAC 193 - Black Study Inland Empire Community Initiative.** 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units

BLAC 194: Directed Research or Creative Activity in Black Study 4 units; Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a

quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

c. Additional 12 units (3 courses) chosen from two of the tracks below:

A) *Critical Theories and Practices of Gender, Sexuality, Race, and Blackness* explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones's concept of Black women's triple oppression in 1949, the Civil Rights Congress' "We Charge Genocide" in 1951, and the 1977 Combahee River Collective Statement

B) *Performance, Arts, and Literature* engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

C) *His/herstory, Behavioral and Social Sciences* zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

D) *Law, Education, Health, Environment:* recognizes UCR's vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

E) *Social Activism and Policy* will engage the multidisciplinary of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an

archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student’s understanding of the theories and practices of community organizing.

Collaboration with Campus Units

Cross Listed Courses

Interested current faculty members on the Black Studies Initiative Committee will work to approve their courses that articulates, embodies, and engages with Black Study for cross listing within their appropriate units. We will also strategically reach out to faculty across CHASS for cross listing courses that engage Black Study and advance the learning outcomes outlined by the Department.

Black Study and UCR Teacher Education Program Pathway 2021-2022

In the spirit of collaboration, the Teacher Education Program Pathway has expressed interest in creating an articulation with the Department of Black Study that provides a path to students wishing to pursue that line of study. In this same spirit of collaboration, and being in dialogue with other units on campus the Black Study Department will seek to develop a pathway for an agreed upon number of students to enter the Teacher Education Program.

PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all forms of Black Studies on campus. On the contrary, when possible, the Department of Black Study will support and collaborate with various related efforts, even when not originating them. It seeks to multiply and strengthen all modalities of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach is one among many other possible versions of Black Studies. It is

therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary affiliations, methods, and pedagogies; establish programming that is attentive to both campus and extra-campus artistic, research, and activist concepts and practices at the local, national, and international levels; and finally, engender an inviting, rigorous, and supportive space -- physical, intellectual, and of affinity -- in which students, scholars, artists, researchers, practitioners and members of African and Black diasporic communities will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with community accountability and collaboration. Critical to the Department is an administrative structure that enables substantive participation of community members in its governance. Grounded in social movements demanding deep structural transformation, in compliance with all relevant UCR protocols, and in the spirit of a public university, Black Study will have representatives from the Inland Empire's Black communities in its decision-making processes.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, have expressed interest in transferring a percentage of their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for approving and managing Black Study courses in the curriculum. In the early phase of the department, the teaching faculty and the courses will be drawn from CHASS (and possibly other colleges, including the Graduate School of Education) with the approval of the relevant administrators and department chairs. Black Study will encourage interdepartmental and intercollege robust exchange, and will offer, upon administrative compliance, partial or full appointments to interested faculty. In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.

As the student body grows and the program matures, a support staff will be added to the Department of Black Study. Former Dean McMullin envisioned a new administrative structure, distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU), with two Financial Analysts and, when the Graduate Program is in place, a Graduate Program Advisor. This new administrative unit will serve Black Study and other departments, and will alleviate the current high demand placed on MDU.

VI. APPENDICES

Please note: except for Appendix B, below, all other Appendices are attached as separate files.

B. Answers to Senate Committees Queries and to Frequently Asked Questions

[1. What is the difference between Black Study and African American Studies, Africana Studies, African and African Diaspora Studies? What is the specificity of Black Study?](#)

[2. Won't the Department of Black Study threaten and/or damage \(enrollment, resources of\) other departments and programs already at UCR?](#)

[3. What will be the relationship between the Department of Black Study and the Department of Ethnic Studies African American Studies Major and Minor undergraduate programs? What is the relationship between the Department of Black Study and the Graduate School of Education, which is mentioned in the pre proposal?](#)

[4. Why not start a program of Black Study, or a concentration of Black Study, instead of a department? Why not combine the efforts put into Black Study with the already existing program in African American Studies?](#)

[5. How will the Department of Black Study, with its emphasis on staff, students, and community members involvement in decision making at the levels of hiring and promotion, abide by campus norms such as The Call and Bylaw 55?](#)

[6. How will the Department of Black Study fund faculty FTEs?](#)

7. How will the joint appointments with the Department of Black Study impact the budget of the collaborating departments?

8. Won't the joint appointments between two or more departments make it more difficult for pre-tenured faculty to obtain tenure? How will faculty members of two or more departments balance each department service expectations?

9. Won't the Department of Black Study further challenge the current CHASS administrative structure?

10. Isn't the push for the departmentalization of Black Study rushed? Don't the campus and the surrounding community need more time to discuss the proposal? Isn't this the worst possible fiscal time to start a new department?

11. What is a realistic timeline for a Graduate Program in the Department of Black Study?

1. What is the difference between Black Study and African American Studies, Africana Studies, African and African Diaspora Studies? What is the specificity of Black Study?

Instead of drawing boundaries, demarcating disciplinary territories, and buying into the all-too-common destructive competition for scarce campus and extracampus resources, we envision and seek to practice Black Study as a fundamentally collaborative, relational, intersectional, as well as transformative endeavor that is theoretically, methodologically, and epistemically hybrid.

Specifically, Black Study, *as a verb rather than a noun*, stresses activities that are corporal and theoretical, practical and speculative, that are conducted collectively. Black Study draws from an emphasis on the simultaneous embodied nature of intellectuality and the intellectual nature of embodiment, as in the quotation below:

A couple of people seem to be reticent about the term 'study,' but is there a way to be in the undercommons that isn't intellectual? Is there a way of being intellectual that isn't social? When I think about the way we use the term 'study,' I think we are committed to the idea that study is what you do with other people. It's talking and walking around with other people, working, dancing, suffering, some irreducible convergence

of all three, held under the name of speculative practice. The notion of a rehearsal – being in a kind of workshop, playing in a band, in a jam session, or old men sitting on a porch, or people working together in a factory – there are these various modes of activity. **The point of calling it ‘study’ is to mark that the incessant and irreversible intellectuality of these activities is already present.** These activities aren’t ennobled by the fact that we now say, “oh, if you did these things in a certain way, you could be said to have been studying.” To do these things is to be involved in a kind of common intellectual practice. What’s important is to recognize that that has been the case – because that recognition allows you to access a whole, varied, alternative history of thought." ([Harney and Moten 2013, 110](#), our emphasis)

Rather than establishing sharp differences between Black Study and other important versions of Africana Studies, African American Studies, African and African Diaspora Studies, and Black Studies, we affirm our specificity in two ways.

First, Black Study inhabits dynamic confluences, intersections, relationships, interstices, and productive tensions between the fields above as well as various disciplines in the traditional Social Sciences, Humanities, Arts, Education, Medical Sciences, and Natural Sciences. Black Study is unapologetically and concomitantly multi-, trans- and extra-disciplinary; its practitioners seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis.

Second, we stress Black ways of knowing and being in this and other imagined worlds -- Black epistemologies, or as in the quotation above “a whole, varied, alternative history of thought” -- as they articulate with the following thematic axes: a) Africa and its Black Diasporas; b) Black Radical Traditions with an emphasis on Black Feminist, Queer, and Transgender perspectives; c) Black inventions, futurities, and abolition.

a) Africa and its Black Diasporas

Black Study expands the notion of “African American” to include peoples of African descent everywhere, including the United States, the Americas -- or Amefricas, as Black Brazilian theorist Lelia Gonzalez terms it -- and the African continent. While a number of programs and departments of African American Studies and Black Studies adopt similar expanded frameworks, the UCR Department of Black Study actualizes, in

its multidisciplinary and diverse course offerings, an expanded time, space, and epistemological universe. Our faculty are specialized in various geographical, ethnic, linguistic, and political regions, historical periods, topical foci, and disciplinary and methodological approaches. We conceive of the Black Diaspora via the analytical prism of roots and routes, as indicated in [The Black Atlantic](#): rooted in African geographies, historical matrices, and contemporary social processes as they impact and are inflected by Diasporic *routes* and processes globally. Africa and its Diasporas -- imagined, experienced, ancestral, present and future -- suggest a constantly replenished and revised reservoir of epistemologies, practices, and political projects in pursuance of futurities. Following Hortense Spillers, M. Jacqui Alexander and others, we [queer the Black Atlantic](#), engaging multiple and vital agencies -- political, social, sexual, ontological -- thus opposing the normative conditions of flesh and immobility imposed on Black people since the Middle Passage.

b) Black Radical Traditions with an emphasis on Black Feminist, Queer, and Transgender perspectives

Black Study draws from constantly replenished transgenerational archives of collective genius. What Cedric Robinson called the [Black Radical Tradition](#) constitutes an epistemic reservoir from which African and Diasporic communities have drawn critical theory, strategies of survival, social critique, and imagined futurities. Analogous concepts have appeared in African and Black Diaspora scholarship and activism. For example, Black Brazilians Abdias do Nascimento, Lelia Gonzalez, Beatriz Nascimento, and Jurema Werneck, among others, have developed the concept of quilombismo (maroonage) and, in the case of Gonzalez, B. Nascimento, and Werneck, centered the roles Black women played in formulating critical analyses and political philosophies. Black Study explores the ways in which such collective epistemic reservoir is always and already necessarily modulated by Black feminist, queer, and transgender experiences and transformative projects. Black Study invites a perspective on the Black Radical Tradition that suspends, rather than accepts, normative assumptions and practices of gender and sexuality. Black Study recognizes that the formation of the modern world, inasmuch as it demarcates the permanent exclusion of Black people from its realms, is also one in which Black people have formulated an existence characterized by invention -- one that is in pursuance of survival as well as transfiguration. Although the research on and recognition of [histories of Black transgender identities](#) are relatively recent, Black Study insists on reframing Africa and its Diasporas through a prism that is plural, insurgent, and equipped with the most daring analysis of gender and sexuality that articulate with and modify critical theories on race. To study Blackness in Africa and its Diasporas, by necessity and definition, is to suspend normative dynamics and incite the permanent explosion of gender and sexuality categories.

c) Black inventions, futurities, and abolition

Seriously pursuing [Frantz Fanon's](#) reminder to himself that “the *real* leap consists in introducing invention into existence,” Black Study embraces a necessary futurity. Invention is not predictable, and it is not engineered. Much like the uprisings of 1992 in Los Angeles, 2014 in Ferguson, 2015 in Baltimore, and 2020 in various parts of the United States and elsewhere, such unmanageable events require that we suspend formulaic predictions of how, when, why, and to what ends transfigurative possibilities happen. Such uprisings unveil how the Black Radical Tradition and its revolutionary potential necessarily, though unpredictably, actualize themselves in Black spaces of possibility and invention.

Black Study's embracing of a necessary yet unpredictable futurity is exemplified in its commitment to abolition. As abolitionist scholar and activist [Ruth Gilmore](#) explains,

Abolition seeks to undo the way of thinking and doing things that sees prison and punishment as solutions for all kinds of social, economic, political, behavioral and interpersonal problems. Abolition, though, is not simply decarceration, put everybody out on the street. It is reorganizing how we live our lives together in the world. And this is something that people are doing in a variety of ways throughout the United States and around the planet already. It is not a pie-in-the-sky dream. It is actually something that is practical and achievable in the city of New York, in Texas, in South Africa, around the world.

By recognizing African and Black Diasporic transformative epistemes inflected by Black feminist, queer, and transgender theorizations, practices, and people, Black Study seeks the undoing of the way of thinking and doing that have not only created a worldwide carceral system based on punishment, but also shared notions of the Social and the Human that exclude Black people from their realms.

Another way to express Black Study's commitment to invention, futurity and abolition, is to stress our unapologetic experimental approach. Abolitionist organizer [Mariame Kaba](#)'s emphasis on the “importance of building a million different experiments” comes with a confident and informed reminder that “We'll figure it out by working to get there. You don't have to know all the answers in order to be able to press for a vision.”

2. Won't the Department of Black Study threaten and/or damage (enrollment, resources of) other departments and programs already at UCR?

Willfully collaborative from the onset, the Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize the autonomy of other units. Such collaborative approach and co-existence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when in fact they can enrich one another. With a unique Department of Black Study, UCR could recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

In the spirit of collaboration, to assuage concerns about competition and divisiveness, dialogue about the Department of Black Study proposal, and explore potential collaborations around curriculum and research, we have met, often more than once, with many committees, organizations, and individuals to seek their ideas, insights, and inquiries. They include:

- African Studies
- GSOE
- Department of Ethnic Studies
- CHASS Executive Committee
- Undergraduate and graduate students via African Student Programs Office
- Faculty and staff via the Black Faculty and Staff Association
- Faculty from Comparative Literature, Media and Cultural Studies

These dialogues have helped further define what a Department of Black Study means and requires, and how it will serve UCR's stakeholders. Above all else, these dialogues have made it abundantly evident that Black Study is fundamentally about being in inclusive conversation and exploring collaboration, recognizing past and contemporary social experiments, and embracing the imperative of constant transfiguration. Rather

than shy away from controversial topics, Black Study invites difficult but frank and open debates. While the Department of Black Study rests on the principles and thematic axes explored in item 1 above, it will embrace the dialogue opportunities to further define its epistemological foundations. In curriculum, research, performance, community engagement, and visions of the future, Black Study reasserts dialogical and transformative epistemologies grounded in Black collective experience.

3. What will be the relationship between the Department of Black Study and the Department of Ethnic Studies's African American Studies Major and Minor undergraduate programs? What is the relationship between the Department of Black Study and the Graduate School of Education, which is mentioned in the pre proposal?

On July 1st, 2021, the faculty of the Department of Ethnic Studies, Dean Juliet McMullin, and the Black Study Initiative Committee met to discuss possibilities of collaboration. Reflecting item 2 above, members of the BSIC were assertive about (a) our desire to collaborate with, and not undermine, ongoing efforts in Ethnic Studies, in particular its undergraduate tracks in African American Studies, (b) the potentially beneficial co-existence and collaboration between the Department of Black Study and the Department of Ethnic Studies.

Regarding potential collaborations, there were discussions about crosslisting courses across the departments, collaborating in programming and community projects, and providing support for faculty in both units. Crosslisting courses could increase enrollment in both units: as students become familiarized with the instructors whose courses are crosslisted, they may research related classes, epistemological orientations, and faculty in both units. We consider crosslisted courses potential gateways for students to explore the departments that support such courses. This process of exploration, as it multiplies among students, can lead to increased course enrollments, thus benefiting both departments.

As the Department of Black Study builds its curriculum, it will invite Ethnic Studies faculty to not only crosslist their courses, but also collaborate in the very crafting of the curriculum, thus signaling and putting into practice intentional dialogue and intersections from the beginning. Indeed, in August 2021, members of the BSI committee met with members of the departments of Ethnic Studies, Comparative Literature, and Media and Cultural Studies to discuss such possibilities, among other topics.

Thus, rather than envisioning a zero sum scenario in which the success of the Department of Black Study leads to or depends on the decline of the African American program in Ethnic Studies -- or any other UCR unit for that matter -- via crosslisting courses, collaborating on programming, and offering mutual support, we affirm our intention to improve our campus climate, enhance our overall research efforts, and deepen our community engagement. We consider the Department of Black Study a benefit for our entire campus and surrounding communities.

A concrete example of the collaborative approach that marks the Department of Black Study is the attached proposal for a “Black Study and UCR Teacher Education Program Pathway.” It resulted from a dialogue with members of the Graduate School of Education, including Dean Louie Rodriguez, in which we shared our mutual commitment to facilitating and providing means by which our students acquire the coursework necessary to enter UCR Teaching Education and Credential Programs. In partnership with the GSOE, the Department of Black Study will orient and encourage its interested undergraduates to pursue this exciting pathway to graduate school and to professionalization. We consider such partnership one of the points of attraction for new undergraduates who will contribute to the vibrancy not only of the Department of Black Study and the GSOE, but indeed the entire campus. Indeed, this partnership, which is explicitly structured to facilitate our student’s entry into teaching professions, furthers UCR’s mission as the premier campus for social mobility.

4. Why not start a program of Black Study, or a concentration of Black Study, instead of a department? Why not combine the efforts put into Black Study with the already existing program in African American Studies?

The case for a Department of Black Study, instead of a program, or a center, is fundamentally about relative autonomy and institutional stability.

Well documented are the historical, structural, and ongoing challenges Black faculty encounter at every stage of their career: from hiring, to negotiating salary, and from merit and promotion to retention. A Department of Black Study constitutes a relatively autonomous administrative unit in which faculty (as well as students, staff, and community members) share a perspective on rigorous and relevant scholarship according to which its members are hired, evaluated, promoted, tenured, and retained by committed peers.

According to the [*Chronicle of Higher Education*](#), UCR has only five tenured Black women faculty. In the past year alone, several Black faculty have decided to leave or

retire from UCR including Nalo Hopkinson, Alisa Bierria, and Carolyn Murray. The department's relative autonomy, and the standards of excellence it will permanently emphasize, will contribute to a campus climate in which not only our faculty are retained, but others around the country and the planet are attracted to its dynamism, welcoming atmosphere, and emphasis on its student, staff, faculty, and community relative autonomy and well-being. The Department of Black Study at UCR represents an unprecedented opportunity to attract, hire, nourish, celebrate, and retain Black students, staff, and faculty.

Besides relative autonomy, a Department of Black Study also signals an institutional stability that programs and centers cannot provide. Decision-making over the allocation of financial and human resources is key to promoting Black epistemologies and its practitioners. Our historical research shows that UCR Black Studies programs were too vulnerable to internal disputes and antagonistic campus climate in ways that a Department would not be as it is far more difficult to terminate a department than a program or a center.

5. How will the Department of Black Study, with its emphasis on staff, students, and community members involvement in decision making at the levels of hiring and promotion, abide by campus norms such as The Call and Bylaw 55?

"The method of voting to comply with Bylaw 55," states THE CALL 2021-2022 AY, p. 9, "is left to the discretion of the department. It is important that this be done in a consistent way that results in a clear picture of faculty opinion about the proposed action." Also, on September 7, 2021, in an email correspondence to the Deans and Department Chairs, the Chair of the Academic Senate, Jason Stajich stated the following:

I would also like to take this opportunity to remind you that Senate Bylaws do not prevent any school or department/program from eliciting and collecting advisory votes from non-Senate faculty on personnel actions. The mechanism to allow such votes must be approved by at least 2/3 Senate members of the unit and the results should be tabulated and reported separately from the Senate members' votes.

In consultation with the relevant offices on campus, the Department of Black Study will (a) guarantee norms of confidentiality in all personnel actions and (b) establish guidelines according to which the opinion of students, staff, and community members are taken into consideration, either by means of a vote, or by consultation. Again, such

guidelines will be transparent, and will be established only after the relevant UCR administrative bodies are consulted for their approval.

Currently, a number of academic units, such as the Department of Anthropology, practice consultation with graduate students who are represented in most committees and regularly participate in department meetings. Expanding this model of inclusion, the Department of Black Study will explore compliant mechanisms by which undergraduate and graduate students, staff, and community members are organically and formally involved in its shared governance.

In conversation with the Dean's Office and other relevant administrative units on campus, the Department of Black Study will develop and implement a model of administration that emphasizes transparency, horizontality, inclusion, and continuity. It will propose a structure of shared governance that lessens the Chair's burden, introduces other related functions -- such as Vice Chairs and a Coordinating Committee -- and in the process guarantees a democratic and efficient collective leadership.

6. How will the Department of Black Study fund faculty FTEs?

The University of California Office of the President (UCOP) sponsored the Blackness Unbound Faculty Commons group via UCR's Center for Ideas and Society. BU members have had an important role in the crafting of the Department of Black Study proposal. On July 21, 2021, UCOP provided further support for the Department of Black Study by awarding \$496,570 through its Advancing Faculty Diversity Program. As the attached proposal and award letter show, UCOP supports the hiring of four new faculty specializing in Black Study. One of these faculty will be tenured and hold their appointment in the Department of Black Study; one junior faculty will be jointly appointed between the departments of Black Study and Political Science; one junior faculty will be jointly appointed between the departments of Black Study and Religious studies; and one tenured faculty will be appointed in the Department of Environment, Sustainability, and Health Equity (ESHQ). UCOP demonstrates financial support not only for the hiring of faculty specializing in Black Study, but also for the Department of Black Study.

Another likely financial source for faculty recruitment is the UCOP President's Postdoctoral Fellowship Program (PPFP). The program provides the hiring incentive in the form of five years of salary. The Department of Black Study will not only be highly

attractive to a number of such fellows, but will also partner with CHASS to intentionally and aggressively recruit them.

Finally, as much as we can expect, over the years, to add regular lines to the department -- as other departments do -- we are not waiting. We have been actively seeking funding opportunities, as the UCOP grant above demonstrates. For example, with Cassie Rigger (Senior Director, Foundation Development) and Clyde Derrick (Assistant Dean for Development), we have been exploring funding possibilities with the Mellon Foundation, among others, and are constantly applying for such opportunities.

7. How will the joint appointments with the Department of Black Study impact the budget of the collaborating departments?

In the first few years of the Department of Black Study, we anticipate one or perhaps two fully appointed faculty, and about 10 jointly-appointed faculty. This model is familiar to UCR. In 2012, for example, the School of Public Policy started with a similar arrangement. In the short term, as Dean McMullin suggested, departments with two or more faculty members who move 50% of their lines to the Department of Black Study may request one lecturer. If five lecturers are required in the departments whose faculty become jointly appointed with DBS, the cost will be \$50,000 per year. Over time, however, there will be new hires in the departments in which faculty have shared their lines, and there will be hires in DBS.

Such investment in the Department of Black Study will be more than justified by an increase in CHASS enrollment (undergraduate and graduate students once the graduate program is established), potential for extramural funding, and its potential to attract dynamic students, scholars, staff, and community people. Fundamentally, the added value its faculty will generate with their rigorous, innovative, and consistent academic production will only enhance UCR's R1 mission, vocation, and standing nationally and internationally.

8. Won't the joint appointments between two or more departments make it more difficult for pre-tenured faculty to obtain tenure? How will faculty members of two or more departments balance each department service expectations?

"For purposes of the personnel review of joint appointees," states THE CALL 2021-2022 AY, p. 31, "one of the departments will be considered the home department.

Ordinarily this will be the department with the largest percentage of FTE. For joint appointments in which the FTE is 50-50, the candidate's home department will be designated in the appointment letter." Both departments will independently evaluate the candidate, but there will be only one file that will be shared by both units. The Chairs of both units will be coordinated with each other, their respective departments, and the candidate.

Based on our experience, we find that having two units reviewing a candidate strengthens their academic file, rather than weakens it. The Department of Black Study's emphasis on collaboration will bode well with general interactions with various units on campus, and in particular when reviewing personnel files of faculty who have joint appointments. Such files will be enriched by and benefit from the multi- trans- and extra-disciplinary dialogues that must be had when inhabiting two or more departments.

Regarding service expectations from each department, which becomes potentially problematic for pre-tenure faculty who are more vulnerable, the same formula applies: given the Department of Black Study's emphasis on dialogue and cooperation, at the start of a joint appointment, Chairs from both units and the newly-hired faculty member will agree on a written document about the amount and type of service they are expected in each unit.

9. Won't the Department of Black Study further challenge the current CHASS administrative structure?

Regarding the already challenged and understaffed CHASS administrative structure, the Dean's office, as described in Dean's McMullin letter of support, developed a proposal that creates a new administrative unit. This new administrative unit -- which, given the current severe shortage and overburdening of staff, would have been necessary regardless of the new Department of Black Study -- serves the Departments of Black Study, ESHQ, Ethnic Studies, and newly funded research centers. Dean McMullin's office calculated that such a new administrative unit costs \$200,000 per year.

As noted above, the added value that the new Department of Black Study will generate -- increased undergraduate and graduate enrollments, extramural funding, national and international projection, and an overall improvement in campus climate and dynamism -- justifies such relatively modest investment. Indeed, as it has occurred in other campuses across the United States, while the establishment of a department of Black

Study engenders a gamut of concrete and measurable benefits, the immeasurables are just as important. How does one measure a collective sense of historical responsibility and accountability, an unapologetic embracing of future possibilities, a reckoning of Black epistemologies and practitioners, a concerted push for unexplored possibilities in the worlds we inhabit?

10. Isn't the push for the departmentalization of Black Study rushed? Don't the campus and the surrounding community need more time to discuss the proposal? Isn't this the worst possible fiscal time to start a new department?

We are uniquely poised to make UCR a leader in the area of Black Study. As Dean McMullin stated in her letter of support, "Waiting until there are 'better times' would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society." The 2020 mass transnational protests for Black Lives, which in the U.S. alone mobilized an estimated 25 million people or more, making it the largest ever, demanded immediate accountability and action. The Black Student Union statement, attached, which was widely circulated and quite effective in calling the attention of administrators, faculty, and students, made concrete and urgent demands regarding the well-being and respect for Black Students. Blackness Unbound's statement, in conversation with BSU undergraduate students, demanded a Department to the then Dean Milagros Peña. Graduate Students in Anthropology, as well as the Black faculty of that department also wrote a statement demanding changes in the department curricular and decision-making structure, many of which, including admitting three graduate students for the next five admission cycles focusing on the Black Diaspora. [It seems that every department across UCR](#), as in much of the national academic landscape, [wrote a statement in support of the protests](#). To slow down the departmentalization process would go against such widespread urgent demands.

Furthermore, Black Studies, as our proposal demonstrates, has a long presence at UCR. To demand a department that continues and expands on the vital necessity of such institutional presence is to draw from such a long embattled trajectory dating back to at least 1968. Indeed, since 2018, Blackness Unbound has brought senior scholars to campus (Edmund T. Gordon, Omi Osun Joni Jones) in an attempt to debate the challenges and possibilities of Black Studies in times of permanent challenges both for Black peoples. The Black Studies Initiative Committee continues this long tradition and engages diverse stakeholders across campus and the surrounding communities. The proposal that BSI has put forward not only recognizes and expands on this rich and

embattled 50-year-plus history on campus, but also, as described in various FAQs above, engages a variety of individuals and groups of people who have demonstrated interest in the departmentalization project. Indeed, in preparation for the final vote on the DSB at the Senate, projected to happen in the fall 2021, we plan to collaborate with CIS on a series of events on the significance, substance, challenges, and promises of Black Study. “It is time,” states Dean McMullin in her attached letter, “for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.” Such sentiment is shared by many faculty, staff, students, community members, and administrators. We are ready!

11. What is a realistic timeline for a Graduate Program in the Department of Black Study?

As soon as the Department of Black Study is approved by the Senate, its members will start working on the graduate program. As explained in the proposal, the graduate program is an integral part of the department for it enhances and anchors curriculum, research, and programming. The graduate program will attract undergraduate and graduate students, as well as make it more appealing for faculty as it will engender a rich atmosphere of inquiry, workshops, events, book talks, and a gamut of related activities.

Unlike the UCR-contained protocol for the establishment of a new department, the establishment of a new graduate program goes through the Graduate Council, charged with making recommendations to the systemwide Academic Senate’s Coordinating Committee on Graduate Affairs (CCGA). Following the Graduate Council’s recommendation, we will submit our proposal at least one and a half years before the desired effective term. As we intend to have an effective date of Fall Quarter 2023, the Department of Black Study will submit its proposal in the Spring Quarter 2022. We will of course follow all the protocols for the submission.



Academic Senate

July 29, 2021

To: Lucille Chia
Chair, CHASS Faculty Executive Committee

From: Jason Stajich
Chair, Riverside Division

CC: Gabrielle Brewer
Student Affairs Officer

RE: **New Department Pre-Proposal: Department of Black Study**

Dear Lucille,

I write to provide the consultative feedback memos from the Academic Senate review regarding the pre-proposal for the establishment of a Department of Black Study. I ask that this attached packet be passed to the proponents.

In addition, as you know, Executive Council, who is fully supportive of the proposal, discussed it during their meeting on July 26, 2021, and below are summarized comments from the discussion that, along with the attached committee memos, I trust will be helpful in the next proposal draft:

- UCR, the country, and world are at a fragile and critical moment and UCR would be rising to the challenge of the time by establishing and fully supporting a Department of Black Study.
- UCR Administration must put tangible and sustained support – financial and otherwise – behind this department.
- It is clear that there is significant community support and that such a proposal has resonance beyond the walls of campus.
- Executive Council agreed that this department is necessary at UCR.
- It will be helpful for the proposal to clarify issues around resources in funding the unit's faculty and administrative staff as noted in some of the memos.
- It is important that in the next version of the proposal that the names of the proponents be included.
- A member mentioned that it may be helpful to clarify the difference between African American studies and Black studies; and the difference between what is offered with the current African American studies major in the Department of Ethnic Studies.

Sincerely,
/s/Jason




Academic Senate

COMMITTEE ON ACADEMIC PERSONNEL

June 24, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Yinsheng Wang, Chair 
Committee on Academic Personnel

Re: **New Department Pre-Proposal: Department of Black Study**

At its meeting on June 21, 2021, CAP discussed the New Department Pre-Proposal: Department of Black Study and, by a vote of +9-0-0, CAP unanimously supported the pre-proposal. In particular, CAP considered the establishment of the new department timely. In addition, CAP would like to note that, similar as existing departments on campus, the academic personnel review process for senate faculty in the newly proposed department should be aligned with APM and the Call.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

July 6, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

A handwritten signature in black ink, appearing to read 'Stefano Vidussi'.

RE: Pre-Proposal for a Department of Black Study

The Committee on Educational Policy reviewed the pre-proposal for a Department of Black Study at their July 2, 2021 meeting and look forward to receiving the full proposal for the department for review. The Committee recommends that the program consult the [Committee on Educational Policy's Guidelines for the Establishment of New Academic Programs](#) for the proposed development of the undergraduate major and minor.



Academic Senate

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

June 9, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Xuan Liu, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

The Committee on Diversity, Equity, and Inclusion reviewed the New Department Pre-Proposal: Department of Black Study and was in supportive of the proposal.



Academic Senate

COMMITTEE ON COURSES

June 30, 2021

To: Jason Stajich, Chair
Riverside Division

From: Ming Lee Tang, Chair
Committee on Courses

A handwritten signature in black ink, appearing to read 'Ming Lee Tang'.

Re: Pre-Proposal for a Department of Black Study

The Committee on Courses reviewed the pre-proposal for a Department of Black Study and are supportive of the proposal for the new department. The Committee does recommend that the proposal be updated to document what currently approved courses will be included in the proposed four tracks for the major and what advising support will be available to students to assist them with identifying courses. Additionally, the Committee recommends that the proposal be updated to note what the requirements will be for the Ph.D. program that the proposed department intends to develop. The Committee also recommends that the proposal document how the administration and College will support the proposed new department. Lastly, the Committee recommends that the program consult with the Registrar's Office regarding the availability of the proposed new subject code BLAC and compatibility with the Course Request System (CRS).



Academic Senate

GRADUATE COUNCIL

June 15, 2021

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

Graduate Council reviewed the proposal for a new Department of Black Study at their June 10, 2021 meeting. The Council was supportive of the proposal wholeheartedly and found it very timely. This department will likely attract more Black graduate students. There may be impacts on the Ethnic Studies department that should be addressed in the proposal. The Council noted that separate proposals for the department, undergraduate program, and graduate program need to be submitted as final proposals.

From: [Joseph Kahne](#)
To: [Cherysa P Cortez](#)
Subject: Re: FW: Please Read - [Campus Review] New Department Pre-Proposal: Department of Black Study
Date: Wednesday, June 9, 2021 9:57:20 PM
Attachments: [FullTopLogoSmaller.png](#)

Hi Cherysa,
The School of Ed FEC was very supportive of this moving forward.

Thanks!
joe

On Thu, Jun 3, 2021 at 3:25 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne – Please see the attached and below for the attention of the GSOE FEC.

Best,

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at [\(951\) 827-6154](tel:951.827.6154) or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Cherysa P Cortez
Sent: Thursday, June 3, 2021 3:24 PM
To: Genie Mulari <genie.mulari@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Leondra Michelle Jacobs <leondra.jacobs@ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Ana Kafie <ana.kafie@ucr.edu>; Katelyn Robinson <krobinson@engr.ucr.edu>; Michelle Butler <michelle.butler@ucr.edu>; Kristen West <Kristen.west@medsch.ucr.edu>; Andrea Morales <Andrea.Morales@medsch.ucr.edu>; Jennifer Kelsheimer <jennifer.kelsheimer@ucr.edu>
Subject: Please Read - [Campus Review] New Department Pre-Proposal: Department of Black Study

Dear All,

Please note the addition of the Committee on Diversity, Equity, and Inclusion as a tasked committee. They were inadvertently left off the last send. The attachment is unchanged.

Best,

Cherysa Cortez

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From: Academic Senate <senate@ucr.edu>
Sent: Thursday, June 3, 2021 3:21 PM
To: Genie Mulari <genie.mulari@ucr.edu>
Subject: [Campus Review] New Department Pre-Proposal: Department of Black Study



[Campus Review] New Department Pre-Proposal: *Department of Black Study*

Distributed for Review: 06/03/21

Committee Due Date: 07/19/21

On behalf of Senate Division Chair Jason Stajich, I forward a pre-proposal for the establishment of a Department of Black Study at UC Riverside. As a pre-proposal, comments received in this round of review would be incorporated in a subsequent proposal. Please provide your committee's comments via IMS or senate@ucr.edu (you may cc cherysac@ucr.edu) by July 19, 2021. Thank you.

Tasked Committees:

- Academic Personnel
- Courses
- Educational Policy
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy
- Faculty Welfare
- Graduate Council
- Library and Information Technology
- Planning and Budget
- Research
- Undergraduate Admissions
- Diversity, Equity, and Inclusion

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Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
Co-Director, Civic Engagement Research Group
University of California, Riverside
www.civicsurvey.org
[@jkahne](mailto:jkahne@ucr.edu)
Pronouns: he, him, his



Academic Senate

June 29, 2021

To: Jason Stajich, Chair
Riverside Division

From: Alejandra Dubcovsky, Chair
Committee on Library and Information Technology

RE: New Department Pre-Proposal: Department of Black Study

The LIT Committee enthusiastically supports the development of this program. The main concern raised is that, as it stands, the pre-proposal read more like a proposal for a program rather than a department. This department needs permanent lines, so that the faculty in the Black Study department will not be spread too thin or saddled with twice the department service. We recommend that UCR should commit a defined number of FTE lines spread over the first years of the Department and the proposal should be written accordingly.

PLANNING & BUDGET

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

The committee supports the proposal to create a department of Black Study. Members of the committee affirmed the importance of this initiative as defining a vital field of research dedicated to countering antiblackness. As the proposal states, formation and support of this department are logical steps to address the serious difficulties UCR has had in retaining back faculty members by creating new structures of support for research, collaboration, and pedagogy. One member of the committee who supports the intellectual vision of the department expressed concern that forming a department could have the unintended consequence of marginalizing black faculty members. Other members expressed excitement about the ways the new department would strengthen interdisciplinary connections across the arts, humanities, and sciences.

In a spirit of support, the committee asks for clarification on the following points.

- 1) Who is presenting this proposal? There was no cover letter naming the faculty proposing the department.
- 2) There is no letter of support from the CHASS Dean. A clear commitment of resources, including space and staff FTE, by the Dean is especially important given the history of underfunding or defunding black studies on the UCR campus. The proposal cites the Dean's "vision" for staffing on page 15, but a letter stating the college's commitment is needed.

- 3) How many faculty FTE are required for the Department of Black Study to function viably and ultimately thrive as a strong academic unit? The discussion on page 15 needs to be clarified. Will new FTE be allocated?
- 4) The proposal states that twenty current faculty members have already expressed interest in transferring a percentage of their lines to the department. This would be a significant reallocation of resources. What will be the impact on CHASS and on specific departments?



School of Medicine
Division of Biomedical Sciences
Riverside, CA, 92521

School of Medicine

June 24, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to the New Department Pre-Proposal: *Department of Black Study*

Dear Jason,

The SOM Faculty Executive Committee has reviewed the pre-proposal to establish a new Department of Black Study. This pre-proposal is a little beyond our remit with respect to evaluating the merits of this proposed new academic department and undergraduate curriculum. Thus, we defer to committees responsible for oversight of new curricula. We are in agreement with the overall concept and need on campus for a Department of Black Study and how it can contribute to addressing disparities and disenfranchisement by acting as a supportive hub for Black students, faculty, and critical discussions of racial justice and racism, while also playing a critical role in fostering awareness, understanding, and support among non-Black faculty and students. We look forward to reviewing a full proposal that offers a more developed structure and substantially more detail on addressing budget requirements, including how faculty lines are proposed to be transferred from other departments, as well as a more detailed curriculum.

Yours sincerely,

A handwritten signature in black ink that reads "Declan McCole". The signature is written in a cursive, flowing style.

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine



Academic Senate

COMMITTEE ON UNDERGRADUATE ADMISSIONS

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

RE: CR. New Department Pre-Proposal: Department of Black Study

The Committee on Undergraduate Admissions reviewed the Pre-Proposal: Department of Black Study and voted to support the proposal. UCR prides itself on its diversity and inclusion. While applications by and admissions of black students are generally increasing, the enrollment of black students has decreased. Having a Department of Black Study will likely improve our prospect of recruiting, enrolling, and retaining black students at UCR. One Committee member abstained from the vote and one committee member did not support the proposal.



Academic Senate

COMMITTEE ON FACULTY WELFARE

July 21, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Patricia Morton, Chair
Committee on Faculty Welfare

Re: [Campus Review] New Department Pre-Proposal: *Department of Black Study*

At its remote meeting on July 13, 2021, the Committee on Faculty Welfare discussed the New Department Pre-Proposal: *Department of Black Study*.

The Committee strongly supports the pre-proposal for the formation of a Department of Black Study, which will restore a program that was cut in the 1980s and will address the long history and contemporary reality of antiblackness at UCR as experienced by Black students, staff and faculty. Responding to widespread calls for such a department across UCR and beyond, this pre-proposal outlines a department that will meet many institutional needs and has a strong rationale. UCR has the highest number of Black undergraduate students in the UC system, 1265, but our Black enrollment is declining due to lack of institutional and intellectual support. UCR has a dismal record of retaining Black faculty, who consistently leave our campus for other institutions. Black staff report a hostile and unwelcoming campus climate. This pre-proposal addresses these issues and makes a compelling case for creating the infrastructure to begin their redress.

CFW endorses the comments, questions and suggestions contained in the letter from the CHASS Executive Committee and encourage the Black Study Initiative Group to develop the proposal more fully along those lines. In particular, the relationships between Black Study and the Ethnic Studies Department and the Graduate School of Education should be clarified. A committee member from the GSOE noted that she was not aware of any discussions between her school and the Black Study Initiative Group. The Committee believes the pre-proposal will benefit greatly from broader consultation with allied departments and programs. Like the CHASS Executive Committee, we believe the proposal should include a business plan that details the human, physical and financial resources required for its establishment and a plan for sustaining the Department for the long term.

TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpio, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

Date: July 26, 2021

The School of Public Policy (SPP) Executive Committee read and discussed the document “[Campus Review] New Department Pre-Proposal: Department of Black Study.” Below are the comments from the discussion.

Overall, our committee was very supportive of the pre-proposal’s idea of this Department and its major and minor programs. However, in discussing the pre-proposal, committee members raised several questions and concerns about specifics in the document that could benefit from further clarification or formulation from the authors. I detail those here:

1. **Uniqueness versus potential redundancy.** Ethnic Studies already has an African American Studies concentration (cited extensively throughout this proposal) that could, potentially, be expanded and formed into its own department. Yet, there is no significant discussion in the proposal of why there is a need to build a *brand new* major/minor program and separate department versus building off of or growing the existing African American Studies program. As such, this pre-proposal for a new department reads as a petition to create another unit with very similar intellectual interests and then co-existing with Ethnic Studies for the same—currently rather small—number of majors/minors (as detailed in the pre-proposal).

Given this lack of discussion in the pre-proposal, a question was raised as to whether there is a backstory/history of some disagreement behind the faculty authors of this pre-proposal and the faculty in Ethnic Studies. Without such further explanation, the pre-proposal has an undertone of this initiative being a campus “land grab” from an existing program and/or a department pre-proposal motivated in part due to prior/current conflict among faculty. Hence, overall, more detail is needed about distinctions/potential redundancies.

2. **Enrollment projections.** Given that the current African American Studies concentration in Ethnic Studies has low enrollment, it is hard to understand why, as discussed in the pre-proposal, the new proposed department will fare better. Related to the preceding point, why not just invest more resources and faculty lines into the African American Studies program to grow it? More justification of such enrollment statistics would be helpful.

- 3. Faculty resources.** Concern was raised that this initiative will not succeed with just three faculty and promises of others who want to partly affiliate. A crucial issue is whether the university is willing to devote substantial resources to hiring in this area. The campus needs more faculty with specialization in Black Studies, but the university has not made much investment in this direction. If there is no such investment (at least at a substantial level), even if this department is approved, its program will struggle significantly.

Related to this issue, two hiring suggestions arose:

- a. Lobby for the university hire five faculty over next two to three years. Then, the university can either decide to form a department *or* the university can form a department, but have that action be tied to truly hiring 5 more faculty in this area.
 - b. It seems it would be ideal to develop a broader plan calling for the university to allocate several hiring lines to recruit (ideally mid-career and senior, perhaps even “Targets of Excellence”) scholars of African American issues who would then be appointed in existing units. They could all be part of a Black Studies major/minor (not a separate administrative unit, but a course of study with various Black Studies required courses). However, being additional hires to campus, they would also contribute to the DEI climate of campus and the departments of which they are part—after all, there are many legitimate complaints regarding the extent of faculty diversity, so this could be one good step forward. It also would not restrict the benefits of such a new program to mostly the Humanities and Arts units within CHASS. Faculty could be appointed in/do scholarship relevant to SOC, POSC, PSYC, and ECON, as well as SPP, GSOE, SOM, etc. Such an idea may make detractors of the recent cluster hire initiative worry or recoil, but it would be a chance for applying lessons learned from last time to do it better this time.
- 4. Recruiting Affiliate Faculty to Staff this Program.** Given the low enrollment numbers mentioned in the pre-proposal (current and anticipated in the coming years, especially relative to other CHASS majors/minors), this statement seems curious: “In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.” Related to these issues, the following items were noted as unclear:
- a. How the Department will solicit applications from current UCR faculty to affiliate at 0% or 50%, and then potentially 100% in the future
 - b. How many faculty will come join this Department
 - c. Why was this affiliate faculty effort not done already with Ethnic Studies for their African American Studies concentration?
 - d. How diverse the range of represented disciplines will be (and what that will mean for covering courses, training students, etc.). Notably, why are none of the social sciences except Anthropology represented in the pre-proposal’s list. This omission is curious considering how much relevant scholarship is being done in psychology and the social sciences (including in SPP).
 - e. A list of interested faculty. As detailed, the pre-proposal states, “About 20 UCR faculty from the departments of Anthropology, Comparative Literature, and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education,

have expressed interest in transferring a percentage of their lines to the Department of Black Study.”

- f. What this recruitment of affiliate faculty may mean for current departments/programs (many resource-constrained), where faculty are already expected to cover a certain workload for their unit? Without hires and dedicated resources, this seems a lot like just rearranging faculty in already under-resourced units and colleges.


Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano". The signature is written in a cursive, flowing style with a large initial 'R'.

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

July 24, 2021

TO: Jason Stajich, Chair
Academic Senate

FROM: Philip Brisk, Chair 
BCOE Executive Committee

RE: Pre-proposal for a Department of Black Study

Dear Jason,

The BCOE Executive Committee reviewed the pre-proposal for a Department of Black Study, which, if approved, will be housed in CHASS. The Executive Committee identified two key areas in which BCOE is a stakeholder: (1) BCOE undergraduates could choose to double-major or minor in Black Study in addition to their chosen BCOE major; (2) BCOE could approve new undergraduate courses proposed and taught by Black Study faculty to satisfy BCOE General Education requirements.

One weakness of the pre-proposal is that it did not clearly delineate the membership of the Black Study Initiative and which individuals were putting this proposal forward; this information will be essential when a subsequent proposal is submitted for Senate review.

Several Committee members requested clarification about how the program will be funded. If the program is to be funded exclusively by CHASS, then the Committee has no comment, as it is not this Committee's purview to impose priorities on another College; if central funds are to be used, then the Committee is concerned that these funds could be diverted from other units in dire need, such as ITS.

One Committee member stated that the Department of Black Study would not serve to further understand the plight of Blacks in America.

PRE-PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

III. RATIONALE AND IMPACT

IV. THE MAJOR AND MINOR IN BLACK STUDY

V. PROPOSED ADMINISTRATION

VI. SIGNATORIES

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This pre-proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of [antiblackness](#).

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black trans people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3).

Riverside Sheriff's Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force [against UCR students](#) suggest historical and contemporary reliance on ubiquitous and antiblack state violence. More recently, in 2019, UCPD had an encounter with a Black scholar that turned physical and ended up with this person arrested; in 2020, sheriff deputies attacked protestors with rubber bullets and pepper balls. Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately [higher rates](#).

Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable to Black epistemologies and unsafe for Black people.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, [Blackness Unbound](#); several departments and colleges, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

As of March 30, 2021, this initiative has been endorsed by 2,020 people and organizations. In March the initiative drafted a [petition](#) to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories by that time are included at the [end of this document](#)). Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including colleagues from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasília, Universidade de São Paulo, University of Toronto). Importantly, community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.

The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the *engaged and embodied practice* of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study is the insurgent practice (that is inevitably a theory) of curriculum, teaching, and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s *ways and theories of knowing* -- *Black epistemologies* -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the [Amefricas](#), as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university's disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU [demanded a Black Studies Department](#). In 1969, a Department of Black Studies was [created](#), but UCR Chancellor Ivan Hinderaker [disbanded it in 1970](#) and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of [Kathryn Jones](#), it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 year experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curriculums and increased the number of students majoring in Black Studies.

Several factors contributed to the program's final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about

300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray's words, for people to privately "vote their racism." And so the Black Studies program was terminated.

Following the Black Studies program's termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.

Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR's administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that have negated the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is [1,265 students](#). And even though UCR boasts a relatively high [graduation rate for Black students](#), it is evident that this rate is *despite* the many facets of historical and contemporary antiblackness on campus. Black students, [staff](#), and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are

widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support will be provided by focused discussions with community members, CHASS students, faculty, and staff, including forums organized by the African Student Programs (ASP). As well, a campus-wide survey on the need and expectations of a Black Study Department will be conducted with students, faculty, and staff; a modified version of that survey will be conducted with community members.

Regarding UCR's long embattled history and continued practice of Black Studies, the Department of Black Study at UCR will (a) articulate ongoing and future collaboration between existing departments and programs, and (b) provide curriculum and programming that responds to demands and fills gaps.

Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, [Black Study graduates](#) will become teachers, lawyers, doctors, artists, activists, [professors, and researchers](#) at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

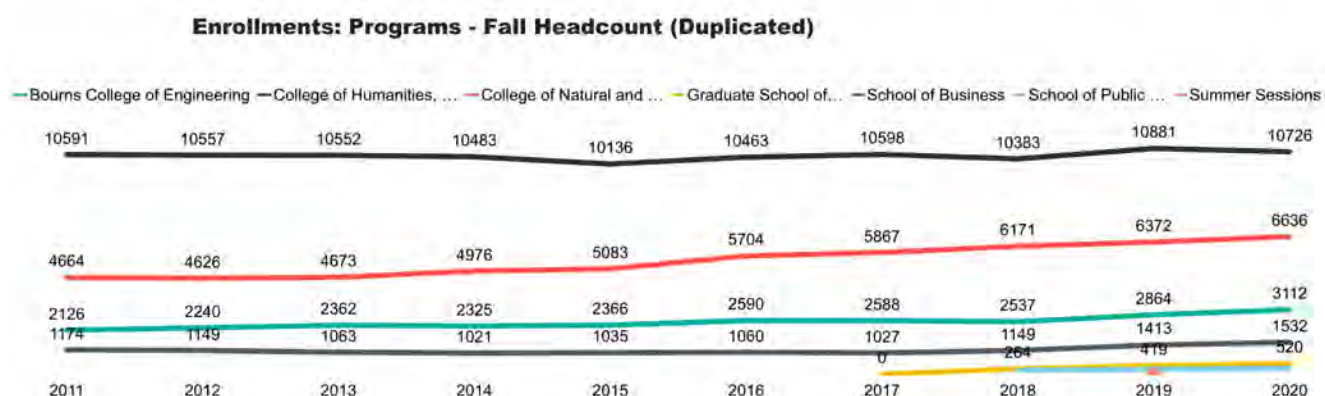
Importantly, the proposed department will maintain a robust graduate program. A 4+1 teaching certificate (with the Graduate College of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. As such, the Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR's unique Black Study department to quickly become a national and international reference in approach and output deriving

from its difference in disciplinary, curriculum, research, community accountability, and transformative practices.

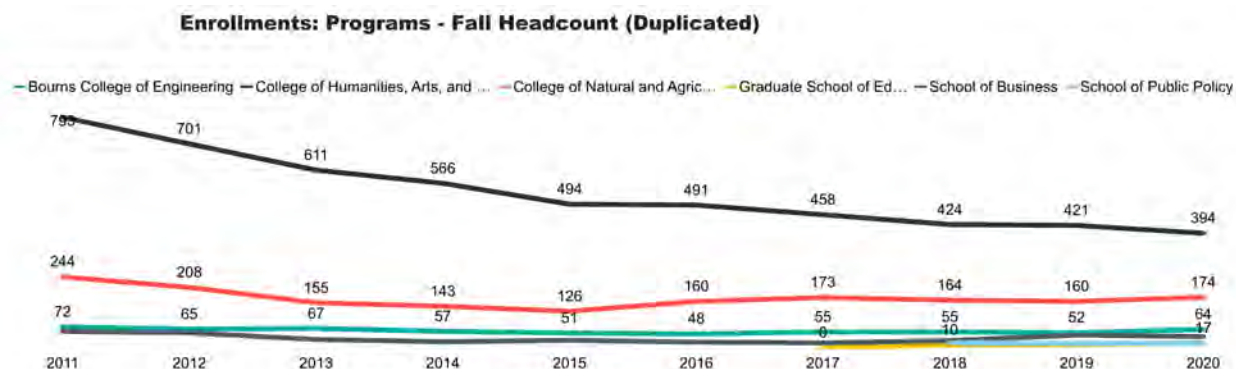
UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a *marked decrease in the number of enrolled Black students* (Graph 2).

Graph 1. Total Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Graph 2. Black Student Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its

lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Black Study department embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of multidisciplinary Designated Emphasis Programs. In dialogue with interested students, faculty, and staff from across various disciplines, and community members, it will host annual conferences exploring the intersections of research and practice from various disciplines.

A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrollment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, and award-winning author in performance studies Jayna Brown. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its "excellence in diversity" approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. *A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.*

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors

and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, and attractive. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

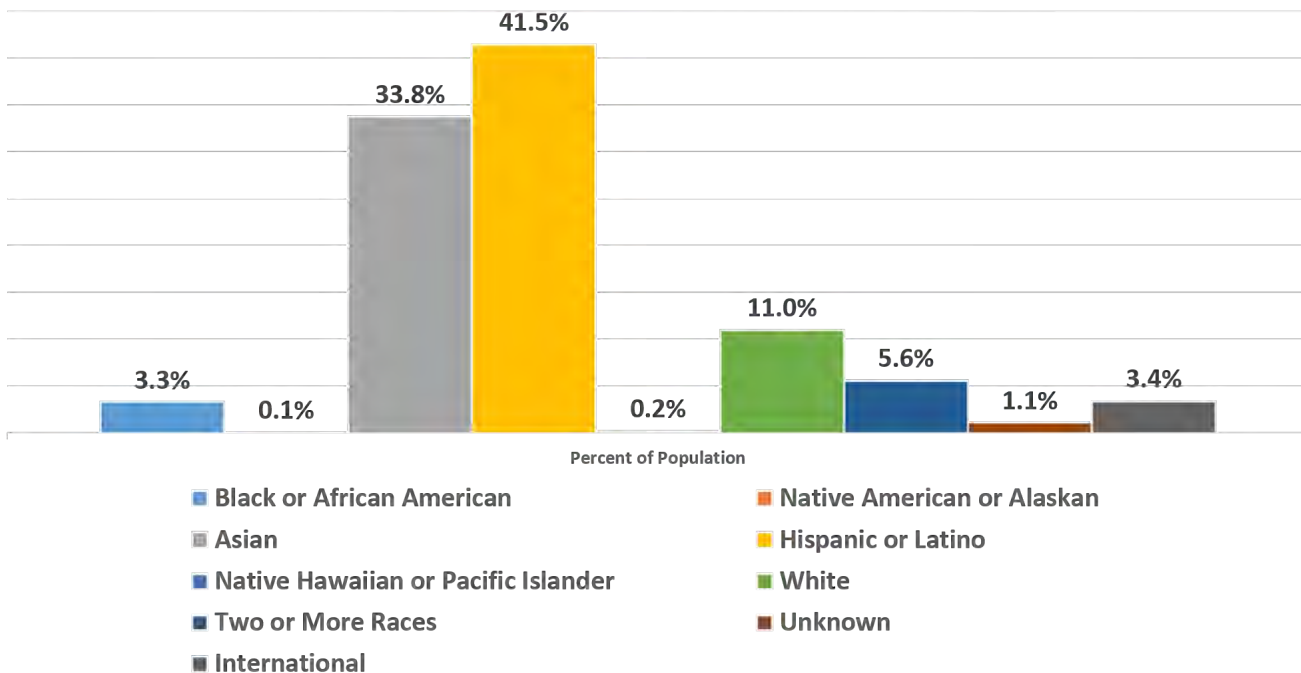
The Department of Black Study will have a strong and unique graduate component. It will offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar [program](#) that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as "Combating Antiracism," focused on three areas -- i.e. health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and activists.

Graph 3. Proportion of enrolled undergraduate and graduate students by race.

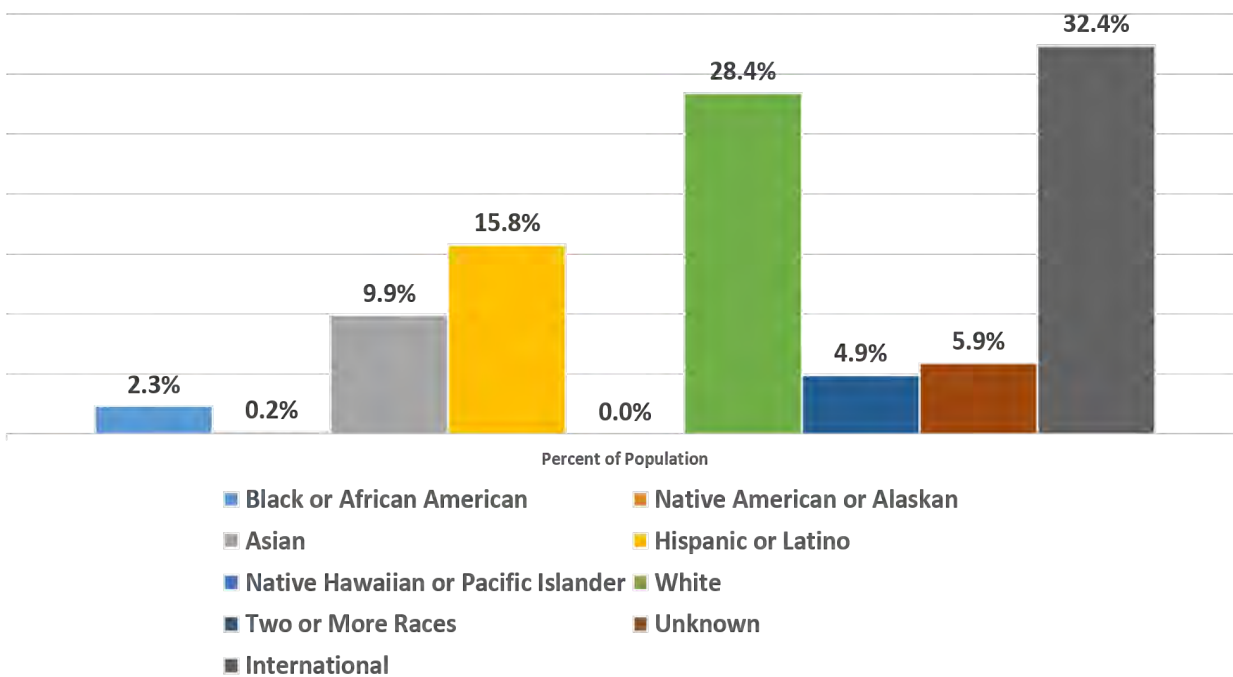
¹ Campuses publish enrollment data using different measures. Currently [UC Santa Barbara](#) has a total of 27 enrolled majors in Black Studies; [UC Berkeley](#) has 30 degree recipients in African American Studies in the last two years, [UT Austin](#) has 22 currently enrolled majors in African and African American Studies.

Undergraduate Student Enrollment, Ethnicity



Source: <https://diversity.ucr.edu/student-diversity-statistics>

Graduate Student Enrollment, Ethnicity



Source: <https://diversity.ucr.edu/student-diversity-statistics>

IV. THE MAJOR AND MINOR IN BLACK STUDY

In articulation and collaboration with various departments at UCR, within and beyond CHASS, the department of Black Study will offer a gamut of courses that are rigorous, transdisciplinary, attuned to the past, attentive to current social challenges, and oriented towards a transformed future. The Black Study department will be part of an articulated network of already existing curricular, research, and artistic performance efforts; with its administrative autonomy and concentration of faculty, student, staff, and community activists, it will also significantly enhance such efforts, providing much needed institutional support and a home base for practitioners, collaborators, and the broader public.

Cross listed courses will be encouraged and will be grounded in dialogue between and within disciplines and theoretical perspectives -- a crucial dialogue which will enhance both the dynamic network of intellectual affinity across campus and the open, articulated, and supportive nature of the department of Black Study. For example, the introductory courses will draw from and will be cross listed with the African American Studies courses currently offered in the department of Ethnic Studies. A number of lower and upper division courses will be cross listed with the department of Anthropology's Black Diaspora and Health Disparities undergraduate tracks. The same will be true for courses currently offered in various departments whose content harmonizes with the principles of Black Study. All of which is to say that constant debate, exploration, and innovation will indelibly mark the new unit.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) two specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience is thus both wide and deep in scope and yet specific and specialized.

In the introductory courses, undergraduate students will be exposed to the major social factors impacting Black peoples in the African continent and its diasporas currently (BLAC 001) such as the AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and early death by preventable diseases and blocked access to quality health care and education; his/their/herstories of organized resistance and epistemological invention since the dawn of modernity, with a particular focus on Black trans, queer, and feminist perspectives on what Cedric Robinson terms the Black Radical Tradition (BLAC 002); and a critical appraisal of political organizing efforts,

artistic practice, and theoretical prisms that imagine and propose alternatives to the current global state of antiblackness (BLAC 003).

The four undergraduate tracks, from which students will have to choose four courses in two of them (32 credits) in order to graduate, reflect the wide range of Black Study expertise already available at UCR:

i) “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii) “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii) “His/herstory, Behavioral and Social Sciences” zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv) “Law, Education, Health, Environment, STEMM, Social Activism, and Policy” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student understanding of the theories and practices of community organizing. A capstone course, the “Senior Seminar” will revisit the principal challenges Black people face globally and engage in transformative projects of Black survival and well-being.

The Major in Black Study

1. Lower-division/General requirements (12 units)
 - a. BLAC 001 Introduction to Black Study I: Black People Globally Now
 - b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
 - c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures
2. Upper-division requirements (40 units)
 - a. BLAC 190 Senior Seminar
 - b. BLAC 191 Community Internship
 - c. Additional 32 units chosen from two of the tracks below:
 - i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
 - ii) Performance, Arts, and Literature
 - iii) His/herstory, Behavioral and Social Sciences
 - iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

The Minor in Black Study

1. Lower-division/General requirements (12 units)
 - a. BLAC 001 Introduction to Black Study I: The State of the Black Diaspora
 - b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
 - c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures

2. Upper-division requirements (20 units)

a. BLAC 190 Senior Seminar

b. BLAC 191 Community Internship

c. Additional 12 units in two of the following tracks:

i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness

ii) Performance, Arts, and Literature

iii) His/herstory, Behavioral and Social Sciences

iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

V. PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all Black Studies on campus. On the contrary, when possible, the Department of Black Study will support various related efforts, even when not originating them. It seeks to multiply and strengthen all forms of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach and practice is one among many. It is therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary

affiliations, methods, and pedagogies; establish programming that is attentive to both campus and extra-campus artistic, research, and activist concepts and practices at the local, national, and international levels; and finally, engender an inviting, rigorous, and supportive space -- physical, intellectual, and of affinity -- in which members of African and Black diasporic communities, students, scholars, artists, practitioners, and researchers will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with community accountability and collaboration. Critical to the Department is an administrative structure that enables substantive participation of community members in its decision-making processes. Grounded in social movements demanding deep structural transformation, and in the spirit of a public university, Black Study will have representatives from the Inland Empire's Black communities in its decision-making processes, including graduate admissions, faculty and staff hiring, and promotion, and retention, among other crucial department matters.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, have expressed interest in transferring a percentage of their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for approving and managing Black Study courses in the curriculum. In the early phase of the department, the teaching faculty and the courses will be drawn from CHASS (and possibly other colleges, including the Graduate School of Education) with the approval of the relevant administrators and department chairs. Black Study will encourage interdepartmental and intercollege robust exchange, and will offer, upon administrative compliance, partial or full appointments to interested faculty. In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.

As the student body grows and the program matures, a support staff will be added to the Department of Black Study. Dean McMullin envisions a new administrative structure, distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU), with two Financial Analysts and, when the Graduate Program is in place, a Graduate Program Advisor. This new administrative unit will serve Black Study and other departments, and will alleviate the current high demand placed on MDU.

VI.SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a [petition](#) calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list below includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR [Undergraduate Students](#); UCR [Staff](#); UCR [Graduate Student](#); UCR [Faculty](#); UCR [Alumni](#); [Prospective UCR students](#); community members who are [colleagues at other institutions](#) of higher learning; [community members](#) not affiliated with a college; and [other signatories](#) who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of [organizations](#) that signed the petition in support of a Department of Black Study.

UCR Undergraduate Students

Abel Vargas

Abigail Rivera

BCOE

Adelaide Apostol

CHASS, Political Science Department

Agustin Perez

Ahja Henry

Aidan Davids

Ucr English major

Alaast Kamalabadi

Department of Art History

Alana Pitman

Alejandro Meza Aguilar

Alexander Ramirez

Alexis Anaya

Student

Alexis Meza

Hermanos Unidos de UCR

Alexis Vergara

Department of Dance

Alexys Guzman

Alicia Larson

Allyson Romano Rapada

UCR

Alysson Distor

Amanda N Ferry

Amina Hearn

Amina swallah

anâ sanchez

Dance Department

Ananya Verma

Andrea Gonzalez

CNAS, Neuroscience Department

Andrea Terrones

CHASS major, ASUCR External

Andrew Ha

Andrew Ortega

Independent Scholar

Andy Briseno

YOK Center at UCR

Angel Artiga

Angeles Rivera

Institution

Angélica Ballesteros

angelica sze

Antonio Torres-Moreno

Aqsa Hussain

Ashlee Stamp

Ashley Taylor

ASUCR Chief of Staff

BB Conteh

Bertha Ashley Olmedo

UC Riverside

Betty Duong

Bianca Verdin

National Residence Hall Honorary

Bibiana Canales

Blanca Estela Alba

Breann Barrera

UCR undergraduate

Breanna Rondilone

Brendan Rooks

Brenna Moran

Brianna Rivera

Brooke Bunte

Education minor

Caitlin Rivenbark

Camille Nguyen

Carlos Alarcon

PODER at UCR

Carlos Josef Flores

Carmen Blyden

Cayla Newnan

Media and Cultural Studies

Cesar Landa

Chisom Nzerem

Chloe Reid

Christina Jogn

Christopher Diaz

Student

Christopher Valdez

Corissa Redmond

Cristian Torres

Cynthia Vega

Daisy Anderson

Dalia Canseco

Damaris Sotelo

Daniel Aldrin Rubiano

Darian Jackson

Darwin Chavez

Chass

Deidre Lynn Reyes

Diane Li

Diego Jacuinde

CHASS, Psychology

Disha Patel

Eddie Ortega

The Ukulele Club at UCR

Edith Gonzalez

Élan Klein

Elizabeth Garmendez

Elysha Castillo

ASUCR, UCSA, BSU, CASA, SASI, CSU, LTA

Emeliy Garcia

Emmalee Brooks

Erica Heggen

Erick Gonzalez

Esteban Arellano

PODER at UCR

Farin Lea

Farrah Muhyieddeen

Institution

Felisa Vasquez Gonzalez

PODER member

Fernanda Herrera

Fernanda Mendoza

Fiona Geary

Undergraduate Political Science: Law and Society major

Fiona Yuen

G. Puneda

President of Planned Parenthood Generation Action

Gabby Monique Fernandez

Gabs Urquia

Gagan Mannur

Gina Huynh

Giovanny Cordova

Gisele M Njoh Njoh

Greg Sanchez

Hannah Abad

Hannah Benson

Hannarei Kinsey

Helen Bales

Helen Munguia

Ian Pitman

CNAS

Isamary Topete

Ismael Gonzalez

KUCR

Jacey Milliner

Jacqueline Aguilar

GSOE

Jaden De La Cruz

Jailene Diaz

Chass

Jalen Santiago

Jaqueline Delgado

Jaquelinne Rodriguez

UCR

Jasmine Rashidi

Jatara Newell

Dance

Jazmin Garcia

Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.

Jenna Nguo

CHASS - psychology

Jennesy Felix

Jessica De León Topete

Student

Jessica Espinoza

Student of Institution

Jessica Hernandez

Jessica Madrigal

Gender and Sexuality Studies/

Jesus Garcia-Torres

Jillian Jones

Jordan Smith

Jorge Rodriguez

TFDP student

Josemari Mapa

Joshua Lopez

Josiah Davis

Juhaina Habeebulla

Julia Martinez

Julia Sarcia

Justin Cheng

Student Worker - RA in PoliSci

Kaily Russell

Kalayah Wilson

Kamillah Pollard

Karen Rojas

La Familia

Karla Raiz-Anaya

Katherine Callejas

Keisha Forsythe

Sustainability Studies

Kelly Garcia

Kendrick Davis

National Society of Black Engineers (NSBE), UCR, Bioengineering

Kevin Rivas

QTPOC

Khadijeh Sudqi

Kiana Wong

Kimberly Aguilar

Political Science department

Laura Carreon-Alonso

Lauren Francisco

Lauryn Dingle

layla jones-pacheco

Layvin Manghane

Leah Duque

Lena Fatimi

Leslie Moreno

Liam Carrasco

linda cardona

Linda Sanchez

Lizbeth Horta

Chass

Lizbeth Marquez Torres

ASUCR CHASS Senator

Lúcia Maria Ribeiro de Lima

No onde.

Madeleine Bunting

Public Policy

Maeve-Darly Domond

Manasi Soni

Mariafernanda Arroyo

Maribel Gonzalez

Marisol De Los Santos Lopez

Marivel Palone

University of California, Riverside

Maryam Azizadah

Matthew Lutz

MATTHEW SANDERS

Maya Currie

Melanie Grigorian

Micahrae Osteria

Michael Martinez

School of Business

Michael Risher

UCR

Mikayla Campbell

minh le

Monica Diaz

Sociology major

nadia williams

Dance department

Nancy Bonilla Mejia

CNAS undergrad

Natalia Chavez

Nayeli Martinez

sophomore, GSOE

Neida Barco

Nicole Wolman

Nika Chegeni

Iranian Student Association

Nirvana Pacheco

Nohely Gomez Arroyo

Institution/Dept.

Orlando Cabalo

Associated Students of UCR

orlando pareja

P Reilly

Pamela Juarez

Parvin Lester

Paula Nuguid

Persephone Schrick

Prashansa Agrawal

Independent scholars

Precious Fasakin

UC Riverside

Queenie Nguyen

Raelin Martin

Student

Rasneek Singh

Gamma Phi Beta Sorority

Rayshuna Thomas

Rebecca Gomez

Rebecca Paplanus

Rebeka Lima Cavalcante

Pós graduação de direito de FDRP/USP

Ren David

Ricardo Gonzalez

CHASS - Political Science

Rita Tesfai

Department of Anthropology

Roberto Uribe

Rocio Hernandez

Rogelio herrera

puente

Rohan Subramanian

Rossandra Martinez

Roye Ben-Menahem

Ryan Schlott

University Honors

Sabrina Aguilera

UC Riverside

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Student

Sadiejean Bolton

Sam Avalos

Samantha Basurto

Samantha Canales

Samantha Mejia

Samantha Popper

Student

Samia Alkam

Middle Eastern Student Center

Sandra ayllon

Sara Khoe

Pre-Veterinary club at UCR

Sarah Jiang

Sean Lopez

Sean Nguyen

Selom Gbewonyo

Serena Senko

BCOE

Sergio Altamirano Jr

Student

Shamarri Coleman

Stacy Chow

Stacy Lopez

Chass

Stella Aurelia

Stephanie Gutierrez

Stephanie kiluba

Steven Sanchez

Summaya Khugyani

MESC and SJP

Students for Justice in Palestine, MESC

Sydney Hizon

sydney perez

Tania Gonzalez

Taylor Yamaguchi

Tempest Won

Tommy Thai

Psychology

Tony Merino

Ulises Fuentes-Grijalba

UCR

Vanessa Hernandez

vanessa viveros

Veronica Sanchez Gomez

Vianey Holguin

Victoria Alvarado

Victoria O.

Vihaan Madahar

Vikki Roberts

I was a Black Studies major 1969-73

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Vice President of External Affairs, Associated Students of UCR

Viviana Martinez

Viviane Silva

UENF

Wendy Guzman

Winnie Hoang

Xaire Patrick

Xochilt Salgado

Yanessa Hernandez

Yaritza Plata

Yasser Harmoush

MESC

Yulissa Navarro

Yurema Arvizu

Yvonne Garcia

UCR

Zachary Amador

California Alliance for Minority Participation (CAMP)

Zahian Vidal Cortes

Ziran Ren

Zobia Qazi

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Allura Davis

UCR Community Engagement and Outreach unit

Alton Carswell

Fielding Graduate institute, Antioch University, Think Tank for Diversity and Inclusion

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Graduate Division

Andrea Heraz

UCR ART

Andrea Hidalgo

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Angela Andiorio

Anne Hilborn

EEOB department

Ben Tusher

UC Riverside Department of Theatre, Film, and Digital Production

Brian Shuve

Assistant Professor, Harvey Mudd College, Physics; Visiting Researcher, UCR, Physics

Bryan Bradford

Dept of Theatre, Film, & Digital Production, and CWPA

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Residential Life-VCSA

Cecilia Luna

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UCR Black Faculty & Staff Association

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Demetrius Patrick

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UCR Department of Microbiology and Plant Pathology

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KUCR

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Eric Focht

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Fortino Morales

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Hayden Harris

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Jeremy Alexander

POWUR at UCR

Jernine McBride

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Kerry Jones

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N.A

Monica De Dios

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Monique Franklin Pierce

Women's Resource Center

Nina Ruedas

Family Medicine

Noah Geraci

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Ucr alumni and current staff in Entomology

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Evolution, Ecology, and Organismal Biology

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Anthony Stoner

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Aral Greene

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Beyaja Notah

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Beyzanur Han Tuncer

Grad student ucr

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Graduate Student of UCR English Dept.

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Higher Education Administration & Policy

Brianna Herndon

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Brianna Simmons

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Brooke Rose

Department of Botany and Plant Science

Bryan Scott

Physics & Astronomy

Bryce da Camara

Chemistry

Camilla Querin

History of Art, UCR

Candice Sirmollo

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Carlos Cruz

Underground Scholars

Carlos Quesada

International Institute on Race, Equality and Human Rights

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Coletivo Anastacia Bantu

Catherine Nguyen

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Celeste Jackson

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Chelsea Cherry

Chelsea Keane

UCR English Dept

Chris Guerra

Christopher Queen

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Christos Stamatis

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Claire Mauss

Botany and Plant Sciences

Claire Whitaker

Botany and Plant Sciences

Clara Woodie

Evolution, Ecology and Organismal Biology

Clare Murphy-Hagan

Environmental Sciences

Clarissa Rodriguez

UCR Botany&Plant Sciences

Claudine Avalos

Music Department

Crystal Lau

GSOE

Cuauhtemoc Peranda

university of california-riverside

Cynthia Cordova

Daniel Collister

Mathematics

Daniel Green

University of California - Riverside

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Art department

Danielle Stevenson

Environmental Toxicology program

David Chávez

History Department, UCR

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Deborah Nelson

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Deja Simon

Psychology Department

Delaney Rood

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Botany department

Elizabeth Miller

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Elizah Stephens

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Elliott Koch

Philosophy Department

Emily Blair

UCR Botany and Plant Sciences Graduate Student

Eric Davidson

Graduate School of Education

Eric Johns

Music

Eric Mackey

Political Science

Erik sease

MSE

Erin Walch

Graduate Student

Ethan Castro

UC Riverside, Music Dept

Ethan Jahn

Physics Organization for Womxn and the Under-Represented (POWUR)

Eun-A Park

Political Science

Evander Ramos

Mechanical Engineering graduate department

Evangelina Macias

University of California Riverside, Department of Dance

Fernando David Márquez Duarte

University of California Riverside

Franka Rissmann

UCR

Fulya Felicity Turkmen

Political Science Department

Gabriel Elvin

math department

Gabriela Almendarez

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Gnei Soraya Zarook

Department of English, UC Riverside

Grant Palmer

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Grecia Perez

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Greg Newkirk

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Hannah Freund

GGB GSA and Queer GSA; UCR; GGB program

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Hermann Hudde

Music

Holly Andrews

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Humberto Flores

Sociology

Husna Mohiuddin

Ian Galbraith

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Isaac Quintanilla Salinas

Department of Statistics

Isis Frausto-Vicencio

SACNAS

Ísis Higino Silva

Anthropology Department

Israel Santana

Itanacy Oliveira

Casa da Mulher do Nordeste

Ivana Guevara

SRC, UCR GSOE

Jack Choczynski

Chemistry

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Jade Master

UCR Mathematics Department

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Mathematics mini GSA

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Environmental Sciences Mini-Graduate Student Association

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Graduate School of Education, M.Ed. Student

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UCR, Department of Evolution, Ecology, and Organismal Biology

Jared Gee

UCR Department of Comparative Literature

Jasmine Moore

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University of California Riverside, MCSB

Jekara Govan

UCR English

jemuel jr garcia

UC Riverside, Department of Dance

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Jennifer Sayre

UCR

Jessica Bradford

Anthropology Department

Jessica Gutierrez Masini

Music Department

Jessica Noll

Biomedical Sciences

Jesus Orozco Jr

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Jesus V Orozco Jr

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Jonathan Alcaraz

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Jonathan Donabo

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Jonathan Extract

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Jonathan Van Niel

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Joshua Moreno

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Judy Zhu

Higher Education Administration and Policy

Justen Hamilton

Sociology

Justin Phan

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University of California, Riverside, Ethnic Studies Department

K Persinger

UCR future grad student, English Dept

Kaleigh Russell

Katharine Stephens

UCR Department of Anthropology

Kavyasripriya Samudrala

S2P

Kayla Gelinas

Kelly Bowker

Dance

Kelsey J Sullivan

Department of Anthropology

Kendall Loyer

Kevin Chalek

Chemistry

Kevin Frausto

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Kristen Skjonsby

Kristi Hernandez

independent scholar

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University of California, Riverside // Dept of Ethnic Studies

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Leticia Meza

UCR

Levin Welch

Sociology

Liam Espinoza-Zemlicka

Lindsay Rapport

Department of Dance

Lindsey Pedroncelli

Microbiology and Plant Pathology

Liza Wemakor

English Department

Luis Higinio

Department of Sociology

Madeleine St. Marie

Department of History

Madeline Vera-Colon

Environmental Toxicology

Magaly Williams

Magnolia Yang Sao Yia

Dance department

Dance Graduate Student Association

Mallory Peterson

Dance department

Manuel Macias

Department of Dance + Community Member

Marcus Harland-Dunaway

Department of Botany and Plant Science

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Graduate Student, UCR History dept

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Maria Figueroa

UCR Earth & Planetary Sciences

Mariam Galarrita

UC Riverside

Maricruz Ariana Osorio

Political Science

Marina Vollin

Department of Evolution, Ecology, and Organismal Biology

Mario Tumen

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Marissa Hull

UC Riverside History department

Marlene Chavez

Inland Empire Immigrant Youth Collective

Martha Pulido

Microbiology and Plant Pathology -UCR

Megan Kendzior

Dance Department

Meghan Owens

UCR GSOE

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UCR, EEOB Dept

Melina Fuentes-Garcia

Materials Science and Engineering

Melissa Mallon

Department of Hispanic Studies

Michael Rodriguez

Environmental Sciences

Ming-Feng Ho

Physics & Astronomy

Minhye Joo

Political Science

Miranda Aiken

Environmental Toxicology

Misha Choudhry

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Mordechai Wellish

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Morgan Dundon

UCR Materials Science and Engineering

MT Vallarta

Department of Ethnic Studies

Nathaly Martinez

Nathan Boklage

UCR Org Spiritual Awakening

Nelda Issa Marengo C

Anth

Nichi Yes

Graduate Student Association

Nicholas Hanson-Holtry

UCR Philosophy

Nicholas Manganelli

UCR Physics & Astronomy Department

Nick Domich

MFA CWPA

Nicole Corrigan

Nolan Goetzinger

University of California- Riverside

Olivia Leiter

Olivia Leiter

Olivia reid

Osup Kwon

Department of Philosophy

Paige Goodwin

TA TFDP

Patrick Lawton

UCR Biophysics

Peggy Brady

University of California, Riverside

Phung Quan

Chemical and Environmental Engineering

Pranee Pairs

Materials Science and Engineering

Preethi Ramaprasad

Dance

Priscilla Marrero

UCR MFA Experimental Choreography

Rachel Rattner

botany and plant science

Rachel Surprenant

Earth and Planetary Science

Ramon Pineda

Ethnic Studies Department

Reed Miller

Anthropology

Roberto Rivera

University of California, Riverside

Robyn Johnson

Department of English

Romina Garcia

UCR

Rosalia Lerner

UCR Dance Department

Roxana Coreas

Department of Chemistry

Rudy Garcia

Ruth Kim

UCR Botany and Plant Sciences dept and UP!4BA social media task force

Ryohei Takatsuchi

Department of Anthropology

Student Association of Graduate Anthropologists

Sabrina Gilmour

UnitedPeople!4BlackAcademia (UP!4BA)

Sahar Foruzan

UCR, Anthropology

Sally Ireri

UCR

Sam Kubica

UCR EEOB

Sara Bruene

Sara Ellen Fowler

Dept. of Creative Writing

Sara Grummert

GSOE, UCR

Sarah Virginia Hayes

UC Riverside

Savanna Gee

UCR Mathematics Department

Sean Long

Political Science

Sean Wakasa

Mathematics Department

Selena Macias

UCR

Seongbin Jo

Chemical and Environmental Engineering

Shaafi Farooqi

UC Riverside

Shamoni Sarkar

UCR Philosophy department

shandell pahlen

Psychology

Shani Tra

Anthropology Department

Shawn Vee

Black Graduate Student Association

Shayna La Scala

University of California Riverside

Sneha E George

Ethnic Studies

Sofia Rivas

Underground Scholars Initiative

Somchate Wasantwisut

Chemical & Environmental Engineering Department

Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)

Soofia Lateef

Philosophy Department

Sopheha Seng

Khmer Student Society

Sophia Levine

Dance department

Stefan Kehlenbach

UCR Political Science

stefanie sveiven

Biomedical Sciences

Stephanie Martinez

GSOE Single Subject Mathematics Credential and M. Ed.

Stephanie Piper

UCR Botany and Plant Sciences

Summer Sutton

UCR English Department

Sung Kim

UCR

Talia Mason

Dance department

Tania Kurbessoian

AWIS UCR, Microbiology Department

Thelma Patnett

Anthropology

Thomas Dugger

Materials Science & Engineering Program

Timothy Hughes

Graduate School of Education

Tori Porter

UCR GSOE

tyler inskeep

UC Advocacy - Graduate Student Association (GSA)

Organization

Valeria Orué

Higher Education Administration and Policy

Valerie Carranza

Environmental Sciences Department

Vanessa Aguila-socho

UCR TEP

Veronica Lopez

UCR graduate student

Victoria McGruer

University of California, Riverside

Win Cowger

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UCR Dance Dept

Yvette Hayes

Zeinab F Shuker

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History

Aerika Loyd

UC Riverside

Alessandro Fornazzari

UC Riverside, Hispanic Studies

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Center for Latino and Latin American Studies

Alice Lee

University of California, Riverside

Allison Hedge Coke

UCR CREAT/SOM

Amalia Cabezas

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Amos Lee

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Amy Litt

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andré carrington

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Annika Speer

TFDP

Anthea Kraut

UC Riverside, Department of Dance

Anthony Jerry

UC Riverside Department of Anthropology

Anusha Kedhar

UC Riverside, Dance

Bella Merlin

UCR TFDP

Ben Bishin

Department of Political Science

Brandon Brown

University of California, Riverside

Brandon Robinson

Gender and Sexuality Studies

Brian Collier

Bronwyn Leebaw

Political Science

Bruce Link

UCR Public Policy and Sociology

Charles Evered

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Africana Studies Department

Amanar Casa das Áfricas

Antelope Valley League of United Latin American Citizens

Arab Resource & Organizing Center (AROC)

Asociación Casa Cultural el Chontaduro

Associated Students Irvine Valley College

Black Graduate Student Association

Botany Graduate Student Association

Cal Debate

California Alliance for Minority Participation (CAMP)

California Faculty Association

Center for Latino and Latin American Studies

Center for Urban Excellence

CIDADES-Núcleo de Pesquisa Urbana/UERJ

Coletivo Anastacia Bantu

Coletivo negro USP-RP

Community Activist Group

CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR

Dance Graduate Student Association

Dept of AFAM @ San Jose State University

Emory University, Graduate Division of Religion

Environmental Sciences Mini-Graduate Student Association

Federal Fluminense University (Brazil)

Gamma Phi Beta Sorority

Graduate Employees' Organization at UIUC, IFT/AFT Local 6300

Graduate Student Association

Graduate Student at UCI

Henderson Professional Mentorship Group

Hermanos Unidos de UCR

International Institute on Race, Equality and Human Rights

Iranian Student Association

Khmer Student Society

La Familia

Latin American Philosophy of Education Society (LAPES)

Latino Voter Mobilization Project

Latinx Medical Student Association

LAUSD Educator, UTLA , CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer

MARC U STAR Research Program for Underrepresented Students

Mellow Sawyer Seminar on Contemporary Political Struggle

Movimento Moleque

National Residence Hall Honorary

National Society of Black Engineers (NSBE), UCR, Bioengineering
NIREMA (PUC-Rio)
oxford public philosophy
Pan African studies Cal State LA
people for womxn* in philosophy, university of oxford
Physics Organization for Womxn and the Under-Represented (POWUR)
Pós graduação de direito de FDRP/USP
Pre-Veterinary club at UCR
Puerto Rican Alliance @ Brooklyn College
QQ Research Consultants
Retired UCR Staff, Riverside NAACP Chapter #1059
Riverside City College, Ethnic Studies
Rooted Resolutions
Seton Hall Concerned 44
Starting Over, Inc.
Student Association of Graduate Anthropologists
The Ukulele Club at UCR
The Well
UC Santa Barbara Asian Pacific Islanders Graduate Student Alliance
UCR Black Alumni Chapter
UCR Black Faculty & Staff Association
UCR Community Engagement and Outreach unit
UCR Org Spiritual Awakening
UCR Women's Resource Center
UENF
UMass Fine Arts Center
Underground Scholars

Underground Scholars Initiative

Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)

YOK Center at UCR



May 18, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

CC: Department of Black Study Initiative Group

FROM: Lucille Chia, Chair *Lucille Chia*
CHASS Executive Committee

RE: Proposal for the Establishment of a Department of Black Study

The CHASS Executive Committee states its strong support for the establishment of a Department of Black Study, which we deem as most timely and necessary at UCR. The proposal itself makes compelling arguments, which were also voiced by members of the Black Study initiative committee, who met with the Executive Committee at our meeting on April 21. At this meeting, the authors of the proposal addressed, among others, two important issues: the specific pedagogical and research aims of the Black Study Department, and the relationship of the Black Study Department with Ethnic Studies.

First, the origins for the proposal of the Black Study department arose from the 2020 mass transnational mobilization for black lives, similar to the 1960's protests which led to the first departments of Black Studies and Ethnic Studies in the United States. In close conversation with these students on campus, it became clear that to make black lives on campus minimally viable there needed to be an infrastructure that recognized all black lives, such as the black feminist, black trans, and black queer. These are foundations within the proposal. A Black Study Committee was formed and included faculty, staff, and Inland Empire activists.

One Black Study initiative committee member said that the proposal signaled a relationship to a historical project of cultivating academic departments and programs that focus on researching and understanding black lives and experiences. It also signaled something new by not separating the arts from the social sciences or humanities—all modes of study were included. It focused on an interdisciplinary approach, which would allow for more access to resources. The proposal would not be a repetition of the same nationally, but instead would create a plan on how UCR could step into the future of higher learning that is in demand. Another committee

member noted that there has been a lack of investment in black studies in the U.S. Only 20% of the institutions have formal units in black studies (one third of the 20% are black studies departments). The Department of Black Study at UCR would have a more radical, structural, and abolitionist critique, which would make it unique to comparable programs nationwide.

Second, the Black Study initiative committee indicated that the relationship between the Department of Black Study and the Ethnic Studies Department should be built on the notion of collaboration and dialogue. The new department noted that it was not interested competing with any department or college. For instance, they would like to cross-list with Ethnic Studies. There would be several innovative opportunities such as possible cluster hire initiatives and collaboration with the School of Education.

The Executive Committee made the point that it would be important to ensure that the Black Study Committee consider initiatives to maintain the department once established. They should consider how to take institutional steps to ensure protections of the faculty and the new department.

Rather than repeat the proposal's reasons about why UCR needs this department, we give the following comments, questions, and suggestions from various members of the Executive Committee are meant to help strengthen the proposal that we reviewed as we send it forward to the Senate.

1. The proposal for the Department of Black Study at times seems to be so expansive that it was difficult to define it.

2. What **specific** benefits would departmentalization create that cannot be captured within the existing or a modified Ethnic Studies Department or by the creation of an interdisciplinary program in Black Studies?

If Black Study is split off from Ethnic Studies, and what would be the effects on the remaining undergraduate major and minor Department of Ethnic Studies?

The Executive Committee invited the Department of Ethnic Studies to respond to the proposal for establishing a Department of Black Study and received the following comments sent by Prof. Jennifer Nájera, the Chair of Ethnic Studies:

Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR's Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

We recommend that the authors of the proposal for the Department of Black Study provide specific responses to these comments.

3. If a new Department of Black Study is established, what measures would prevent the new department and Ethnic Studies from suffering the negative effects of reduced and small faculty size?
4. What are the substantive parameters and core questions/concerns of black studies as a subject and what unifies the wide-ranging topics within it into a coherent whole?
5. What is the estimated number of majors within a black studies department and how is this estimate calculated?
6. What human resources (including additional faculty lines and staff FTEs) would be needed from the CHASS and UCR as a whole for this new Department of Black Study to function viably as a strong academic unit?

In particular, the proposal states that (p. 15) "About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, [sic] have expressed interest in transferring a percentage of their lines to the Department of Black Study." Can the proposal clarify in great specific detail how this transfer would take place, and can the proposal authors consult with the CHASS Dean's Office and the Provost about the procedure for such transfers?

8. Sustainability of the proposed department in terms of human and financial resources.

The proposal would be greatly strengthened by providing **quantitative** estimates of the costs for

- a. instructors and administrative staff to be assigned to work for this new department.
- b. infrastructural needs, including space for offices, classrooms, meeting rooms; office and other operating supplies.

Furthermore, what support would the proposal have from the CHASS Dean's Office, from the office of the Provost/EVC, from Undergraduate Education, etc.? Can the proposal provide documentation of commitment from these groups for the needs of this new department?

9. Faculty welfare issues

In addition to the issues already mentioned, there are concerns about assessing the personnel files of faculty, both ladder and adjunct, who would be joining or participating in the pedagogical and research activities of this new department. One particular concern is that of files for faculty members being considered for tenure.



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the ***UCR Demands to Administration - Call to Action*** that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,

and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to **“CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

UC SANTA BARBARA

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

2217 Cheadle Hall
University of California
Santa Barbara CA 93106-2080
www.socialsciences.ucsb.edu

March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training

programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Charles R. Hale". The signature is fluid and cursive, with the first name "Charles" and last name "Hale" clearly distinguishable.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,



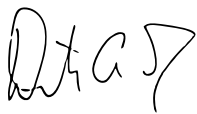
Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

March 30, 2021

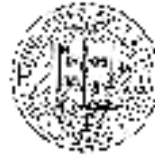
To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,



Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA



ANTHROPOLOGY DEPARTMENT
361 Social Sciences I
TEL: (831) 459-3320
FAX: (831) 459-5900

SANTA CRUZ, CALIFORNIA 95064

March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Anderson", with a long, sweeping horizontal line extending to the right.

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

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and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to **“CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR's intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of *Black Study* promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

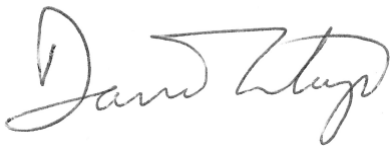
Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the

Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "David Lloyd". The signature is fluid and cursive, with the first name "David" written in a larger, more prominent script than the last name "Lloyd".

David Lloyd

Distinguished Professor and Chair of English

March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.'s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa M. Wilcox".

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies



900 University Avenue
MRB, 1132
Riverside, CA 92521

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside's faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

A handwritten signature in blue ink, appearing to read 'B. Ford'.

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
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monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

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Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

Dear Professor Chia,

Below find the Ethnic Studies response to the Pre-proposal for a Department of Black Study.

Thank you,.

Jennifer

+++

Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR's Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

--

Jennifer R. Nájera
Associate Professor & Chair
Department of Ethnic Studies
University of California, Riverside

Additional questions from the CHASS Executive Committee:

In addition, the number of enrolled African American Studies majors in the department of Ethnic Studies was 22 in 2020 and the proposal says "After the initial five years, we project a total of about 300 enrolled majors in a given year." Is this viable? How is this estimate calculated?



To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR's students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently [established a minor in Black Studies](#) and [major in Black Diaspora and African American Studies](#) respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
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March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

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In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

A Proposal for Bachelor of Arts Degree Program in Black Study



October 15, 2021

Submitted by:

Aaron Brown, PhD Candidate, Department of English

Ayana Omilade Flewellen, Assistant Professor, Department of Anthropology

Donatella Galella, Associate Professor, Department of Theatre, Film, and Digital Production

Imani Kai Johnson, Assistant Professor, Department of Dance

İxkâri Noé Estelle, PhD Student, Department of English

joão costa vargas, Full Professor, Department of Anthropology

Kim Yi Dionne, Associate Professor, Department of Political Science

Marilyn Grell-Brisk, Researcher, Center for Environmental Research and Technology (CE-CERT)

Ni'Ja Whitson, Associate Professor, Department of Dance

Vorris Nunley, Associate Professor, Department of English

This proposal follows the guidelines of the Committee on Education Policy.

1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: B.A. in Black Study

Department that will administer the program: Black Study (proposed with this major)

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black transgender people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3). Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, [Blackness Unbound](#); several programs, departments, colleges, and their representatives, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that deny the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making. Accordingly, the major and minor in Black Study requires both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, excavates multi-directionally in scope, and yet is specific, specialized, and rigorous. Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

Multi-disciplinarity draws on knowledge from different disciplines but stays *within* and tethered to their *methodological and epistemic boundaries*. **Interdisciplinarity** analyzes, synthesizes, and harmonizes links between disciplines into a coordinated and coherent whole. Tensions between disciplines are flattened out or smoothed over as much as possible. **Trans-disciplinarity integrates** knowledge from different disciplines (typically the natural, social, and health sciences) in a humanities context and transcends their traditional boundaries, maintaining as much as possible disciplinary tensions. **Black Study** trans-disciplinarity is anchored in an **intersectional** lens attentive to the interlocking dimensions of race, class, gender, sexuality, and ability, among others, while maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

The Department of Black Study is rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, and is a collective experimental methodology of liberation as practiced in the past and present, as well as oriented towards the future. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people's *ways and theories of knowing* -- *Black epistemologies* -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience is thus wide and deep in scope and yet specific, specialized, and rigorous.

3. Relationship of the new program to existing programs.

Willfully collaborative from the onset, the Department of Black Study will work with and not against existing programs and departments. While stressing its relative autonomy regarding programming, curriculum, hiring priorities, and horizontal decision-making practices, the Department of Black Study will also recognize and support the autonomy of other units. Such collaborative approach and co-existence models already exist at UCR: for example, the Departments of English and of Comparative Literature; the Department of Hispanic Studies, Chicano Studies minor, and the new Latino and Latin American Studies Research Center. Too often, a scarcity mindset pits university stakeholders against each other when in fact they can enrich one another. With a unique Department of Black Study, UCR can recruit and retain not only excellent faculty doing cutting-edge research and creative activity but also recruit and retain undergraduate and graduate students eager to learn Black epistemologies. This growth would bolster areas such as Ethnic Studies and African Studies, among others, as we agree on the shared importance of Black studies from Africa to the diaspora. At the same time, we recognize that these fields are not the same. To presume otherwise erases their different intellectual histories, constituents, and objectives. To overgeneralize Black people, Black thought, and Blackness is to reify antiblackness.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

See below for the full proposed program change for inclusion in the UCR Catalog and a complete description of the courses included in the proposed major and minor.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience is thus wide and deep in scope and yet specific, specialized, and rigorous.

The **B.A. major** consists of lower-division and upper-division course requirements and includes required methods, capstone, and community-engaged courses. Total required units for the major are **52 units**.

Lower-division requirements (12 units) include three required introductory BLAC courses taught by core faculty members.

Methods requirement (4 units) consists of one of two courses exposing students to the methodologies used to pursue transdisciplinary and interdisciplinary research projects.

Upper-division requirements (40 units) draw on five thematic areas and consist of six electives, a community-engaged course, and a two-quarter capstone sequence. Except for a fraction of the courses taught in other departments, all courses will be taught by core or affiliated faculty.

The B.A. degree requires coursework focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEM; v) Social Activism and Policy. We describe each of these thematic tracks below:

i. “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii. “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii. “His/herstory, Behavioral and Social Sciences” zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional

disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv. “Law, Education, Health, Environment, and STEMM” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

v. “Social Activism and Policy” engages the multidisciplinary of activism, community mobilization, and service that cultivates an approach to movement and social justice works as: 1) embodied praxis; 2) an archive of global liberation efforts and future-making strategies; 3) an inquiry into the theories and practices of policy. The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student’s understanding of the theories and practices of community organizing.

The learning outcomes for Black Study courses consist of an accumulation of theoretical and practical skills enabling students to:

1. Apply transdisciplinarity as theory and practice to address the social, cultural, and political in the making of Black futures;
2. Describe/Explain the tracks of Black Study as a holistic and epistemic discipline that studies the breadth of Global Black histories, presents, and futures;
3. Apply transformative and anticolonial ethics in engaging in research, practice, and with communities;
4. Demonstrate proficiency in artistic and embodied praxis;
5. Develop and Demonstrate critical thinking and analysis in reading and reviewing theory, art, and embodied praxis;
6. Co-cultivate and apply collaboration equitably and as a principle in engagement, organizing, mobilization, research, and creative efforts;
7. Construct informed research arguments; and
8. Develop and Demonstrate proficiency in writing, and in the language and grammar of Black Study.

BLAC 001, 002, and 003 should satisfy the university’s Ethnicity Breadth Requirement.

Students who seek a deeper engagement in research and praxis can choose the “With Distinction” option. Those who wish to be recognised as completing the BA in Black Study with distinction normally complete the full suite of upper division research methods and

capstone courses (e.g., BLAC 191A or BLAC 191B, BLAC 192A and BLAC 192B, BLAC 193, BLAC 194).

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

BSI Committee Members will be involved in the program and we denote here with an asterisk (*) all those that will -- in addition to contributing to the advising and administration -- teach courses in the proposed major:

- Aaron Brown, PhD Candidate, Department of English
- Ayana A Flewellen*, faculty, Department of Anthropology
- Dennis Frederick McIver, University Honors and Past President of the Black Faculty and Staff Association (BFASA)
- Donatella Galella*, faculty, Department of Theatre, Film, and Digital Production
- Imani Kai Johnson*, faculty, Department of Dance
- İxxári Noé Estelle, PhD Student, Department of English
- Jalani Bakari, community member
- Jamal J Myrick, Director, African Student Programs (ASP)
- João Costa Vargas*, faculty, Department of Anthropology
- John Epps, Minister and community member
- Kim Yi Dionne*, faculty, Department of Political Science
- Marilyn Grell-Brisk, researcher; Center for Environmental Research and Technology (CE-CERT)
- Ni'Ja Whitson*, faculty, Department of Dance
- Rickerby Hinds*, faculty, Department of Theater, Film, and Digital Production
- Toi Thibodeaux, Assistant Director LGBT Resource Center
- Vorris Nunley*, faculty, Department of English.

Other faculty and staff across UCR that have expressed interest in the development of the proposed department and may propose new courses and teach cross-listed courses in the future include: Professors Anthony Jerry and Yolanda Moses of the Department of Anthropology; Professors Mariam Lam and Jeff Sacks of the Department of Comparative Literature and Languages; Professors Courtney Baker, André Carrington, and David Lloyd of the Department of English; Professor Keith Miyake of the Department of Ethnic Studies; Professors Natasha McPherson, Ademide Adelusi-Adeluyi, and Jody Benjamin of the Department of History; Professors Jodi Kim and Dylan Rodríguez of the Department of Media and Cultural Studies.

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Black Study (proposed with this undergraduate program).

7. Projected enrollment in the program.

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, attractive, and inviting. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive undergraduate and graduate recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

Bachelor of Arts in Black Study

Anticipated number of degrees to be granted when the program is firmly established: Approximately 75 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

Regarding potential impacts of the new program on existing programs, there were discussions about crosslisting courses across several departments including Ethnic Studies, Anthropology, History, and Political Science, as well as collaborating in programming and community projects, and providing support for faculty in both units.

¹ Campuses publish enrollment data using metrics that are seldom comparable. Currently [UC Santa Barbara](#) has a total of 27 enrolled majors in Black Studies; [UC Berkeley](#) has 30 degree recipients in African American Studies in the last two years, currently [UT Austin](#) has 22 enrolled majors in African and African American Studies.

Cross-listing courses could increase enrollment in both units involved: as students become familiarized with the instructors whose courses are cross-listed, they may research related classes, epistemological orientations, and faculty in both units. We consider cross-listed courses potential gateways for students to explore the departments that support such courses. This process of exploration, as it multiplies among students, can lead to increased course enrollments, thus benefiting all departments involved.

As the Department of Black Study continues to build its major in Black Study, it will invite Ethnic Studies faculty to not only crosslist their courses in the major, but also collaborate in the very crafting of the curriculum, thus signaling and putting into practice intentional dialogue and intersections from the beginning. Indeed, in August 2021, members of the BSI committee met with members of the departments of Ethnic Studies, Comparative Literature, and Media and Cultural Studies, as well as faculty in the Developing African Studies group to discuss such possibilities, among other topics.

Thus, rather than envisioning a zero sum scenario in which the success of the Department of Black Study leads to or depends on the decline of the African American program in Ethnic Studies -- or any other UCR unit for that matter -- via crosslisting courses, collaborating on programming, and offering mutual support, we affirm our intention to improve our campus climate, enhance our overall research efforts, and deepen our community engagement. We consider the Department of Black Study a benefit for our entire campus and surrounding communities.

Additionally, the “Black Study and UCR Teacher Education Program Pathway” is an example of the collaborative approach that marks the Department of Black Study. In partnership with the GSOE, the Department of Black Study will orient and encourage its interested undergraduates to pursue this exciting pathway to graduate school and to professionalization through UCR Teaching Education and Credential Programs. We consider such partnership one of the points of attraction for new undergraduates who will contribute to the vibrancy not only of the Department of Black Study and the GSOE, but the entire campus. Indeed, this partnership, which is explicitly structured to facilitate our student’s entry into teaching professions, furthers UCR’s mission as the premier campus for social mobility.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the

committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

The Black Study major will benefit from the hire of faculty supported by the recently awarded UCOP Advancing Faculty Diversity award (PIs: João Costa Vargas, Kim Yi Dionne, Marilyn Grell-Brisk, Jennifer Syvertsen, and Melissa Wilcox; Award: \$496,570), which supports the recruitment of four new faculty, three of which will be appointed or joint-appointed in the Department of Black Study. These hires will be essential in ensuring consistent coverage of courses specific to and required for the Black Study major.

Additionally, there are faculty already holding faculty appointments in CHASS that expect to transfer part of their faculty lines into the proposed department, using a phase-in approach based on the accrual of Black Study majors and Black Study course enrollment. These existing CHASS faculty will assist with teaching courses in the Black Study major, and work with their respective home departments in the early years of the major to cross-list courses as appropriate, thus allowing these courses to be taught without any additional cost.

B. TAs

An additional three TA positions are desirable in order to support the new gateway course sequence for Introduction to Black Study (BLAC 001, BLAC 002, and BLAC 003). We anticipate these introductory courses will easily attract 75 students or more, including non-majors. As introductory courses, discussion sections would be important. If TAs are not approved, the course will have to be smaller and taught without discussion sections.

C. Staff (One shared FAO and one shared Financial Analyst)

The MDU staff seems already stretched to maximum capacity. BLAC would not be unique among the programs served by the MDU in advocating for an increase in staffing. We recommend that a new CHASS unit be created to be shared by some of the existing departments and the Department of Black Study as well as the proposed Department of Environment, Sustainability, and Health Equity. In this case, we require one shared FAO and one shared Financial Analyst.

The MDU advisers are experienced in supporting Ethnic Studies majors and they are highly capable of supporting BLAC. We commit to work alongside the undergraduate advisors to run the major smoothly.

D. Computers

No additional computer facilities are required for the new curriculum.

E. Library

No additional library resources are required for the new curriculum.

F. Space

Since BLAC founding core faculty are all current faculty members, we anticipate that the new department will not create additional need for office space. However, it may be necessary to move some offices over time in order to consolidate BLAC faculty in the same building. BLAC would also require access to a meeting space, which could be shared with other programs or units.

G. Plans for obtaining resources

The collective involved in the departmentalization process will continue to collaborate in identifying and seeking external funding to support the department's creative and research activities, as well as its curriculum. We will engage university resources such as the Academic Senate, the Office of Research and Economic Development (RED), and CHASS grants support. We will also work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of Black Study as well as by other donors interested in supporting the department.

As demand for BLAC 001, BLAC 002, and BLAC 003 grows, we will teach these courses during the summer, which will bring in 52% of the revenue to the department.

The committee is proactively seeking additional funding to add regular lines to the department. The University of California Office of the President (UCOP) sponsored the Blackness Unbound Faculty Commons group via UCR's Center for Ideas and Society. BU members have had an important role in the crafting of the Department of Black Study proposal. On July 21, 2021, UCOP provided further support for the Department of Black Study by awarding \$496,570 through its Advancing Faculty Diversity Program. One of these faculty will be tenured and hold their appointment in the Department of Black Study; one junior faculty will be jointly appointed between the departments of Black Study and Political Science; one junior faculty will be jointly appointed between the departments of Black Study and Religious studies; and one tenured faculty will

appointed in the Department of Environment, Sustainability, and Health Equity (ESHQ). UCOP demonstrates financial support not only for the hiring of faculty specializing in Black Study, but also for the Department of Black Study.

Another likely financial source for faculty recruitment is the UCOP President's Postdoctoral Fellowship Program (PPFP). Having recently been awarded a 15 million dollar grant from the Andrew Mellon Foundation, The program provides the hiring incentive in the form of five years of salary for postdoctoral fellows hired to UC campuses. The Department of Black Study will not only be highly attractive to a number of such fellows, but will also partner with CHASS to intentionally and aggressively recruit them.

Finally, with Cassie Riger (Senior Director, Foundation Development), Clyde Derrick (Assistant Dean for Development), and support from Chancellor Kim Wilcox, BSI committee members have been exploring funding possibilities with the Mellon Foundation for additional programming and departmentalization efforts.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Letters of support have been requested for the Department of Black Study, which includes this proposal for the new undergraduate program.

We have received letters from following Deans and Chairs (partial list, letters are still arriving), as well as from several academics, administrators, civil society organizations, and individuals.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science
University of California, Santa Barbara

Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

University of California, Riverside

Derick A. Fay, Ph.D.
Professor and Acting Chair
Department of Anthropology
University of California, Riverside

Mark Anderson
Professor and Chair
Department of Anthropology
University of California, Santa Cruz

Joel Smith
Professor and Chair
Department of Dance
University of California, Riverside

Jeff Sacks
Professor and Chair
Department of Comparative Literature and Languages
University of California, Riverside

Jim Isermann
Professor and Chair
Department of Art
University of California, Riverside

Josh Emmons
Associate Professor and Chair
Department of Creative Writing
University of California, Riverside

David Lloyd
Distinguished Professor and Chair (until June 2021)
Department of English
University of California, Riverside

Melissa M. Wilcox
Professor, Holstein Family and Community Chair in Religious Studies, and Department
Chair

Department of Religious Studies
University of California, Riverside

Sherryl Vint
Professor and Current Chair
Department of English
University of California, Riverside

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine

Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
University of California, Riverside

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

A. Program faculty

The following faculty approve this proposal:

Ayana Omilade Flewellen, Assistant Professor, Department of Anthropology
Donatella Galella, Associate Professor, Department of Theatre, Film, and Digital Production
Imani Kai Johnson, Assistant Professor, Department of Dance
joão costa vargas, Full Professor, Department of Anthropology
Kim Yi Dionne, Associate Professor, Department of Political Science
Marilyn Grell-Brisk, Researcher, Center for Environmental Research and Technology (CE-CERT)
Ni'Ja Whitson, Associate Professor, Department of Dance
Rickerby Hinds, Full Professor, Department of Theater, Film, and Digital Production
Vorris Nunley, Associate Professor, Department of English

B. Chairs associated with the courses included in the new curriculum

joão costa vargas, Chair, Anthropology	[approved]
Jennifer Merolla, Chair, Political Science	[approved]
Robin Russin, Interim Chair, Theatre, Film, and Digital Production	[approved]

C. CHASS Executive Committee

(Pending approval)

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

(insert date)

To be adopted:

Proposed Changes to Black Study

PRESENT:

PROPOSED:

Program Description

The Department of Black Study emphasizes the verb “study” and stresses the engaged and embodied practice of teaching and research that is simultaneously diasporic, local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEMM, and the Arts. Black Study trans-disciplinarity is anchored in an intersectional lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

Rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, the Department of Black Study is a collective experimental methodology of liberation in action, study, and future-making.

Accordingly, the major and minor in Black Study require both an engagement with (a) broad perspectives on possibilities and challenges Black people experience in the African continent and its diasporas across timescapes; and (b) specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience offers transdisciplinarity as a value and intentional methodology, multi-directionality in scope, and yet is specific, specialized, and rigorous.

Through thorough research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study students and community critically address and seek to overcome all forms of antiblackness while imagining and prefiguring an altogether new world.

The B.A. degree consists of 52 units with requirements focused on the major social factors and movements impacting Black peoples in the African continent and its diasporas, as well as courses along the following themes: i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness; ii) Performance, Arts, and Literature; iii) His/herstory, Behavioral and Social Sciences; iv) Law, Education, Health, Environment, and STEM; v) Social Activism and Policy.

The program also offers a 32 unit Minor with requirements focused on the major social factors and movements impacting

Black peoples in the African continent and its diasporas.

Major Requirements (B.A.)

The major requirements for the general B.A. degree in Black Study are as follows (52 units total):

1) **Lower-Division Requirements** (3 courses, 12 units)

- a) BLAC 001
- b) BLAC 002
- c) BLAC 003

Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

2) **Upper-Division Requirements** (10 courses, 40 units)

- a) Students must select (6) six courses in at least two thematic tracks.

**Critical Theories,
Practices of Gender,
Sexuality, Race, and
Blackness**

BLAC 111, BLAC 112,
BLAC 113, BLAC 114

Performance, Arts, and Literature

BLAC 121, BLAC 122,
TFDP 161

His/herstory, Behavioral and Social Sciences

ANTH 140G, ANTH 142J,
BLAC 131, BLAC 132,
BLAC 133, BLAC 134,
POSC 151, POSC 151S

Law, Education, Health, Environment, and STEMM

BLAC 141, BLAC 142,
BLAC 143, BLAC 144

Social Activism and Policy

BLAC 151, BLAC 152,
BLAC 153, BLAC 154

- b) One research methods course from among BLAC 191A, BLAC 191B
- c) Two capstone courses: BLAC 192A, BLAC 192B
- d) One community-engaged course: BLAC 193

Minor Requirements (32 units)

- 1) **Lower-Division Requirements** (3 courses, 12 units)

- a) BLAC 001

- b) BLAC 002
- c) BLAC 003

Lower-division courses taken elsewhere may be counted toward the lower-division requirement; up to four advanced placement units earned in high school may count toward its fulfillment as well. Please consult with the academic advisors for further details.

2) Upper-Division Requirements (5 courses, 20 units)

- a) Students must select (2) two courses in at least two thematic tracks.

Critical Theories, Practices of Gender, Sexuality, Race, and Blackness

BLAC 111, BLAC 112, BLAC 113, BLAC 114, BLAC 194

Performance, Arts, and Literature

BLAC 121, BLAC 122, BLAC 194, TFDP 161

His/herstory, Behavioral and Social Sciences

ANTH 140G, ANTH 142J, BLAC 131, BLAC 132, BLAC 133, BLAC 134, BLAC 194, POSC 151, POSC 151S

**Law, Education, Health,
Environment, and STEMM**

BLAC 141, BLAC 142, BLAC 143,
BLAC 144, BLAC 194

Social Activism and Policy

BLAC 151, BLAC 152, BLAC 153,
BLAC 154, BLAC 194

- b) Two capstone courses:
BLAC 192A, BLAC 192B
- c) One community-engaged
course: BLAC 193

Approvals:

Approved by the faculty of the Department of _____: (insert date).

Approved by the faculty of the College of _____: (insert date). Approved
by the Executive Committee of the College of q_____: (insert date).

Approved by the Committee on Educational Policy: (insert date).

Course Descriptions for BLAC Curriculum

1a)

BLAC 001: Introduction to Black Study I: Black People Domestically and Globally Now. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Introduces major social factors and movements impacting Black peoples on the African continent and its diasporas currently. Topics include the creation of movements/spaces of possibilities to navigate issues around AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and blocked access to quality health care and education, to create vibrant futures.

1b)

BLAC 002: Introduction to Black Study II: Imagined and Embodied Futures. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Engages critical appraisal of artistic forms, political organizing efforts, embodied praxis and resistance formations, and theoretical prisms that imagine and propose alternatives to antiblackness. Examines Black interventions through time and technologies with a focus on trans, queer, and feminist perspectives that build on what Cedric Robinson terms the Black Radical Tradition.

1c)

BLAC 003: Introduction to Black Study III: Black Ways of Knowing, Doing, and (B)eing Otherwise. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): None. Central to any critical notion of Black Study and Black becoming requires an explicit engagement with Black fungibility, knowledges, and the linguistic, racial and gendered order of things. As such, Radical Black Study requires epistemic disobedience. This class disrupts a fundamental cultural assumption: the study of Black culture and black life is the study of mere difference.

2a)

ANTH 140G: Anthropological Perspectives in Africa 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A number of African cultures are carefully examined in terms of three or four anthropological topics, such as: subsistence patterns, social organization, and religious systems. The treatment of these cultures follows a brief overview of the geography, history, and linguistic patterns of Africa.

ANTH 142J: Political Economy of South Africa 4 Lecture, 3 hours; written work, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor.

Examines contemporary societies of southern Africa. Focuses on changes and continuities since the end of apartheid. Topics include transformations in ethnic and racial identity and classification; postapartheid class formation and neoliberalism; labor migration and immigration; HIV/AIDS; land reform, resettlement, and spatial transformation; tourism; and conservation.

BLAC 111: Envisioning Black Futures, Social Order and Utopianism through the works of Octavia Butler. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour.

Prerequisite(s): upper division standing or consent of instructor. Knowing and understanding the world through a uniquely Black perspective allows for new and different visions of human possibilities. Black futures, social order and utopianism are examined through the works of visionary sci-fi author Octavia Butler's *Xenogenesis*, *Patternist*, and *Parable* book series.

BLAC 112: Trans Embodied-Ologies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. A gathering place for the radical Queer imaginaries of Black Trans and Nonbinary Artists. Here, we centralize a Futurity that requires the lives and leadership of Black Trans and Nonbinary peoples. We propose dangerous making to combat dangerously violent anti-trans cultures, while traversing the Spiritual, empowered, speculative and mysterious of embodied intelligences and aligned creative practices.

BLAC 113: The Medicine Sessions: Futurist Cypher Technologies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. We step into Black and Queer improvisatory social and spiritual practices to study the Diasporic technologies of the circle. Unique to this exploration, the ring shout will be foundational to unlocking the structures, the sacred, the corporeal liturgies embedded within Black trance-inducing social dance forms. House will be our musical and technical grounding, a Black Queer form within this spiritual lineage that will unite, lift, shift. Each week we are visited by a live DJ and guests who speak to class themes.

BLAC 114: Blackness and American Sexual Economies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. A comprehensive examination of the formation of race and United States sexual economies, with a particular emphasis on dynamics of gender as they intersect with and are impacted by normative quotidian and institutional dynamics. Comprehensive course covers the time period from slavery to the present.

BLAC 121: The Racial Politics of Performance: Blackface to #OscarsSoWhite. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Introduction to a history of how media technology,

cultural production, and critical reception have shaped racial representation. Considers theories of Black performativity as well as films and plays by Black artists.

BLAC 122: Transforming Blackness?: Gender Betrayal, Spirituality, and Re-visioning the Dark Feminine in the Novels of Toni Morrison. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Class will explore the transformation of Black personal/communal life through Black Study, literature, and a pedagogy of unlearning. We will examine the stories we tell ourselves and the narratives society tells Black folks through the fiction and theorizing of Toni Morrison as she re-visions Blackness and Black life.

BLAC 131: Sites of Memory: Imagination, Archaeology, and the African---American Past. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. In "Site of Memory" Toni Morrison writes that truth is intricately linked to memory and the imaginative. How do we as a society make, memorialize and imagine our past? How do we speak about difficult pasts, such as that of enslavement, in the present? In an attempt to explore these questions, we will examine the different ways that archaeologists, anthropologists, historians, storytellers, and artists attempt to make sense of the past, breaking the binary of fact versus fiction. We will look at evidentiary sources (artifacts, archives, paintings, literature, and performances) that are used to both illuminate and silence the past. In this course, students will read and discuss historical narratives, novels, and archaeological and anthropological case studies to examine the different ways we might examine pasts that have been made invisible or elided in mainstream histories; specifically those relating to African Diaspora experience in the United States and the Circum Caribbean. As a seminar course, this is intended to introduce students to the core concepts of close reading, as well as critique and composition through an anthropological lens.

BLAC 132: Politics of Race and Ethnicity in Africa. 4 Lecture, 4 hours. Prerequisite(s): upper division standing or consent of instructor. Covers the politics of ethnicity and race, surveying theory and evidence utilizing a wide range of cases from the African continent, with a focus on the contemporary period. An inquiry-based course where students will consider social science theories of identity politics and gain knowledge on measurement of ethnic and racial identity and skills in uncovering and analyzing patterns of identification as well as politicization of ethnic and racial identities.

BLAC 133: Political Behavior in African Societies. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Examines participation in everyday and contentious politics in contemporary African societies through examining decades of data collected by Afrobarometer, a Pan-African

research network. A research-based course where students will gain skills in data analysis, data visualization, and storytelling.

BLAC 134: Embodied modes and methods in research of marginalized populations. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Examine systems of knowledge and how they influence research methods; examine research processes; theory generation and the ethics of engaging research within marginalized populations. Emphasizes mixed methods through a research project.

BLAC 141: Black People in the Inland Empire: Creating Resilient Communities. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folx continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.

BLAC 142: Blackness, Rape, and Mass Incarceration. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. The rate of incarceration in the United States is the largest in the world: about 751 people are in prison for every 100,000 in the population. Russia comes in 2nd, with 627 prisoners for every 100,000 in population. In the US today, more than 2.5 million people are behind bars. In absolute numbers, the People's Republic of China comes in second place with 1.6 million, despite its population being over four times that of the United States. What explains this phenomenon? What historical developments, criminal justice policies, and shared beliefs help us understand this unprecedented scale of incarceration?

BLAC 143: Artist Healers: Trans Indigenous Medicine and Art Intersections. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Centered in trans-indigeneity students will learn about and directly from a range of contemporary live performance makers and healers who call us to question the construction of norms, binaries, borders, Being. Classes will be centered on healing modalities, positioning wellness and political, critical engagement as partners in accessing a radical imaginary.

BLAC 144: HIV/AIDS in Africa and Beyond. 4 Lecture, 4 hours. Prerequisite(s): BLAC 001 or instructor consent. Critical examination of the AIDS pandemic and responses by citizens and states. Introduces epidemiology of HIV/AIDS and explores politics and policies of pandemic response shaped by global inequalities. Focuses on the local realities of the international intervention against AIDS.

BLAC 151: Futurities in Bebop and Black Power. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. An exploration of the origins, developments, imbrications, performance, and visions of society in jazz and the origins of Black Power.

BLAC 152: Organizing for Black Lives in the 21st Century. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Using engaged praxis, we explore creative ways U.S. Black movement organizers have re-configured old ideas and the new ones that have emerged in the 21st Century. The course is designed around three themes: What is to be done; How is it to be done; The possibilities of what can be done.

BLAC 153: Black Diaspora social movements, utopia, and the building of a new world. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Exploring diasporic collaborations and epistemes in the past and present, this course explores transnational political and imaginative efforts focused on common concrete social problems affecting Black people.

BLAC 154: Methods of Activist Research. 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): upper division standing or consent of instructor. Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology and Sociology are centrally implicated in this emerging field, activist research draws from and is applicable to the broader social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.

BLAC 194: Directed Research or Creative Activity in Black Study. 1-4 Research, Variable hours. Prerequisite(s): BLAC001, BLAC002, BLAC003, and consent of instructor. This course offering is an opportunity for students to engage in concentrated, in-depth, study with a particular faculty member for a quarter. This seminar is designed to enable students to conduct interdisciplinary research in one or two of the upper division track concentrations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 8 units.

POSC 151: African Politics 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): Restricted to class level standing of Junior, or Senior; Or the consent of instructor. Examines politics in African countries, with a focus on the contemporary period. Covers both political institutions and political behavior. Topics include role of the state, democracy vs. dictatorship, political

participation, public goods provision, and development. Credit is awarded for only one of POSC 151 or POSC 151S.

POSC 151S: African Politics 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): Restricted to class level standing of Junior, or Senior; or the consent of instructor. Examines politics in African countries, with a focus on the contemporary period. Covers both political institutions and political behavior. Topics include role of the state, democracy vs. dictatorship, political participation, public goods provision, and development. Credit is awarded for only one of POSC 151S or POSC 151.

TFDP 161: African American Drama. 4 Lecture, 4 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines the major African American plays and playwrights from the 1800s to the present.

2b)

BLAC 191A - Black Study Research Methods I: Gateways to Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces traditional and experimental methodologies used to pursue transdisciplinary and interdisciplinary research projects required for a Bachelor's degree. Examines contemporary research practices and methods deriving from various Black diasporic epistemologies. This course prepares students for extended research projects in BLAC 193, College Honors, and other undergraduate research programs through research- and practice-based skill building. This course is for the beginning stages of research for the students' senior project.

BLAC 191B - Black Study Research Methods II: Practicing Inquiry - 4 units; Seminar, 3 hours. Prerequisite(s): BLAC191A. Engages practical use of research practices, methods, and epistemologies introduced in BLAC191A. Facilitates student design of research questions and projects for Black Study Major Senior Capstone as well as further exploration of themselves as researchers. This course focuses on research development skills and field-based concentrations to help students identify relevant theoretical frameworks and bibliographies.

2c)

BLAC 192A: Senior Capstone. 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two-quarter, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide

students with mentorship in envisioning and designing their projects. Students will also learn about the ways in which their work is in conversation with ongoing work in their field(s).

BLAC 192B: Senior Capstone. 4 units; Seminar, 3 hours. Prerequisite(s): BLAC 001, BLAC002, and BLAC003 & BLAC191A and B. In this two-quarter, co-taught course students will develop a transdisciplinary and interdisciplinary research project. Capstone projects demonstrate and employ research as an intersection of critical writing methods, performance and embodied praxis, visual cultures, and media. This course will provide students with mentorship throughout the revision processes of their projects initiated in BLAC 192A.

2d)

BLAC 193: Black Study Inland Empire Community Initiative 4 units; Practicum/Seminar, 3 hours. Prerequisite(s): BLAC001, BLAC002, and BLAC003. Introduces students to guiding principles and orienting concepts of Black Study as applied community engagement, namely, the prevention of social problems and the promotion of well-being among individuals within diverse contexts, such as families, schools, neighborhoods, and workplaces. Students will engage in critical examination of how to define and propose solutions to social and institutional problems. Students will be concerned with the ideas of empowerment, resilience, diversity, cultural competence, and social action, among others. In order to gain a better sense of how organizations develop efforts that encompass these ideas, students will engage in community service learning in Inland Empire communities working alongside community organizations. Course is repeatable to a maximum of 8 units.

ANTH 201
Critical Theories of Gender, Race, and Blackness
Winter 2021
W 9:00 AM – 11:50 AM
<https://ucr.zoom.us/j/6789382394>
João H. Costa Vargas
joao.vargas@ucr.edu
Office Hours by appointment

Description

This seminar examines critical theories on the intersections of gender, race, and blackness. It explores the analytical and political implications of such theories, and interrogates how they relate to traditional disciplinary canons and existing forms of political organizing. Specifically, it probes lines of continuity and rupture between our planetary contemporary political moment and the cognitive apparatus that transatlantic slavery realized. Structuring questions include: What are the origins, and theoretical and pragmatic consequences, of concepts such as the afterlife of slavery, neo-slavery, and neo-colonialism? What is the relationship between antiblackness, racism, and white supremacy? What is the conceptual and political relevance of the concept of genocide vis-à-vis antiblackness? How do Black feminist and Black Queer critiques inflect, transform, reaffirm the (mostly unresolved) questions of the Black presence/absence in contemporary formations of subjectivity, society, and state? What are the theoretical consequences of an engagement with Black diasporic aesthetics and politics? How is the centrality of revolt (or objection to subjection) in Black politics and aesthetics a symptom of worldwide antiblackness? And finally, how, if at all, are gendered Black diasporic experiences commensurable with those of nonblack social groups?

Course requirements

We are of course in an exceptional time. The requirements are flexible and open to suggestions. Below are guidelines that we will adapt when necessary.

This is an intensive collective theoretical conversation. It requires consistency in reading, reflection, and participation over the entire quarter. Students must be prepared to actively engage in seminar discussions at every session. Attendance and active participation are mandatory, and are a considerable portion of your evaluation.

The seminar space must be respected. Please take care of your health and rest needs so that you are not tempted to nap or doze off during our sessions. If agreed, we will have a 10-minute break at the halfway point of our seminar.

Preparation for seminar meetings

Every participant should come to seminar ready to lead the discussion. On the day of the seminar, two persons will be selected, by draw, to facilitate it. This involves a 45-minute presentation that will initiate and structure the seminar. Intended to develop and sharpen students' analytical and pedagogical skills, these presentations are a central part of the course. When presenting, lead discussants have to engage the following items:

1. *Problems and architecture.* An overview of the author's central concerns. These concerns can be analytical, theoretical, ethical, political, and are often a combination of those. Your first task

is to define (a) the overarching problems the author is engaging. How does the author develop their narrative, and what are the findings? You also need to consider (b) the writing strategy, reflect on (c) what each chapter accomplishes, and (d) the ways in which each chapter contributes to the overall argument. How is the text organized? Why is it organized in this way? This summation should take *about 10 minutes*.

2. *Methodology*. This portion of your presentation must be *detailed and precise*. Here you must reflect on (a) the author's database, and how they define it, gather it, and make sense of it. Your summary of the author's methodological approach should include propositions such as "this author employs a combination of [critical ethnography, archival work, and cultural studies] to examine..." You also need to provide (b) details about *how* the author actually practices this approach in the text itself: *highlight and explain specific passages* where the author's methodology is employed and what it accomplishes. Here again, it is important to convey to the seminar participants how the organization of the chapters reflects the methodological strategy. This part of the presentation should take *about 10 minutes*.
3. *Major theoretical argument*. Each facilitator should take up one highly specific aspect of the text that is both central to the author's project and is of particular relevance to the facilitator's own intellectual concerns. This portion of the presentation is meant to (a) identify and elaborate key theoretical arguments and (b) discuss how those arguments contribute to pertinent fields of study. While facilitators are encouraged to draw connections to their own developing research and theoretical reasoning, they should stay focused primarily on the text. Each facilitator should offer focused commentaries no longer than *10 minutes*.
4. *Emerging questions*. Facilitators should close by offering 3-5 questions that allow all participants to engage with the text *on its own terms, and within its own parameters*. We are not concerned with outlining what the text "doesn't do," or fails to do, but rather with understanding its logic and how it attempts to fulfill its own ambitions. Our focus is on comprehension rather than a priori criticism. Good questions focus on specific aspects of the text's argument, and incite reflection, rather than a defined answer. Examples of bad questions include: "Does the author use the concept of race?" "What is race for author X?" An example of a good question: "Author X employs the concept of race to make sense of the ways in which Black transgendered individuals suffer types of degradation and violence not commensurate to the experiences of nonblack transgender people. How does the author arrive at these findings? Are they generalizable to contexts other than the research?"
5. Points 1-4, above, should be laid out in writing and *delivered to all seminar participants on the day of the presentation*. The text is not to exceed 5 single spaced pages (they are usually 3 pages). All participants distribute their review to everyone on iLearn.

Weekly writing exercise

All seminar participants have to write *one page or less* in dialogue with a theoretical question posed at the end of the seminar. We will collectively elaborate this question. **Participants should upload their responses to Blackboard no later than 11:59 pm on the immediately following Friday.**

The purpose of this short writing exercise is for students to develop their theoretical and creative voices, and to build an effective routine for working on, and polishing up, complex ideas in a short

but compelling prose. *This exercise should be done without any textual source other than the work under discussion.* Keep your quotations to a minimum. The writing is to be rigorous and exploratory, creative and precise, daring and critical. It should be approached as work in progress and therefore revised a few times before submission. Before you write your first response, focus on a line of reflection that is related to your research interests: think strategically ahead so as to develop, as you move through this course, analytical problems pertinent to your exams, thesis and/or dissertation proposal, and research. Ideally, each weekly response will build on the previous one.

Seminar paper

The final paper should engage one theoretical question that emerges out of the seminar. Use your weekly pieces and your and your colleagues' class presentations as bases from which to build your paper. You should focus on two authors contained in the syllabus.

Consultation with me during office hours, at least once during the quarter, is mandatory, preferably as you reflect on your final paper.

Final papers must be uploaded to Blackboard no later than March 19, 11:59 p.m. Papers should be up to 10 pages, double spaced, including a consistent citation standard and bibliography.

Grading

Research Paper (up to 10 pages): 35%

Seminar participation: 30%

Weekly book reviews and reflection pieces 35%

Learning outcomes

At the end of the quarter, you will be familiarized with important debates and authors on the advent of the modern world. The modern world fundamentally depends on excluding Black people and blackness from its realm. The seminar's reading, discussing, and writing practice requires an engagement with the texts that is attentive to our own place in this world, and how we all benefit and are negatively impacted by antiblackness and its attending hierarchies. Such debates and authors reveal fundamental elements of the Human and the Social which not only structure the Humanities and the Social Sciences respectively, but also format the planetary death and lifeworlds. As well, you will gain insight and practice into addressing these questions via oral presentations, debates, and experimental and formal academic writing.

Reading materials and schedule of topics (subject to change)

Readings marked with "selections," and recommended readings, emerging out of seminar discussions, will be added to weekly folders on Blackboard

Week 1 (January 6) Introduction; main themes; expectations and protocols; time management

Saidiya Hartman, "Venus in 'Two Acts.'" *Small Axe*, Number 26 (Volume 12, Number 2), June 2008, pp. 1-14.

João H. Costa Vargas and Moon-Kie Jung, "Antiblackness of the Human and the Social." In Jung and Vargas (eds.) *Antiblackness*. Durham: Duke University Press, 2021, 1-14.

Recommended:

Faye Harrison (ed.), *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation*. Association of Black Anthropologists, 1991 (188 pages.)

Charles Hale (ed.), *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: University of California Press, 2008 (selections, 120 pages.)

Week 2 (January 13) The afterlives of slavery I

Saidiya Hartman, *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America*. Oxford: Oxford University Press, 1997. (296 pages.)

Recommended:

Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*. New York: Farrar, Straus and Giroux. (292 pages.)

Week 3 (January 20) The afterlives of slavery II

Christina Sharpe, *In the Wake: On Blackness and Being*. Durham: Duke University Press, 2016. (192 pages).

Recommended:

Simone Browne: *Dark Matters: On the Surveillance of Blackness*. Durham: Duke University Press, 2015 (224 pages.)

Week 4 (January 27) Fanon, colonialism, antiblackness, and the modern world

Frantz Fanon, *Black Skin, White Masks*. New York: Grove Press, 2008 [1967]. (206 pages.)

Recommended:

Frantz Fanon, *The Wretched of the Earth*. New York: Grove Press, 2004 [1961]. (251 pages.)

David Marriott, *Whither Fanon?* Stanford: Stanford University Press, 2018. (432 pages.)

Week 5 (February 3) The Black Radical Tradition

Cedric Robinson, *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: University of North Carolina Press, 2000. (436 pages.)

Recommended:

Fred Moten, *In the Break: The Aesthetic of the Black Radical Tradition*. (selections, 50 pages.)

Week 6 (February 10) Black Feminist Thought

Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. New York: Routledge, 2000. (335 pages.)

Recommended:

Patricia Hill Collins, *Intersectionality as Critical Social Theory*. Durham: Duke University Press, 2019. (376 pages.)

Leith Mullings, *On Our Own Terms: Race, Class, and Gender in the Lives of African American Women*. New York: Routledge, 1997. (202 pages.)

Week 7 (February 17) Black Feminisms

Keeanga-Yamatta Taylor, *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books, 2017. (191 pages.)

Joy James, *Shadowboxing: Representations of Black Feminist Politics*. New York: St. Martin's Press, 1999. (Whole book preferable; but if pressed for time, Chapters 4 and 5, 50 pages.)

Recommended:

Audre Lorde, *Sister Outsider: Essays and Speeches*. Trumansburg: Crossing Press, 1984 (190 pages.)

Assata Shakur, *Assata, an Autobiography*. Chicago: L. Hill, 1987 (274 pages.)

Saidiya Hartman, *Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheaval*. New York: W. W. Norton & Co, 2019 (464 pages.)

Week 8 (February 24) Queer and Trans Blackness

C. Riley Snorton, *Black on Both Sides: A Racial History of Trans Identity*. Minneapolis: University of Minnesota Press, 2017 (259 pages.)

Recommended:

M. Jacqui Alexander, *Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred*. Durham: Duke University Press, 2005. (410 pages.)

E. Patrick Johnson and Mae G. Henderson (eds.), *Black Queer Studies: A Critical Anthology*. Durham: Duke University Press, 2005. (377 pages.)

Jafari Allen, *Venceremos? The Erotics of Black Self-Making in Cuba*. Durham: Duke University Press, 2011 (241 pages.)

Joy James, *Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture*. Minneapolis: University

of Minnesota Press, 1996. (265 pages.)

Week 9 (March 3) Contemporary Black politics in the U.S.

Kathryn Bedecarré, “Doing the work: The Black Lives Matter Movement in Austin, Texas.” Ph.D. Dissertation, The University of Texas at Austin, 2018.

Available at <https://repositories.lib.utexas.edu/handle/2152/74986>

Recommended:

Savannah Shange, *Progressive Dystopia: Abolition, Antiblackness, and Schooling in San Francisco*. Durham: Duke University Press, 2019. (232 pages.)

Keeanga-Yamahatta Taylor, *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Books, 2016. (270 pages.)

Patrice Khan-Cullors, *When They Call You a Terrorist: A Black Lives Matter Memoir*. New York: St. Martin's Press, 2017. (272 pages.)

Week 10 (March 10) Global antiblackness and Afropessimism

Frank Wilderson. *Afropessimism*. New York: Liverlight, 2020. (368 pages.)

Recommended:

Frank Wilderson, *Incognegro: A Memoir of Exile and Apartheid*. Durham: Duke University Press, 2008. (498 pages.)

Jaime Alves, *The Anti-Black City: Police Terror and Black Urban Life in Brazil*. Minneapolis: University of Minnesota Press, 2018 (320 pages.)

Frank Wilderson, *Red, White, and Black: Cinema and the Structure of U.S. Antagonisms*. Durham: Duke University Press, 2010. (408 pages.)

Kali Akuno, Ajamu Nangwaya, and Cooperation Jackson, *Jackson Rising: The Struggle for Economic Democracy and Black Self-Determination in Jackson, Mississippi*. Daraja Press, 2017.

João H. Costa Vargas, *The Denial of Antiblackness: Multiracial Redemption and Black Suffering*. Minneapolis: University of Minnesota Press, 2018. (339 pages.)

Black People in the IE: Creating Resilient Communities *Draft Syllabus*

Course Description

In this course, we trace contemporary demographic changes in the Black population of Southern California, particularly the shift from Los Angeles county to the Inland Empire. We examine how Black folx continue to create vibrant communities in the face of red lining, white flight, gentrification, further economic marginalization and environmental racism.

4 Units; Seminar

Prerequisite: BLAC 001 and BLAC 002 or BLAC 003.

Course Goals and Learning Outcomes

Goal 1. *Identify structural constraints to social group mobility and success. Identify and understand how these constraints unfold in the quotidian lives of Black folx in the IE.*

Broad Learning Outcomes: *General knowledge* of theories of social stratification, and structural inequality. *Knowledge* of key concepts such as environmental justice, environmental racism, economic marginalization, red lining, white flight, gentrification. *Knowledge* of how these concepts are connected. *Be able to identify* these types of structures as they currently exist in the IE.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication

Assessment: Substack posts; self-reflection notes; weekly group activity; low-risk assignment grading

Goal 2. *Understand how people create community in the face of marginalization and structural constraints.*

Broad Learning Outcomes: *Knowledge* of community creation as part of social movement organizing; community as resistance to marginalization; community as Black futurity. *Knowledge* of the Black communities in the IE. *Knowledge* of how Black people create support structures within the broader IE community. *Knowledge* of Black art in the IE.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication

Assessment: Substack posts; self-reflection notes; weekly group activity; community interviews; project management; low-risk assignment grading

Goal 3. *Understand what makes communities thrive. Understanding the communities we live and work in, and engage with.*

Broad Learning Outcomes: *Knowledge* of key concepts of resiliency, adaptation, resistance. *Knowledge* of how can we might measure the success of a social movement. *Knowledge* of creative ways communities resist marginalization.

Skills: critical reading and thinking, understand patterns and trends, clear and effective written and verbal communication, digital competencies, socio-interpersonal communication; project management.

Assessment: Substack posts; self-reflection notes; weekly group activity; project management; low-risk assignment grading;

ASSIGNED COURSE ACTIVITIES

This is a course on the contemporary movement of people. As such, much of the course activities utilize newer modes of assignments and assessments. We will develop all the skills of a traditional course, such as critical thinking and clear verbal and written communication skills, but we will demonstrate and assess them in non-traditional forms. **Class lectures and any slides used during class sessions will be made digitally available to students after class meetings.**

3 Substack Blog Posts ~700-1000 words.

Substack is a blog-posting/newsletter platform. [Video](#) on how to create a Substack account and how to post on Substack. You can either make your Substack private and share with myself and the classroom, private and share with myself and the individual student assigned for peer responses, or public.

The Substack posts will be in response to a prompt based on either a video or short read and include:

- a) An informed and direct response to the prompt (maps onto Course Goals 1, 2 & 3)
- b) Should demonstrate an understanding of concepts, and ideas analyzed and discussed in the classroom (maps onto Course Goals 1, 2 & 3)
- c) Should include some visuals, like gifs or memes, charts, graphs (maps onto Course Goals 1, 2 & 3)

(Rubric provided) 200 points each

Total points available: 600

2 Peer Responses to Classmate Substack Posts ~300-500 words

Peer responses will be randomly assigned.

Peer Responses, posted on Substack, will include:

- a) A link to the original post and
- b) A reasoned response demonstrating a clear understanding of the concepts, and ideas discussed in the classroom (maps onto Course Goals 1&2)

(Rubric provided) 65 points each

Total points available: 130

Weekly group activity

Students will be assigned into small groups and will meet to discuss readings on a weekly basis. This is designed to foster a classroom community, solidarity amongst students and group learning competencies.

Participation: 120 points total

Post meeting, each student will write a short individual reflection on the reading assignments. 100-150 words. Posted on Substack. (maps onto Course Goals 1&2)

150 points [25 points each (6 posts)]

Groups will present the highlights of the readings. Presentations will be at beginning of class. They will be 15 minutes long. Each group will present **once** during the semester. A rubric will be provided. (maps onto Course Goals 1&2)

100 points for each.

Total points available: 370

Meeting the Community Project

This is your **Final Project** and will be done together as a class.

This practicum portion of the class involves meeting and presenting our IE Black communities. We will create a website that highlights various aspects of Black IE community. Together, we will create a list of tasks and assign groups of 2-4 students to each task. This will include creating the website visuals, writing up the content, interviewing community members, highlighting the community in new and interesting ways.

Launch the project on the digital platform.

You are required to provide 3 written updates of your tasks throughout the quarter. These updates are designed to be inclusive, combine project management and low risk assessment mechanisms to allow you to provide your best work.

Write-Up 1. 1-2 paragraph explaining your task and how you intend to pursue and complete it. You will receive feedback. 100 points (low risk grading)

Write up 2. 1 page incorporating feedback received from you first write up and discusses any updates. You will receive feedback. 200 points (low risk grading)

Write up 3. 2-3 pages of where you stand with your assigned task. You will receive feedback. 300 points (low risk grading)

Final Launch of Website. 300 points

Total points available: 900

GRADING

Total Available Points = 2000

A = 1750-2000

B+ = 1665-1749

B = 1664

B- = 1580-1664

C+ = 1480 – 1579

C = 1479

C- = 1380-1478

D = 1000-1379

Course Materials

*** PDFs of all articles and book sections assigned will be provided**

We will only use sections of the following books:

Seeking El Dorado: African Americans in California (De Graaf, Mulroy, Taylor 2001)
Black Origins in the Inland Empire (Skinner 1983)
The Quest for Environmental Justice (Bullard 2005)
Unequal Protection: Environmental Justice and Communities of Color (Bullard 1994)
Segregation by Design (Trounstein 2018)
A Terrible Thing to Waste (Washington 2019)
Toxic Communities (Taylor 2014)
Smogtown: The Lung Burning History of Air Pollution in Los Angeles (Jacobs and Kelly 2008)

Articles

Bigger Than a Hamburger (Baker 1960)
Environmental Racism (Taylor 2018)
Prefigurative self-governance and self organization: the influence of antiauthoritarian (pro)feminist, radical queer and antiracist networks in Quebec (Breton et al. 2011)
Air Pollution in the Inland Empire (Roach 2020)
Migrants From L.A. Flow to Affordable Suburbs Such as Inland Empire (Texeira 2001)
Blaxit: An Exodus in Los Angeles (Spencer 2019)
Environment and Morality Confronting Environmental Racism in the United States (Bullard 2004)
Environmental Justice in the 21st Century: Race Still Matters (Bullard 2018)
Making the environmental justice grade: The relative burden of air pollution exposure in the United States (Miranda, Edwards, Keating, and Paul 2011)
African American Resiliency: Examining Racial Socialization and Social Support as Protective Factors (Danice L. Brown 2008)

Websites

Inside the Lines
(<https://storymaps.arcgis.com/stories/c876878db8c647ec85b9ccb9ff5debca>)
New Data Collection Available: COVID-19 Health, Racial, and Economic Equity
(<https://www.esri.com/arcgis-blog/products/arcgis-living-atlas/health/new-data-collection-available-covid-19-health-racial-and-economic-equity/>)
Environmental Health and Justice in Southern California
(<https://storymaps.arcgis.com/stories/db8edd37c79d4f49803c208e3a1c96d2>)

Course Schedule

Week 1

Introductions
Black Origins in the Inland Empire (Skinner 1983; Foreward and Chapter 1)
Migrants From L.A. Flow to Affordable Suburbs Such as Inland Empire (Texeira 2001)
Blaxit: An Exodus in Los Angeles (Spencer 2019)

Week 2

Black Origins in the Inland Empire (Skinner 1983; Chapter 3 and 4)
Toxic Communities (Taylor 2014; Introduction and Chapter 2)
Due: Final Project Write-Up 1

Week 3

Environmental Racism (Taylor 2018)
Environmental Justice in the 21st Century: Race Still Matters (Bullard 2018)
Introduction and Environmental Justice in the Twenty-first Century in The Quest for Environmental Justice (Bullard 2005)
Due: Substack 1

Week 4

Segregation by Design (Trounstein 2018; Introduction and Chapter 2)
Harvests of Gold: African American Boosterism, Agriculture, and Investments in Allensworth and Little Liberia in Seeking El Dorado: African Americans in California (De Graaf, Mulroy, Taylor 2001)
Black Fire: "Riot" and "Revolt" in Los Angeles in Seeking El Dorado: African Americans in California (De Graaf, Mulroy, Taylor 2001)
Due: Final Project Write-Up 2

Week 5

Bigger Than a Hamburger (Baker 1960)
Prefigurative self-governance and self organization: the influence of antiauthoritarian (pro)feminist, radical queer and antiracist networks in Quebec (Breton et al. 2011)
African Americana Suburbanization in California
Due: Substack 2

Week 6

Segregation by Design (Trounstein 2018; Chapter 3 and 7)
Air Pollution in the Inland Empire (Roach 2020)
African American Resiliency: Examining Racial Socialization and Social Support as Protective Factors (Danice L. Brown 2008)
Due: Final Project Write-Up 3

Week 7

Making the environmental justice grade: The relative burden of air pollution exposure in the United States (Miranda, Edwards, Keating, and Paul 2011)

The Evolution of Black Music in Los Angeles in Seeking El Dorado: African Americans in California (De Graaf, Mulroy, Taylor 2001)

Week 8

A Terrible Thing to Waste (Washington 2019; Introduction and Chapter 2)

Smogtown: The Lung Burning History of Air Pollution in Los Angeles (Jacobs and Kelly 2008; Chapter 1, 8, 13)

Due: Final Project Write-Up 4

Week 9

A Terrible Thing to Waste (Washington 2019; Chapter 3 and 7)

Environmental Inequity in Metropolitan Los Angeles in The Quest for Environmental Justice (Bullard 2005)

Women Warriors of Color on the Front Line in The Quest for Environmental Justice (Bullard 2005)

Due: Substack 3

Week 10

Racializing Blight in Toxic Communities (Taylor 2014)

Unequal Protection: Environmental Justice and Communities of Color (Bullard 1994)

Exam Time: **Due: Final Presentation of *Meeting the Community Project***

Anthropological Methods ANG 165 G: Activist Research
Fall 2019
T/TH 9:30-10:50 AM, Gordon Watkins Hall 1117
Dr. João H. Costa Vargas
joao.vargas@ucr.edu
Office hours by appointment

Course description

Focusing on the theory, politics, and methods of activist research, this course introduces students to an emerging field of knowledge and practical intervention. While Anthropology is centrally implicated in this emerging field, activist research draws from and is applicable to the social sciences, humanities, and the arts. As well, activist research is an effective collaborative tool with which communities experiencing injustice and distress attempt to conceptualize and overcome their challenges.

The main contention informing the readings and the student-led ethnography is that, vis-à-vis traditional and “objective” approaches, activist research gains in rigor, depth, and accountability precisely because it is developed in collaboration with, rather than independently of, groups of people who are attempting to improve their social conditions.

Developing a quarter-long hands-on ethnographic research project, students will, in groups, explore the composition, routine, complexities, and goals and challenges of a community organization of their choosing. The organization can be a campus or an off-campus collective. It is recommended that the organization you select engages in social justice efforts. Possible issues addressed by the organizations include but are not restricted to the following: education, justice, housing, nutrition, health care, environment, and the arts.

It is critical that the name of the organization and the people you work with during the quarter remain anonymous. Readings and discussions in class will provide instructions on how to render fieldwork information unidentifiable. In no circumstance should the material collected in your research be used for any purpose outside of our class.

Rules and expectations

Every class meeting will require active participation from individuals and groups. Your participation grade will depend on how well you demonstrate engagement with the readings and the class discussions. Your interventions must draw from your fieldwork and the readings.

You will conduct ethnographic research with your group. With your group, you will determine what organization to study, and how you are going to approach the persons who are part of the organization. Make sure all in your group are involved, and agree about the research approach and how the labor is divided. *Your fieldnotes need to indicate how each person of your group contributed to collecting the information and writing the fieldnotes.* It is your responsibility to alert me about issues in your group that hinder the work.

I encourage you to study, conduct fieldwork, write your fieldnotes, and complete the quizzes with the persons of your group.

Each group is responsible for uploading fieldnotes when they are due.

Make sure to submit your individual responses for the quizzes.

Late assignments will not be accepted. Plan ahead, work collectively!

Course Dynamics

This course requires consistent participation based on engaged reading, contribution to class discussions, and careful collaboration and attention to weekly field work and submission of fieldnotes.

Students will be randomly assigned to a group on iLearn.

This will be the typical week:

Tuesday: Discussion of fieldwork and, time allowing, assigned readings

Thursday: Discussion of assigned readings.

Other days of the week (at least 4 hours/per week/per group): Fieldwork

Saturday: Submission of group fieldnotes; quiz on readings and class discussions

Your fieldnotes are required to strictly follow the template available on iLearn, and need to be uploaded on iLearn each week. They should never exceed 4 pages.

You will receive comments and suggestions on your fieldnotes each time you turn them in. You will be graded on the entire set of fieldnotes each group produces during the quarter, not on each separate weekly fieldnotes.

Your group presentation will account for 20% of your final grade. It must accomplish the following:

- a) Present your research questions (explain why is your research relevant);
- b) Detail your method (explain how you obtained your ethnographic information);
- c) A description of your research site and organization. What is the organization's goals (what is it striving to accomplish)? How does it go about trying to accomplish its goals, what are its concepts and strategies?
- d) Also important to consider: How is the organization set up? What is its administrative structure? Who does what? How is the work divided? What is the organization's overall mood? Is it inviting?
- e) How, where, and when did you dialogue and collaborate with your "informants"? How were you received, and why?
- f) What is your analysis of the organization and its people? For example: What keeps the organization together? Why are they, or are they not, successful? Why do they attract, or do not attract, new members? Why do members stay, or leave?
- g) What would be your recommendations for the organization's success? You can/should discuss your description and analysis with members of the organization. This discussion would be a way to put into practice activist research, or at least render the research process more dialogical and participatory.

Your final presentation should not be longer than 20 minutes; plan on leaving time for questions and answers. You will be evaluated on how well organized your presentation is; you should be creative

and dynamic. You need not be an experienced public speaker, but you need to demonstrate you are familiar with the material. Ideally, all group members present.

Your presentation should be uploaded on iLearn prior to your final class presentation

Quizzes will be based on the readings but also on the class discussions, so it's important for you to be actively involved in class discussions and take notes.

Attendance policy: 3 absences will lead to a final grade deduction of half a grade (e.g. A- to B+); the rule is cumulative. Attendance is a vital part of the course: Discussions in class provide important moments of reflection that cannot be attained otherwise.

Grading (see grading scale in Course Materials)

Quizzes: 30%

Field notes: 30%

Participation: 20%

Group presentation: 20%

Assignments and tests dates

Fieldnotes: Oct 12, Oct 19, Oct 26, Nov 2, Nov 9, Nov 16, Nov 30

Quizzes: Oct 19, Nov 2, Nov 16, Nov 30

Presentations:

Groups 1, 2, 3: Dec 3

Groups 4, 5, 6: Dec 5

Groups upload their presentations on iLearn *before they present*

Reading and course activity schedule

All readings are on iLearn; the volume *Engaging Contradictions: Theory, Politics, and Methods of Activist Research*, edited by Charles R. Hale, is an electronic source found at [Engaging Contradictions](#)

****Readings and schedule are subject to change depending on the pace and direction of the ethnographic research, and the instructor's and/or the students' interests.**

Week 0

Thursday, September 26

Introduction: course structure, expectations, assignments;

Discuss syllabus;

Familiarize yourself with groups members. Time allowing, discuss possible research sites.

Week 1

Tuesday, October 1

Groups briefly discuss initial ideas; preference of field site.

Strategize first contact: who and how to contact person at organization; how, when, and where to initiate conversation.

Visit organization; in follow up meeting, groups decide if organization is a good research site.

Questions about syllabus.

Discuss readings:

- a) Hale, "What is Activist Research?" 3p;
- b) Hale, "Introduction," *Engaging Contradictions*, pp. 1-28

Thursday, October 3

In groups: Definition of research site and research preliminary questions (why this research site? What do you expect to find?);
Discuss readings from Week 1 and, time allowing, Week 2
Follow up visit this week or weekend

Week 2

Tuesday, October 8

No class: Please use your time wisely and complete assignments below

Groups discuss fieldwork so far: difficulties, insights, possibilities

Discuss readings:

- a) "Writing Fieldnotes," 4p;
- b) Emerson, Fretz, and Shaw, "Chapter One. Fieldnotes in Ethnographic Research," and "Chapter Two. In the Field: Participating, Observing, and Jotting Notes," in *Writing Ethnographic Fieldnotes*, 23p;
- c) "Template for Fieldnotes" 2p.

Thursday, October 10

Groups bring questions and insights from Tuesday meeting: readings and fieldwork progress
Discuss readings from Tuesday and the following:

- a) Jackson, "'I am a Fieldnote': Fieldnotes as a Symbol of Professional Identity," in *Fieldnotes: The Making of Anthropology*, pp. 3-33.
- b) Sanjek, "A Vocabulary for Fieldnotes" in *Fieldnotes: The Makings of Anthropology*, pp. 92-121.

Saturday, October 12

Fieldnotes 1 (Upload on iLearn; 3-4 pages)

Week 3

Tuesday, October 15

Discuss fieldwork: each group provides a synopsis of its work: findings, difficulties, next steps; all groups comment

Discuss reading: Greenwood, "Theoretical Research, Applied Research, and Action Research: The Deinstitutionalization of Activist Research," in *Engaging Contradictions*, pp. 319-340.

Thursday, October 17

Discuss reading: Briggs, *Learning How to Ask*, pp. 1-28 (up to, but not including, "Plan of the book")

Saturday, October 19

Quiz 1, Fieldnotes 2 (iLearn)

Week 4

Tuesday, October 22

Discuss fieldwork: each group provides a synopsis of its work (7 mins. max); all groups comment
Discuss readings:

- a) Schrock, "The Methodological Imperative of Feminist Ethnography," pp. 48-60
- b) Hernández, "Multiple Mediations in Zora Neale Hurston's *Mules and Men*," pp. 351-362.

Thursday, October 24

Reading: Haraway, "Situated Knowledges," pp. 575-599

Saturday, October 26

Fieldnotes 3 (upload to iLearn)

Week 5

Tuesday, October 29

Discuss fieldwork: each group provides a synopsis of its work; other groups comment
Discuss reading: Collins, "The Social Construction of Black Feminist Thought," pp. 745-773.

Thursday, October 31

Discuss reading: Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," pp. 1241-1299.

Saturday, November 2

Quiz 2, Fieldnotes 4 (iLearn)

Week 6

Tuesday, November 5

Discuss fieldwork: each group provides a synopsis of its work; other groups comment
Discuss reading: Hames-García, "Three Dilemmas of a Queer Activist of Color," pp. 189-203.

Thursday, November 7

Discuss reading: Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" pp. 437-465.

Saturday, November 9

Fieldnotes 5 (upload to iLearn)

Week 7

Tuesday, November 12

Discuss fieldwork: each group provides a synopsis of its work; other groups comment
Discuss readings:

- a) Alves, "Outlaw/ed [Activist] Anthropology," pp. 27-32,
- b) Graeber, "Fragments of an Anarchist Anthropology," pp. 1-37

Thursday, November 14

Discuss reading: Mendez, "Globalizing Scholar Activism: Opportunities and Dilemmas through a Feminist Lens," in *Engaging Contradictions*, pp. 136-163

Saturday, November 16

Quiz 3, Fieldnotes 6 (iLearn)

Week 8

Tuesday, November 19

Discuss fieldwork: each group provides a synopsis of its work; all groups comment

Discuss readings:

Vargas, "Activist Scholarship: Limits and Possibilities in Times of Black Genocide," in *Engaging Contradictions*, pp. 164-182.

Thursday, November 21

a) Discuss reading: Sudbury, "Challenging Penal Dependency: Activist Scholars and the Antiprison Movement" pp. 17-35.

b) Nembhard, "Theorizing and Practicing Democratic Community Economics: Engaged Scholarship, Economic Justice, and the Academy," in *Engaging Contradictions*, pp. 265-295.

Week 9

Tuesday, November 26

Discuss fieldwork *and presentations*: each group provides a synopsis of its work and how it plans on presenting; all groups comment

Discuss readings:

a) Graeber, "Fragments of an Anarchist Anthropology," pp. 95-105

b) Pulido, "FAQs: Frequently (Un)Asked Questions about Being a Scholar Activist," in *Engaging Contradictions*, pp. 341-363

Thursday, November 28

No class, Thanksgiving

Saturday, November 30

Quiz 4, Fieldnotes 7 (iLearn). Fieldnotes 6 should include observations on weeks 8 and 9.

Week 10

Group presentations; groups upload their presentation on iLearn *before they present*.

Tuesday, December 3

Groups 1, 2, and 3

Thursday, December 5

Groups 4, 5, and 6

Black Study Initiative Selected Bibliography

In our proposal to create the Department of Black Study—a space of knowledge production around and through Black life—we refer to Black academics, artists, and activists as the foundation of the Black, abolitionist, queer-loving, trans-affirming learning community we envision for UCR. Included below is one of many Black-affirming practices that we engage in accordance with our core principles: citation. Citational practices are both an affirmational gesture and a political act that explicitly name the authors and curators of materials outlining the struggle towards freedom within and outside of academia. This partial bibliography is a recognition of Black people who have created a blueprint ensuring the success of the vision we see in a Department of Black Study here at UCR.

SOME KEY FIGURES

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Research Statement for the Department of Black Study (Draft)

The Department of Black Study emphasizes the verb “study” and stresses the *engaged and embodied practice* of teaching and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented. It is therefore, necessarily transdisciplinary in scope, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Multi-disciplinarity draws on knowledge from different disciplines but stays *within* and tethered to their *methodological and epistemic boundaries*. **Interdisciplinarity** analyzes, synthesizes, and harmonizes links between disciplines into a coordinated and coherent whole. Tensions between disciplines are flattened out or smoothed over as much as possible. **Trans-disciplinarity** integrates knowledge from different disciplines (typically the natural, social, and health sciences) in a humanities context and transcends their traditional boundaries, maintaining as much as possible disciplinary tensions. **Black Study** trans-disciplinarity is anchored in an **intersectional** lens, maintaining both symmetry and dissonance to seriously engage Black epistemologies, Black metaphysics, Black temporality, and Black social, cultural, and spiritual life.

The Department of Black Study is rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, Transformative Justice, and Abolition, and is a collective experimental methodology of liberation as practiced in the past, and present as well as conceived of for the future. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s *ways and theories of knowing* -- *Black epistemologies* -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Reflecting the **Trans-disciplinarity** constitution of the proposed department, and the often collaborative nature of research that will be carried out by future faculty, we imagine producing and evaluating excellence in knowledge production according to the following metrics, formats, and venues:

- a) Peer-reviewed articles in reputable and relevant journals
 - i) Given the interdisciplinary and collaborative nature of our work as scholars and practitioners, besides publishing in reputable Black Studies journals, faculty members will publish in equally valuable Anthropology, Performance Studies, Sociology, History, Political Science, Public Health, English, Ethnic Studies,

Literary Critique, and Earth and Environmental Science journals, among others. Additionally faculty, will publish in multi-, extra- and transdisciplinary journals whose audience recognizes the value of collaborative community engaged research and hybrid and innovative methodological and theoretical approaches.

- ii) Research by faculty in the proposed department will likely be carried out in various parts of the planet and in collaboration with local communities and researchers. Thus, even though we anticipate publishing primarily in English, books, research reports, grant proposals, and peer-reviewed journals may be published in Amharic, Spanish, French, and Portuguese, among others.
- iii) Centering the value of mentoring and collaboration, the proposed department will uplift work that features future students and junior colleagues as first authors in multi-authored essays. As a department we will uplift that, not appearing as first author of a multi-author essay, does not reflect a diminished role in the research leading to the publication. In addition, as much of our research involves international and multi-investigator projects, multi-author publications in our field will be seen as a sign of robust collaborations, research promise, and commitment to equity in knowledge production.

b) Creative Projects

- i) Given the transdisciplinarity of scholars and practitioners that will comprise the future department's faculty, we will value creative projects (creative writing, chapbooks, visual arts, performance pieces, museum exhibitions, documentary productions, ect.) as much as articles in peer-reviewed journals. Creative projects often take the same amount of time if not longer to produce than peer-reviewed journals.
- ii) Audio visual and photographic media and the arts have long been important to how Black Study scholars and practitioners carry out research and present it to diverse publics.
- iii) Grants supporting creative projects and research associated with those project are an important component of our discipline, and we will recognize the value that they generate not only in terms of the resources they bring (travel, equipment, facilities, events, meetings, labor), but also the added reputation they lend to the line of research and the department.
- iv) The department will value creative projects built through community collaborations that produce hybrid and innovative works that reach diverse and wide publics.

c) Peer-reviewed books and edited books

- i) We anticipate that future faculty will publish books and edited books in reputable university presses as well as in trade presses, both in the United States and abroad. As a department we will value books that target specialized audiences as well as those made for accessible to a broader public.

- ii) Given the value placed on community-engaged research, the future department will uplift autonomous/independent presses, and evaluate such publications in terms of their methodological and theoretical merits and their inclusive and expansive nature.
 - iii) The proposed department will value edited books as a form of intellectual and organizational labor that is often overlooked. Edited books can take longer to produce than single-authored books as they involve several authors, require many rounds of revision, and necessitate familiarity and engagement with a much broader theoretical and methodological palette than that of a monograph.
- d) Chapters and articles in books
 - i) The proposed department will value chapters and articles in edited peer-reviewed books as much as articles in peer-reviewed journals -- they take the same time to produce, and sometimes go through stricter and longer review processes. Such volumes also have great potential to be used in graduate seminars and therefore to be influential on future generations of scholars.
- e) Editor-reviewed scholarship, including a growing trend of prestigious online outlets that allow for timely dissemination of research and theoretical insights into current issues, will also be valued in the future department. This form of public scholarship involves feedback from editors, who are often established and respected scholars in the field, and creates a deliberate space for cutting-edge dialogue.
- f) Reports and testimony to policy-making, legislative and activist institutions, and reports developed in collaboration with community stakeholders and our research collaborators will also be valued as research labor output. Outreach and public engagement, including articles for the general public, are strongly valued in our discipline.
- g) Grant-supported research is an important component of the future department's trans-disciplinary vision; as such, we will recognize the value that it generates not only in terms of the resources it brings (travel, equipment, facilities, events, meetings, labor), but also the added reputation it lends to the line of research and the future department.
- h) Student mentoring will be a critical aspect of the department's vision of professional development among its students. Not only will we take seriously our role in preparing the next generations of researchers and engaged citizens of the world, but we will also recognize that our own research vitality depends on the dialogues and insights that emerge from the continued dialogue with our graduate students.
 - i) The same is true for postdoctoral, community and international visiting scholars. The future department sees the value in the intellectual dynamism and the plurality of experiences and perspectives such examples of mentoring bring to the department and campus.
 - ii) Likewise, the department will be committed to undergraduate education and will take an active role in mentoring, involving students in faculty research, and

preparing students for graduate education and professional positions in the community.

UC SANTA BARBARA

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

2217 Cheadle Hall
University of California
Santa Barbara CA 93106-2080
www.socialsciences.ucsb.edu

March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training

programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Charles R. Hale". The signature is fluid and cursive, with the first name "Charles" and last name "Hale" clearly distinguishable.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,



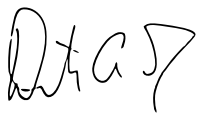
Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

March 30, 2021

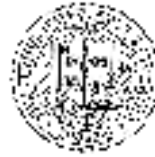
To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,



Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA



ANTHROPOLOGY DEPARTMENT
361 Social Sciences I
TEL: (831) 459-3320
FAX: (831) 459-5900

SANTA CRUZ, CALIFORNIA 95064

March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Anderson", with a long, sweeping horizontal line extending to the right.

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the ***UCR Demands to Administration - Call to Action*** that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,

and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to “**CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR's intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of *Black Study* promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

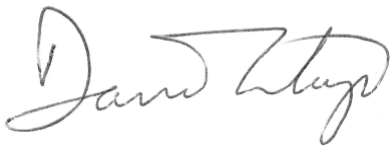
Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the

Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in cursive script, reading "David Lloyd". The signature is fluid and stylized, with the first name "David" and last name "Lloyd" clearly distinguishable.

David Lloyd

Distinguished Professor and Chair of English

March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.'s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa M. Wilcox".

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies



900 University Avenue
MRB, 1132
Riverside, CA 92521

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside's faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

A handwritten signature in blue ink, appearing to read 'Byron D. Ford'.

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

August 1, 2021

UCR Academic Senate
Elizabeth Watkins, Provost and Executive Vice Chancellor

Re: Proposal for the Department of Black Study

It is my pleasure to write with enthusiastic support for the establishment of the Department of Black Study. The development of this proposal is in response to student demand as well as campus and national strategic plans. The proposal has also garnered support across campus, students, staff, and faculty in CHASS, including the unanimous support of CHASS's Executive Committee in May 19, 2021. Importantly, it has also received unprecedented support from the broader Riverside community. I unequivocally agree with the Executive Committee and the multitude of other endorsements and encourage its support by the Academic Senate and the campus leadership.

The inspiration for the new department proposal is a combination of the highly successful UCOP sponsored Blackness Unbound Faculty Commons Group and a necessary reckoning of social and institutional antiblackness. The proposal was developed through an inclusive process initiated by the Black Studies Initiative which included over a year of engaging and listening to students, staff, and faculty. It should also be noted, that UCOP continues to support the initiation of this new department as evidenced by UCOP's Advancing Faculty Diversity Program award of \$500,000. This award will support the hiring of four new faculty who would share joint appointments and individual appointments in the Department of Black Study.

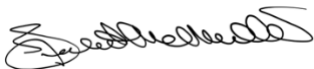
The completed proposal is well developed and provides a strong curriculum from which our students would benefit. As the authors of the proposal note, Black Study, is not a noun but rather a verb that reveals the inclusive, collective, relational, and inter/trans disciplinary research and educational pedagogies. The proposal builds on CHASS's existing strengths in Black, African, and African American Studies through coursework in departments such as Ethnic Studies, History, Political Science, Anthropology, and English. The proposal development committee is also in conversation with Engineering and other STEM fields. These collaborations will continue to foster transdisciplinary research and potentially increase the number of diverse students in the STEM fields. To extend the opportunities for collaboration the committee is also developing new courses that embody the innovative vision of Black Study. The proposal and its FAQs sheet addresses many of the questions regarding its enhancement of existing departments and why this is the time to initiate the Department of Black Study.

I'd like to briefly address the budgetary impact question. The Department of Black Study would be a grounding department in a new administrative unit that would increase enrollment and bring in extramural research funds through collaborations in the Humanities and STEM fields. In anticipation of this proposal, CHASS Dean's Office has developed a plan to reorganize our administrative units. We have calculated that a new administrative unit would cost approximately \$200,000 per year (FAO, Financial Analyst, and Student Support Staff). Note, that in any condition, CHASS would have to create this new unit in the next year or two to address severe understaffing. Our plan is that the Departments of Black Study, Environment,

Sustainability, and Health Equity, Ethnic Studies, and newly extramurally funded research centers would be served by the new administrative unit. Another question with regards to budget is the impact of having faculty with split departmental appointments in CHASS. The design of the Department of Black Study with one perhaps two full time faculty and several split appointment faculty is a successful model that we have seen before, specifically in 2012 with the School of Public Policy. The combination of new courses and cross-listed courses will ensure the integrity of the new department's curriculum and continued support for existing departments. In the short term, existing departments might request an additional lecturer if more than two faculty move 50% of their appointment. Given the proposed curriculum, approximately five lecturers may be required in existing departments which would cost approximately \$50,000 per year. In the long term, new hires will occur in departments where faculty have transferred from as well as in the Department in Black Study. As noted above, UCOP has already supported the hiring of new faculty and split appointment faculty for the new departments. Importantly, Department of Black Study will be highly attractive to UCOP President's Postdoctoral Fellows (PPFP). With the hiring incentive of five years of salary coverage and CHASS's intentional recruitment of PPFP will only strengthen our ability to support our existing and new departments. The new Black Study department, with its anticipated increased enrollments and potential for extramural funding, more than justifies the expense of creating a new unit and split faculty appointments for the first few years and in the long term.

The proposal is innovative in its ability to bring together existing and new strengths into a cohesive departmental plan that centers the active learning and research that reaches across boundaries and provides the knowledge, critical thinking, and collaborative practices that faculty, staff, and students, particularly Black faculty, staff, and students need to be innovators of a society that refuses antiblackness. We are uniquely poised to make UCR a leader in the area of Black Study. Waiting until there are "better times" would only serve to lose the momentum and disenfranchise faculty who are motivated and inspired to meet the needs of our students, communities, and the broader society. I enthusiastically support the creation of a Department of Black Study. It is time for CHASS and campus to clearly demonstrate our innovation and relevance to larger societal concerns not only through the work of individual researchers, but also through the infrastructure of departments that can foster that innovation particularly for Black students, staff, and faculty.

On behalf of the College, thank you for your consideration of this exceptional and timely proposal.



Juliet McMullin, PhD
Interim Dean, College of Humanities, Arts, and Social Sciences
Professor, Department of Anthropology
Co-Director Center for Health Disparities Research

October 24, 2020

Dear Chancellor Wilcox and Interim Dean McMullin,

We are members of the Performing Difference Faculty Commons group who embody and study minoritized difference from performances on stage and screen to performances of everyday life. Founded in 2018, our working group fosters research and relationships across campus so as to sustain and retain our community of scholars and artists.

We write to be in solidarity with the Blackness Unbound Faculty Commons group and to echo their statement dated June 5, 2020: “We call upon the university to invest in the bodily safety, psychic integrity, and empowered futurity of black students through immediate and actionable policy changes.” We urge campus leadership to divest from policing, given the documented harm of these state- and university-authorized violence workers. To create a safer environment, the campus must redirect funding to support Black students, staff, and faculty directly. Finally, we affirm the need for formalizing Black Studies at UC Riverside, and we appreciate Dean McMullin’s dedication to this effort.

Changing campus cops’ costumes is not enough. Creating a campus task force with no experts in police violence is not enough. Liberation requires real transformation.

In solidarity,
Members of Performing Difference

Donatella Galella, Associate Professor, Theatre, Film, and Digital Production
Crystal Baik, Associate Professor, Gender and Sexuality Studies
María Regina Firmino-Castillo, Assistant Professor, Dance
Kimberly Guerrero, Assistant Professor, Theatre, Film, and Digital Production
Tamara Ho, Associate Professor, Gender and Sexuality Studies
Emily Hue, Assistant Professor, Ethnic Studies
Imani Kai Johnson, Assistant Professor, Dance
Anusha Kedhar, Assistant Professor, Dance
Anthea Kraut, Professor, Dance
Liz Przybylski, Assistant Professor, Music
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Setsu Shigematsu, Associate Professor, Media and Cultural Studies
Melissa M. Wilcox, Professor, Religious Studies
Deborah Wong, Professor, Music



Department of English
900 University Avenue
1220 Humanities & Social
Sciences
Riverside, CA 92521

October 13, 2021

Dear Dean Williams and Academic Senate,

I write to express the enthusiastic support of the Department of English for the proposed formation of a Department of Black Study at UC Riverside. We anticipate that this proposed new program will offer important opportunities for collaboration that will enrich our existing programs in English, and that it will enhance the intellectual experience of students across CHASS. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study will enable us to extend this work across cross-disciplinary collaborations and will augment the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

The proposal for this initiative eloquently demonstrates why such a program of study is urgently needed at this historical moment. At the same time, the proposal also explains why establishing such a program is long overdue, the culmination of decades of work and commitment that has been insufficiently recognized and sustained by administrative structures and budgeting priorities. Our campus prides itself on serving a diverse and under-represented student body, and our institutional shortcomings in relation to Black students and faculty are starkly revealed by the distressing statistics in the proposal that document failed efforts to recruit and retain Black faculty and sustain a thriving Black student population. The English Department regularly recruits graduate students working across diverse fields of enquiry related to Black epistemologies, speculative aesthetics, archives and performances studies, and literary modes, and our efforts to build in this essential area of study have been hampered by the loss of two faculty specializing in Black culture, who separated after failed retention efforts. Thus, the proposed program in Black Study will not only offer us opportunities to form new collaborations with colleagues across disciplines, but it will enhance our own efforts to research and teach issues of racial formation from the early modern period to the present.

Establishing this program in Black Study will also demonstrate the University's commitment to the larger public good and its responsiveness to contemporary social movements that are demanding concrete action to redress the systemic injustice of structural conditions of racism that shape American (and global) life. An effective public university has a responsibility to dedicate itself to producing knowledge that serves the needs of the wider community, and the proposed program in Black Study does not simply add another alternative to existing university curricula, but asks indispensable questions about the epistemologies and practices that guide us in our research overall, calling on us to reimagine them from the point of view of centering Black experience as we reconsider our histories, aesthetic categories, and philosophical commitments. Such knowledge is precisely what is required to produce engaged and informed citizens capable of taking leadership roles in a changing world, and what is needed to ensure that UC Riverside is positioned at the forefront of cutting-edge developments in the humanities and social sciences. It is all the more

important that we do this work on our campus because—as the proposal notes—UC Riverside enrolls the highest number of students who identify as Black/African American across the UC system.

The English Department strongly endorses this proposal not only due to these institutional and cultural contexts, but also because we see immense value in the planned curriculum and governance structure for the program. The curriculum sets a bar and embodies a model for other scholars to engage with and offers methods and theories that provide a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. Drawing on diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it envisions and creates an infrastructure for connecting students and the off-campus community; it promises to integrate the content of Black Study with training to become teachers or lawyers or doctors and thus to reshape those fields via anti-racist praxis; and it continually emphasizes the connections between scholarship and practice in the training that it will provide its students. We concur with the proposal that this initiative to train the next generation of leaders promises to benefit the wider community in myriad ways as it contributes to the vital project of combatting anti-Blackness and inventing civil society anew.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherryl Vint'.

Sherryl Vint

Professor and Chair



Department of Creative
Writing
900 University Avenue
Riverside CA 92521
(951) 827-5424

October 14, 2021

Dear Colleagues,

I write to express the Creative Writing Department's support for the creation of a Department of Black Study at the University of California, Riverside. As chair of this department, I am honored to add our voices to the chorus celebrating and endorsing the proposed department's stated aim to "seek dialogue across and beyond institutional boundaries, pursue collaborations and bridges rather than division; embrace cross pollination instead of isolation and exclusivity; engender synthesis instead of antithesis." This comprehensive approach to scholarship that foregrounds the embodiment of Black intellectual traditions, and to furthering our campus's—and the country's—antiracist goals, is welcome and exciting and long overdue, not just when considering the recent nationwide Black Lives Matter movement, but also when considering the country's centuries-long practice of racially motivated violence and discrimination, both overt and covert, explicit and implicit.

We in the Creative Writing Department at UCR look forward to the swift formation of a Department of Black Study, as we are eager to collaborate with and support it as soon as possible. Given its thoroughly and persuasively formulated pre-proposal and FAQ, we believe that it will strengthen and broaden the academic environment of our campus, giving students, faculty and others the opportunity to learn and effect meaningful change here and in the communities of which we are a part.

Sincerely Yours,

Josh Emmons
Chair, Creative Writing Department

August 26, 2021

Dear Black Study Advisory Committee:

I am writing a letter in support of the establishment of a department of Black Study at UC Riverside for several reasons. 1) It is time to revisit the Ethnic Studies Department structure; 2) It is important to create a stand-alone space for Black faculty, staff and students within UCR, and 3) It is important to bring together interdisciplinary Black faculty across the university to make sure that the university and community will benefit from the research, curriculum and scholarly engagements already being carried out in various parts of the university.

I remember reading about the demise of the Black Studies program back in 1985 or so. It was a pattern that was seen all over the United States. In the 1980s, 1990s and into the 21st centuries, ethnic studies programs and departments have been underfunded and marginalized. Started initially as the academic answer to political social justice movements, there was never a centering of Black epistemologies, for example in the academy. This is an opportunity for a transformative department that speaks to the 21st century needs of Black students, faculty and staff along with community members.

Second, this department could provide a stabilizing space, for the deepening of existing Black epistemic ideas and practices as well as the creation of new global ones. Given the deep history of racism in the African diaspora, it is important that there is an institutional Center from which both evolving academic and policy work can be created and disseminated.

Third, it is critical that time and energy will be spent bringing together Black and other faculty to plan together how an interdisciplinary Black Study curriculum can build synergies with other existing and proposed Africana programs. For example, as an anthropologist, our faculty have committed to supporting an African Diaspora option for undergraduate and graduate students in our department. In addition, there is a work group of faculty who have been working on an African Studies program. Those faculty should be invited at this stage to decide how they may want to be involved moving forward. I am excited about the possibility of cross listing courses with this new department; and perhaps developing new ones with other partners.

Please feel free to involve me as chair of the curriculum Committee of the Anthropology Department in any way that you see fit.

Best,

Yolanda T. Moses

Yolanda T. Moses
Professor of Anthropology
Former Associate Vice Chancellor
Diversity and Inclusion





Department of Art
900 University Avenue
Arts Building 232
Riverside, CA 92521

October 13, 2021

To Whom It May Concern:

Please accept this letter as my personal support for the formation of a Department of Black Studies at UCR. Our country's history has a particular and foundational relationship to race, and specifically to the history of Black people. Our systems of governance, economics, education, and culture are all intrinsically tied to this historical context, and so it is an educational benefit - and perhaps imperative - to offer a Department of Black Studies dedicated to exploring and expanding those intrinsic ties. Writers like Ta-Nehisi Coates, Michelle Alexander, and Isabel Wilkerson have given recent voice to just how wide-reaching the tenets of Black Studies are. A comprehensive and contemporary education around economics, or performing arts, or history, or political science in the U.S. demands a dexterity around these tenets.

We are moving toward a more common cultural literacy around critical race theory, and as our students come to campus better prepared to study concepts of culture and identity through this very lens, it is our responsibility as an institution to provide thinkers and researchers engaged with disciplines in Black Studies. The Department of Black Studies will provide dedicated professors and course work which will benefit students across many disciplines, and bring a potential for cultural community experiences like visiting lectures or performances. While splintering the Department of Ethnic Studies poses its own long-term institutional questions about who gets represented and how, one might consider the nurturing of the Department of Black Studies as a possibility model, a pilot for what this sort of specialized discipline might look like within the system in this new decade. Perhaps it will be instructive for other such departments in the future.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jim Isermann".

Professor Jim Isermann
Art Department

UCI School of Social Sciences

Department of Anthropology

3151 Social Science Plaza
Irvine, CA 92697-5100
(949) 824-1207
<https://www.anthropology.uci.edu>

October 5, 2021

Dear Colleagues,

It is a pleasure to write in support of the Department of Black Study at the University of California, Riverside. UC Riverside is the ideal home for the Department of Black Study as the purposefully broad scope of the department encapsulates the main tenants of a world class research university such at UCR. Further, given the global political, social, and economic dynamics of Southern California (and Riverside County in particular), there is a natural coalescence of intellectual and strategic goals between the Department of Black Study and that of UC Riverside as an institutional leader within the region. Perhaps more so than any University of California campus, UC Riverside is a prime location to house and develop such an important and vital undertaking. Over the past 30 years, Riverside County and the surrounding communities including San Bernardino County have become home to a diverse Black population who have family, political and community ties ranging from West Africa to South and Central America to the US South. This relatively recent development is complimented by the strong scholarly record of current UC Riverside faculty who have been at the forefront of pushing the theoretical and methodological paradigmatic boundaries of Black Studies. Such a coupling provides for a strong foundation for the Department of Black Study and without a doubt the department will be one of the preeminent sites of Black Study in the world. Please take this letter as my unconditional support for the Department of Black Study and I look forward to engaging with colleagues within the new space in the near future.

Sincerely,



Damien M. Sojoyner
Associate Professor
Department of Anthropology
University of California, Irvine



To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR's students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently [established a minor in Black Studies](#) and [major in Black Diaspora and African American Studies](#) respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)



OFFICE OF THE VICE PROVOST -
ACADEMIC PERSONNEL AND PROGRAMS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 11th Floor
Oakland, California 94607-5200

July 21, 2021

To: João Costa Vargas, Professor of Anthropology and Chair of the Black Studies Initiative, UC Riverside

From: Susan Carlson, Vice Provost for Academic Personnel and Programs

Subject: Advancing Faculty Diversity, Recruitment, 2021-22 and 2022-23

I am very pleased to inform you that your proposal, “Advancing Faculty Diversity and Epistemologies in Black Study, Health & Environmental Inequities,” has been selected for an award of \$496,570. Thank you for your very innovative proposal and clear commitment to increasing the excellence and diversity of the faculty at UC Riverside. Thank you for the additional materials that outline the strong support from Provost Watkins, Interim Dean McMullin, and Dean Designate Williams, in particular their confirmation of the funding for four faculty lines. The proposal review committee believes you are poised to use the funds in a way that will demonstrate clear results over the next two academic years, building on the successful interventions from the first five years of the systemwide Advancing Faculty Diversity (AFD) program.

As you know, the stakes are high for the funded projects, as these targeted expenditures will help UC demonstrate effective ways in which funding can increase the diversity of the faculty and enrich our teaching, research, and service missions. As a funded unit, you will partner with other funded programs, and the systemwide advisory group, to share lessons learned and to form an engaged community of practice dedicated to building inclusive and equitable departments throughout the university. To facilitate this dialogue, we have designed several grant-related activities, including individual and multi-project calls with UCOP staff and the Advancing Faculty Diversity advisory group, and in-person convenings, the first of which will take place in fall 2021.

As a reminder, as a condition of accepting this award your campus is required to continue participation in the Search Committee Chair Survey in UC Recruit.

Please note that your allocation of funds for the two-year award must be expended or committed by June 30, 2023. Please also note that all project activities must be Proposition 209 compliant.

Additionally, there are reporting requirements attached to this award. We request that you provide us six-month budget updates for the duration of the project. A budget template for these updates will be sent in a separate email. Below is a rough outline of the deadlines for budget reporting.

July 21, 2021

Page 2

- Year 1, Mid-year report: End of January 2022
- Year 1, End-of-year report: Mid-late July 2022 (this includes a project update)
- Year 2, Mid-year report: End of January 2023
- Year 2, Final report: Mid-late July 2023

Please confirm the name and contact information of the primary contact we can get in touch with regarding your project budget. This is the individual we will work with to coordinate the funding allocation details and project reporting details. We will send you a reminder one month prior to the deadline for submitting these updates.

There will be quarterly check-in calls scheduled with UCOP to discuss your project's status. In advance of the call, we will request a brief project update that will respond to the following questions:

- What progress has been made on your project?
- What challenges have you faced in making progress?
- How can UCOP or others be of assistance moving forward?
- What modifications need to be made to the project scope or goals, if any?

The summary submitted in advance of each call will help us build the agenda to support you with your project.

Director Patricia Osorio-O'Dea will be coordinating budget details associated with the award. She can be reached at Patricia.Osorio-Odea@ucop.edu. She will serve as the point of contact for all other questions regarding your grant award.

I will be in contact with you soon, to set up a meeting with you and your colleagues to give you specific feedback on your proposal and to work through next steps in the process.

Congratulations on your award.

cc: President Drake
Chancellor Wilcox
Provost and Executive Vice President Brown
Provost and Executive Vice Chancellor Watkins
Vice President and Vice Provost Gullatt
Vice Chancellor Lam
Vice Provost Jeske
Associate Vice Provost Halimah
Associate Vice Provost Lee
Director Osorio-O'Dea

Black Study and UCR Teacher Education Program Pathway 2021-2022

Required To Meet with TEP Advisor Prior to Taking Courses: [Alex Arriaga](#), [Frances Valdovinos](#), [Lina H Canawati \(TEPAdvisors\)](#)

Complete All Courses to Help in TEP Matriculation: *Required Courses for Preliminary Credential*

- Take Health Education Principles of Healthful Living: EDUC 044
- Take **ONE** US Constitution Course: PolySci 10 or History 017A or HISA 110B

Suggested Courses to Complete:

- EDUC 147
- EDUC 132
- EDUC 162

Complete These Exams and Clearance Forms Prior to Applying to TEP

- CSETS [Based on Authorization Area there will be different exams, consult TEP advisor]
- CBEST or SAT/ACT/AP scores
- Certification of Clearance

Required TEP Credential Lower Division Courses	Suggested Not Required TEP Upper Division Courses (Take only 3)	Important Credential Information
<p>EDUC 044: Health Education Principles of Healthful Living (required for Preliminary Credential)</p> <p><u>ONE</u> US Constitution Course: (for Preliminary Cred Requirements): Poli Sci 10 History 017A HISA 110B</p>	<p>These courses below will help reduce the number of courses in TEP (3 can be recognized by TEP, suggested courses not required*):</p> <p>*EDUC 132 Exceptional Child</p> <p>*EDUC 147: Education in a Diverse Society;</p> <p>*EDUC 162 Learning Theory & Psychology in Education - for credential only students</p> <p>EDUC 178 Reading & Writing in the Content Area (Single Subject)</p> <p>EDUC 171 Reading & Writing in the Content Area (Multiple Subjects)</p> <p>EDUC 179A Language Development in a content area</p>	<p>Credential courses are required for each authorization area: MS, SS, EDSPEC</p> <p>TEP can recognize up to 3 -100 level courses but will not count toward M.Ed unless they take it concurrently.</p> <p>Credential courses are mapped to California Teacher Credential requirements.</p>

** UCR undergraduates majoring in Black Study who follow the pathway above will better prepare them to apply and matriculate into the GSOE TEP program. UCR undergraduates will need to apply to the GSOE TEP program through the regular application process during their senior year.*

VII.SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a [petition](#) calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR [Undergraduate Students](#); UCR [Staff](#); UCR [Graduate Student](#); UCR [Faculty](#); UCR [Alumni](#); [Prospective UCR students](#); community members who are [colleagues at other institutions](#) of higher learning; [community members](#) not affiliated with a college; and [other signatories](#) who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of [organizations](#) that signed the petition in support of a Department of Black Study.

UCR Undergraduates

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
MATTHEW SANDERS	
Christopher Valdez	
orlando pareja	
Kamillah Pollard	
Marivel Palone	University of California, Riverside
Jessica Madrigal	Gender and Sexuality Studies/ NA
Roye Ben-Menahem	

Jordan Smith	
Rohan Subramanian	
Rossandra Martinez	
Alicia Larson	
Brendan Rooks	
Felisa Vasquez Gonzalez	PODER member
Sean Nguyen	
Sadiejean Bolton	
Jaquelinne Rodriguez	UCR
Precious Fasakin	UC Riverside
Jaden De La Cruz	
Jazmin Garcia	Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.
Stephanie Gutierrez	
Fernanda Mendoza	

Manasi Soni	
Aqsa Hussain	
Jorge Rodriguez	TFDP student
Xochilt Salgado	
Eddie Ortega	The Ukulele Club at UCR
Angeles Rivera	Institution
Bianca Verdin	National Residence Hall Honorary
Greg Sanchez	
Lizbeth Marquez Torres	ASUCR CHASS Senator
Queenie Nguyen	
Cynthia Vega	
Sean Lopez	
Rebecca Paplanus	
Prashansa Agrawal	Independent scholars
Corissa Redmond	

Jacey Milliner	
Dalia Canseco	
Samantha Canales	
Bibiana Canales	
Viviana Martinez	
Brooke Bunte	Education minor
Breann Barrera	UCR undergraduate
Darian Jackson	
Yulissa Navarro	
Amanda N Ferry	
Steven Sanchez	
Nayeli Martinez	sophomore, GSOE
Lena Fatimi	
Camille Nguyen	

Carmen Blyden	
Christina Jogn	
Fernanda Herrera	
Daisy Anderson	
Amina swallow	
Stephanie kiluba	
Elizabeth n/a Garmendez	
Kalayah Wilson	
Bertha Ashley Olmedo	UC Riverside
Maribel Gonzalez	
Nohely Gomez Arroyo	Institution/Dept.
Xaire Patrick	
Alexis Vergara	Department of Dance
Rebecca Gomez	

Caitlin Rivenbark	
Justin Cheng	Student Worker - RA in PoliSci
Betty Duong	
Melanie Grigorian	
Alexander Ramirez	
Sabrina Peralta	Student
Rita Tesfai	Department of Anthropology
Daniel Aldrin Rubiano	
Kaily Russell	
Alejandro Meza Aguilar	
Erick Gonzalez	
Ashlee Stamp	
Blanca Estela Alba	
Vanessa Hernandez	
Rasneek Singh	Gamma Phi Beta Sorority

Cristian Torres	
Alexis Anaya	Student
Ryan Schlott	University Honors
Vincent Rasso	Vice President of External Affairs, Associated Students of UCR
Layvin Manghane	
Emeliy Garcia	
vanessa viveros	
Sarah Jiang	
Cayla Newnan	Media and Cultural Studies
sydney perez	
Vikki Roberts	I was a Black Studies major 1969-73
Matthew Lutz	
Ashley Taylor	ASUCR Chief of Staff
Amina Hearn	
Madeleine Bunting	Public Policy
Maeve-Darby Domond	

Kiana Wong	
Brenna Moran	
Yanessa Hernandez	
Farrah Muhyieddeen	Institution
Agustin Perez	
Alysson Distor	
Kevin Rivas	QTPOC
Brianna Rivera	
Andrea Gonzalez	CNAS, Neuroscience Department
Julia Sarcia	
Jaqueline Delgado	
Tony Merino	
Disha Patel	
Angélica Ballesteros	

Monica Diaz	Sociology major
Alexys Guzman	
Rogelio herrera	puente
Andrea Terrones	CHASS major, ASUCR External
Giovanny Cordova	
Mariafernanda Arroyo	
Jessica Hernandez	
Carlos Josef Flores	
linda cardona	
Taylor Yamaguchi	
Josiah Davis	
Karen Rojas	
Karen Rojas	La Familia
Jasmine Rashidi	

Roberto Uribe	
Jessica De León Topete	Student
Samantha Mejia	
Abigail Rivera	BCOE
Tania Gonzalez	
Erica Heggen	
Allyson Romano Rapada	UCR
Nirvana Pacheco	
Alexis Meza	Hermanos Unidos de UCR
Wendy Guzman	
Yurema Arvizu	
Helen Munguia	
Sam Avalos	
Hannah Abad	

Abel Vargas	
Sandra ayllon	
Fiona Geary	Undergraduate Political Science: Law and Society major
Michael Risher	UCR
layla jones-pacheco	
Elysha Castillo	ASUCR,UCSA,BSU,CASA,SASI,CSU,LTA
Stella Aurelia	
Selom Gbewonyo	
Sergio Altamirano Jr	Student
Adelaide Apostol	CHASS, Political Science Department
Laura Carreon-Alonso	
Leslie Moreno	
Shamarri Coleman	
Orlando Cabalo	Associated Students of UCR
Michael Martinez	School of Business
Gagan Mannur	

Katherine Callejas	
Victoria Alvarado	
Maya Currie	
Jatara Newell	Dance
Samantha Popper	Student
Tempest Won	
Alana Pitman	
Nicole Wolman	
Chisom Nzerem	
Carlos Alarcon	PODER at UCR
Stacy Lopez	CHASS
Lauren Francisco	
Neida Barco	
Esteban Arellano	PODER at UCR
Jacqueline Aguilar	GSOE

Rocio Hernandez	
Ahja Henry	
Jalen Santiago	
Kimberly Aguilar	Political Science department
Fiona Yuen	
Élan Klein	
Rayshuna Thomas	
Yaritza Plata	
Diane Li	
Darwin Chavez	Chass
Kelly Garcia	
Ricardo Gonzalez	CHASS - Political Science
Christopher Diaz	Student
Antonio Torres-Moreno	
Sabrina Aguilera	UC Riverside

Winnie Hoang	
Zobia Qazi	ASUCR, Global Brigades, Academic Resource Center, UCR SOM pipeline Programs, University Honors,
Valeria Ponce	UCR
BB Conteh	
angelica sze	
Kendrick Davis	National Society of Black Engineers (NSBE), UCR, Bioengineering
Khadijeh Sudqi	
Edith Gonzalez	
Ian Pitman	CNAS
Andrew Ortega	Independent scholar
Vianey Holguin	
Diego Jacuinde	CHASS, Psychology
Leah Duque	
Sydney Hizon	
Deidre Lynn Reyes	

Sara Khoe	Pre-Veterinary club at UCR
Lizbeth Horta	CHASS
minh le	
Serena Senko	BCOE
Keisha Forsythe	Sustainability Studies
Victoria O.	
Alaast Kamalabadi	Department of Art History
Paula Nuguid	
Natalia Chavez	
MATTHEW SANDERS	
Andrew Ha	
Joshua Lopez	
Zachary Amador	California Alliance for Minority Participation (CAMP)
Emmalee Brooks	
Gisele M Njoh Njoh	
Viviane Silva	UENF

Lúcia Maria Ribeiro de Lima	No onde.
Rebeka Lima Cavalcante	Pós graduação de direito de FDRP/USP
Chloe Reid	
Aidan Davids	Ucr English major
Nika Chegeni	Iranian Student Association
Gina Huynh	
Cesar Landa	
Jillian Jones	
Jenna Nguo	CHASS - psychology
Breanna Rondilone	
Ismael Gonzalez	KUCR
Jessica Espinoza	Student of Institution
Ren David	
Hannarei Kinsey	
Mikayla Campbell	
P Reilly	

Maryam Azizadah	
Nancy Bonilla Mejia	CNAS undergrad
Julia Martinez	
Raelin Martin	student
Vihaan Madahar	
Karla Raiz-Anaya	
Samia Alkam	Middle Eastern Student Center
Damaris Sotelo	
Pamela Juarez	
Yasser Harmoush	MESC
Samantha Basurto	
Parvin Lester	
Helen Bales	
Summaya Khugyani	Students for Justice in Palestine, MESC
Summaya Khugyani	MESC and SJP

Ananya Verma	
Ulises Fuentes-Grijalba	
Micahrae Osteria	
Hannah Benson	
Juhaina Habeebulla	
Liam Carrasco	
Gabby Monique Fernandez	
nadia williams	Dance Department
G. Puneda	President of Planned Parenthood Generation Action
Andrea Ramos Castro	
Lauryn Dingle	
Jesus Garcia-Torres	
Jailene Diaz	CHASS
Jennesy Felix	

Stacy Chow	
Linda Sanchez	
Veronica Sanchez Gomez	
anâ sanchez	Dance Department
Josemari Mapa	
Zahian Vidal Cortes	
Gabs Urquia	
Yvonne Garcia	UCR
Marisol De Los Santos Lopez	
Isamary Topete	
Persephone Schrick	
Angel Artiga	
Tommy Thai	Psychology
Farin Lea	

Ziran Ren	
Andy Briseno	YOK Center at UCR
Brooke Bunte	
Bin Li	
Hannah Joo	909 Dance Troupe
Kim Sinh	
Claireliese Kennedy	
Raquel Arenas	
Bobbie Rose Gonzales	Political Science department
Juaquine Bravo	
Emily Taing	
Haley Campbell	Alpha Delta Pi, CALPIRG
Mimi Han	
DeAvyon Page	

Jasmine Jefferson	
Jayla Jacob	
Disha Patel	ASUCR Women's Rights and Equity Committee
Jacqueline Jimenez	
Sandra Ly	
Faith Tran	
Sarah Tran	
Elizabeth Martinez-Lopez	
Maximiliano Dzul	
Sofia Lazzaroni	
John Fajardo Herrera	
Amayrami Navarro	
Kaitylyn Hall	ASUCR
Daniela Rico	Political Science: public service Major

Israa Dahbour	
Alyssa Marchan	ASUCR
melissa drews	
Jordan Leffew	
Eladio José González Cabrera	PODER CASA CSP USP
Marriana Cortez	
zara ali	ASUCR
Susy Morales Benitez	UCR Sociology
Akanksha Sancheti	ASUCR
Javier Castañeda	
Christine Seaman	
Alexandra Giles	UCR chass undergrad
sarah khan	
Juelle Ford	
Ferny Estrada	

Leslie Rendon	
Gabrielle Zera	
Sana Mohiuddin	
Lina Bayat	
Lama Y	ASUCR
Antonio Torres-Moreno	
Stephanie Aquino	
Natalie Apostol	
Margareth Gutierrez	
Laura Kollmorgen	
Bethel Israel	
Hana Roble	Student
Jordan Edwards	National Society of Black Engineers at UCR (NSBE), Passing the Torch Peer Mentorship Program (PTPM)

Eden Broussard	
Fatima salah	
Ashleen Herrarte	
Jasmine Dhillon	
Lina Vo	Alpha Phi Omega
Gilberto Peraza-Martínez	
Naomi C. Waters	UC Student Association
Maya Batiste	African American Studies Major
Christian Delgadillo	
Daimon Spilker	University of California, Riverside
Alex Chen	
Gina Vasquez	
Nancy Lopez	
Mustafa Shams	None
Kayla Rios	

Kamaile Signo-H.	ETST 003
Shafkat Ahmed	
Jackelyn Sainz	UCR
Dhruv Vansadia	
Kayela Ruffin	
Jonathan Poreider	
Kaitlyn Jang	
Brandon Hoang	
Jade Montoya-Navarro	
Tylar Youngblood	
Afsana Aslam	CNAS
Samarth Srinivasa	
Diego Vega	
Michael Assaf	

arlette jaime	pre-business
Aun Shah	
Edidiong Etokudo	
Vianna Sanapanya	
yohance vargas	

UCR Graduate Students

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
Amanda Riggle	English PhD Student
Fernando David Márquez Duarte	University of California Riverside
Lindsay Rapport	Department of Dance
Daniel Collister	Mathematics
Andrea Stine	Mathematics Department, Graduate Student Association
Jackson Kishbaugh-Maish	Physics and Astronomy
Aaron Goodwin	Mathematics Department
Alice Lapoint	History
Somchate Wasantwisut	Chemical & Environmental Engineering Department
Ming-Feng Ho	Physics & Astronomy
Sara Grummert	GSOE, UCR

Sneha E George	Ethnic Studies
Bryan Scott	Physics & Astronomy
Justin Phan	Ethnic Studies Department, UC Riverside
Beyaja Notah	Ethnic Studies
Ramon Pineda	Ethnic Studies Department
Patrick Lawton	UCR Biophysics
Brianna Simmons	Student, Anthropology
Judit Palencia Gutierrez	Hispanic Studies
Marlene Chavez	Inland Empire Immigrant Youth Collective
Reed Miller	Anthropology
Amaretta Azevedo	Anthropology
Kelsey J Sullivan	Department of Anthropology
Ryohei Takatsuchi	Department of Anthropology
Liam Espinoza-Zemlicka	
Jonathan Extract	Anthropology
Brianna Herndon	Anthropology Department
Ryohei Takatsuchi	Student Association of Graduate Anthropologists
Johanna Najera	Anthropology
Adam Green	Physics and Astronomy
Tania Kurbessoian	AWIS UCR, Microbiology Department
Franka Rissmann	UCR
Grecia Perez	Anthropology
Minhye Joo	Political Science
Jonathan Donabo	English

Maricruz Ariana Osorio	Political Science
Fulya Felicity Turkmen	Political Science Department
Zeinab F Shuker	Sociology
Chris Guerra	
Shaafi Farooqi	UC Riverside
Roberto Rivera	University of California, Riverside
Somchate Wasantwisut	Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)
Mordechai Wellish	Department of Political Science
Sarah Virginia Hayes	UC Riverside
Levin Welch	Sociology
Jessica Gutierrez Masini	Music Department
Nichi Yes	Graduate Student Association
Gnei Soraya Zarook	Department of English, UC Riverside
Joshua Liashenko	Anthropology / Center for Health Disparities Research
Sara Bruene	
Nolan Goetzinger	University of California- Riverside
Sofia Rivas	Underground Scholars Initiative
Carlos Cruz	Underground Scholars
Nick Domich	MFA CWPA
Justen Hamilton	Sociology
Ethan Jahn	Physics Organization for Womxn and the Under-Represented (POWUR)

Anna Acha	Pre-doctoral student in the Higher Education Administration and Policy program in the Graduate School of Education
Valeria Orué	Higher Education Administration and Policy
Melissa Mallon	Department of Hispanic Studies
Jose Alvarez	Anthropology Department
Cynthia Cordova	
Timothy Hughes	Graduate School of Education
Ashley Shults	Anthropology Department
Meghan Owens	UCR GSOE
Husna Mohiuddin	
Ivana Guevara	SRC, UCR GSOE
Humberto Flores	Sociology
Katharine Stephens	UCR Department of Anthropology
Nicole Corrigan	
Jennifer Sayre	UCR
Vanessa Aguila-socho	UCR TEP
Ahtziri Hernandez	
Stephanie Martinez	GSOE Single Subject Mathematics Credential and M. Ed.
James Martin	Graduate School of Education, M.Ed. Student
Chelsea Cherry	
Heejoo Park	English

Kayla Gelinias	
Misha Choudhry	UC Riverside English
Leslie Fernandez	UCR English Department
Jade Master	UCR Mathematics Department
Gabriel Elvin	math department
Tori Porter	UCR GSOE
Aubrey Lancaster	UCR Graduate School of Education
Jacqueline Hernandez	
Crystal Lau	GSOE
Yvette Hayes	
Nathan Boklage	UCR Org Spiritual Awakening
Dayana Rivas	GSOE
Elliott Koch	Philosophy Department
Briana Savage	Higher Education Administration & Policy
Soofia Lateef	Philosophy Department
Osup Kwon	Department of Philosophy
Jonathan Alcaraz	Math Department
Anthony Muljat	Department of Mathematics
Daniel Green	University of California - Riverside
James Alcala	Mathematics mini GSA
Alexander Pokorny	UCR Mathematics Department
Nicholas Hanson-Holtry	UCR Philosophy
Delaney Rood	UCR GSOE

Chelsea Keane	UCR English Dept
Benjamin Russell	Department of Mathematics
Thelma Patnett	Anthropology
Ana Magaly Ojeda	UC-Riverside
Anthony Stoner	UCR, Philosophy
Magaly Williams	
Mario Tumen	University of California, Santa Barbara
Mariam Galarrita	UC Riverside
Christopher Queen	English @ UCR
Judy Zhu	Higher Education Administration and Policy
Megan Kendzior	Dance Department
Paige Goodwin	TA TFDP
Eric Davidson	Graduate School of Education
Mallory Peterson	Dance department
Priscilla Marrero	UCR MFA Experimental Choreography
Talia Mason	Dance Department
Magnolia Yang Sao Yia	Dance Department
Magnolia Yang Sao Yia	Dance Graduate Student Association
Kendall Loyer	
Cuauhtemoc Peranda	University of California-Riverside
jemuel jr garcia	UC Riverside, Department of Dance
Xiomara Forbez	UCR Dance Dept
Manuel Macias	Department of Dance + Community Member
Evangelina Macias	University of California Riverside, Department of Dance

Alexandra ellison	Dance
Sophia Levine	Dance Department
Claire Mauss	Botany and Plant Sciences
Jekara Govan	UCR English
Romina Garcia	UCR
Michael Rodriguez	Environmental Sciences
Jasmine Moore	English Department
Jonathan Van Niel	English PhD student
Jessica Bradford	Anthropology Department
Jared D Anderson-Huxley	UCR, Department of Evolution, Ecology, and Organismal Biology
Clara Woodie	Evolution, Ecology and Organismal Biology
Annika Rose-Person	Evolution, Ecology, and Organismal Biology
Rosalia Lerner	UCR Dance Department
Peggy Brady	University of California, Riverside
Andrea Keeler	
Holly Andrews	Evolution, Ecology, and Organismal Biology
Selena Macias	UCR
Sam Kubica	UCR EEOB
Elizabeth Hann	Botany department
Emily Blair	UCR Botany and Plant Sciences Graduate Student
Catherine Nguyen	UCR
Sean Wakasa	Mathematics department
Sean Long	Political Science
Summer Sutton	UCR English Department

Sahar Foruzan	UCR, Anthropology
Liza Wemakor	English Department
Hannah Freund	GGB GSA and Queer GSA; UCR; GGB program
Kristen Skjonsby	
Stefan Kehlenbach	UCR Political Science
David Chávez	History Department, UCR
Erik sease	MSE
Claudine Avalos	Music Department
Greg Newkirk	Microbiology
Clarissa Rodriguez	UCR Botany&Plant Sciences
Pranee Pairs	Materials Science and Engineering
Morgan Dundon	UCR Materials Science and Engineering
Veronica Lopez	UCR graduate student
Nicholas Manganeli	UCR Physics & Astronomy Department
Beyzanur Han Tuncez	Grad student ucr
Ariana Sabzeghabae	Mechanical engineering
tyler inskeep	
Martha Pulido	Microbiology and Plant Pahtology -UCR
Christos Stamatis	UC Riverside, Chemical and Environmental Engineering and Center for Environmental Research & Technology (CE-CERT)
Rachel Rattner	botany and plant science
Madeleine St. Marie	Department of History
Claire Whitaker	Botany and Plant Sciences
Stephanie Piper	UCR Botany and Plant Sciences

Alison Mills	UCR Biochemistry department
Roxana Coreas	Department of Chemistry
Alex Borowsky	Botany and Plant Science
Alex Borowsky	Botany Graduate Student Association
Melina Fuentes-Garcia	Materials Science and Engineering
Leticia Meza	UCR
Olivia Leiter	Olivia Leiter
Brooke Rose	Department of Botany and Plant Science
Eric Mackey	Political Science
James Guilingier	Environmental Sciences Mini-Graduate Student Association
Bryce da Camara	Chemistry
Agnes Varghese	University of California, Riverside
Alex White	UCR Botany and Plant Sciences
Rudy Garcia	
Sopheha Seng	Khmer Student Society
Lindsey Pedroncelli	Microbiology and Plant Pathology
Lawrence Lan	University of California, Riverside // Dept of Ethnic Studies
Kristi Hernandez	independent scholar
Eric Johns	Music
Savanna Gee	UCR Mathematics Department
Ethan Castro	UC Riverside, Music Dept
Kavyasripriya Samudrala	S2P
Danielle Stevenson	Environmental Toxicology program
Evander Ramos	Mechanical Engineering graduate department

Thomas Dugger	Materials Science & Engineering Program
Maria Figueroa	UCR Earth & Planetary Sciences
Israel Santana	
Jonathan Donabo	English
Ruth Kim	UCR Botany and Plant Sciences dept and UP!4BA social media task force
Kelly Bowker	Dance
Carlos Quesada	International Institute on Race, Equality and Human Rights
Carolina Pires	Coletivo Anastacia Bantu
Ísis Higino Silva	Anthropology department
Jesus Orozco Jr	Latinx Medical Student Association
Jesus V Orozco Jr	UCR School of Medicine
Rachel Surprenant	Earth and Planetary Science
Victoria McGruer	University of California, Riverside
Sabrina Gilmour	UnitedPeople!4BlackAcademia (UP!4BA)
Itanacy Oliveira	Casa da Mulher do Nordeste
Jenna Wiegand	
Alexa Canchola	University of California, Riverside
Sung Kim	UCR
Valerie Carranza	Environmental Sciences Department
Olivia reid	
Miranda Aiken	Environmental Toxicology
Alyssa Duro	UC Riverside - Department of Environmental Sciences

Jin Chen	Environmental Toxicology Graduate Program
Isis Frausto-Vicencio	SACNAS
Nathaly Martinez	
Madeline Vera-Colon	Environmental Toxicology
Win Cowger	University of California, Riverside
Deborah Nelson	University of California, Riverside
Grant Palmer	UC Riverside, English Department
Elizah Stephens	UCR
Robyn Johnson	Department of English
Marcus Harland-Dunaway	Department of Botany and Plant Science
Gabriela Almendarez	UCR, English Dept.
Brandy Lewis	Graduate Student of UCR English Dept.
Celeste Jackson	English Department, UCR
daniel mendoza	Art department
Arturo Nevárez	UC Riverside GSOE
Clare Murphy-Hagan	Environmental Sciences
Aral Greene	Environmental Science
Joshua Moreno	
Ian Galbraith	English PHD, UWP GTA
Preethi Ramaprasad	Dance
Abigail Lopez	Education, Society & Culture
Phung Quan	Chemical and Environmental Engineering
K Persinger	UCR future grad student, English Dept
Seongbin Jo	Chemical and Environmental Engineering

Hannah Freund	University of California Riverside
Kaleigh Russell	
Aklima khanam lima	
Benjamin maki	UC Riverside, institute of environmental toxicology
Isaac Quintanilla Salinas	Department of Statistics
Shamoni Sarkar	UCR Philosophy department
stefanie sveiven	Biomedical Sciences
Marina Vollin	Department of Evolution, Ecology, and Organismal Biology
Ariana Romero	Higher Education Administration and Policy
Kevin Chalek	Chemistry
Sara Ellen Fowler	Dept. of Creative Writing
Kevin Su	math department
Jared Gee	UCR Department of Comparative Literature
MT Vallarta	Department of Ethnic Studies
Jack Choczynski	Chemistry
Eun-A Park	Political Science
Deja Simon	Psychology Department
Luis Higinio	Department of Sociology
Sally Ileri	UCR
Shawn Vee	Black Graduate Student Association
Hermann Hudde	Music
Jessica Noll	Biomedical Sciences
Marissa Hull	UC Riverside History department
Camilla Querin	History of Art, UCR

Nelda Issa Marengo C	Anth
Black Graduate Student Association (BGSA)	Organization
UC Advocacy - Graduate Student Association (GSA)	Organization
Kevin Frausto	BCMB
allie arend	English
Elizabeth Miller	UCR
Shayna La Scala	University of California Riverside
Justin Phan	University of California, Riverside, Ethnic Studies Department
Erin Walch	Graduate Student
Shani Tra	anthropology department
shandell pahlen	Psychology
Aimee Uyehara	UCR, Botany and Plant Sciences
Melina Acosta	UCR, EEOB Dept
Margaret Hanson	Graduate Student, UCR History dept
Margaret P Schmill	Neuroscience Graduate Program, EEOB
Jason Estep	University of California Riverside, MCSB
Candice Sirmollo	Chemical and environmental engineering
Dava Hernandez	Dance
Alyse Yeargan	History
Emily Burton	
Alan Malfavon	Department of History
David Meza	History Department
David Meza	History Department

Ryan Traband	
Guadalupe Maldonado	UCR botany graduate student
Jillian Surdzial	History
N/A	Department of Evolution, Ecology, and Organismal Biology Graduate Student DEI Committee
Lynda Vernia	UCR History Dept
Krissy Dominguez	GSA CNAS Academic Affairs Officer, University of California, Riverside
Noelani Leal	School of Public Policy
Natalie Whitehead	University of California, Riverside
Gary Qin	Evolution, Ecology, and Organismal Biology
Amy Danielle Juarez	UCR English Department
Stefani Cox	UCR, Department of Creative Writing and Writing for the Performing Arts
Marlekah Hudspeth	
Nataly Morales	
Josefina Serra dos Santos	Diretora da Comissao de Igualdade Racial e Social da OAB/ DF
MT Vallarta	Department of Ethnic Studies
Joshua Lieto	UC Riverside
Rickii Hurban	MPP student
Stephanie Hernandez	SPP
Christopher Castorena	MoneyTalk at UCR
Haley Welch	Public Policy

Prabhjot Chamber	
Edward Vizcarra	UC Riverside
Michael Rodriguez	Environmental Sciences
Kayla Rodriguez	UCR
Lawrence Lan	UCR Ethnic Studies Department
Danae Khorasani	Anthropology
Mingyue Huang	UCR, Department of Anthropology
Nelda Issa Marengo C	Anth
Justin Freebourn	Political Science
Marie Evanston	Philosophy
Brittany Turner	UCR MFA student
Reina Wilson	Department of Theater, Film, & Digital Production
Nick Domich	MFA CWPA
Othandwayo Mgqoboka	student

UCR Prospective Students

Name (First and Last)
Ariel Kay
Naomi Lopez
Javier Ezcurdia
Smaran Dayal
Suiyi Tang
Quentin Savage

Sydney Thibeaux
Ray Hill-Cristol
Ismael Santos
Madeline Bailey
Amy Raasch
Johnnie Corina III
nudi x
Alejandra Rodriguez
Nepantla Canizzo
John Mietus
Kevin Seyedin
Lindsey Whitmore
Ross Clowser
Jay G.
Grace Del Aguila
Sara Macwan
Kofi Oforu-Yeboah
Shayaan Naseerkhan
Nathan Kim
Ralph Anderson
Brandon Hull
David Carre
Maya Changan Kumarath
Gabriel Mohamed
Samantha Stone
Ka-Bang Lauron

Sophia Willis
C g
Katherine Gan
LAYSI DA SILVA ZACARIAS
Denise Spencer
Bakari A Wallace
Alan Schultz
Marie Stebbings
Lawrence Grandpre
Danielle Walker
Katie
Jason Myles
Darling Santiago
Chasity Holman
Camila Santos de Oliveira
Gabriela Pereira
Filipe Castro
Poliana Kamalu
Julia Foote
DERRIS ANDRE HAWKINS-SMITH
Angel Neri
Fernanda Cantarim
Evemarie Kigvamasudvashti
Rainah Barnes
Gabriel Muniz
Mita beach

Denise Spencer
Max Figueroa
Elisabeth Etchell
Nathaly Ortiz
Pedro Chagas
Eva Terekhova
Kayanna Byrnes
Luiza Carvalho
Gisela Pedroza
Becca Spence Dobias
Debaye Mornan
Brianna Ross
Charles Brasil
Leilane Menezes
Mercy Duenas
Melanie White
Aline Souza
JOILSON SANTANA MARQUES JUNIOR
Nyaroo

UCR Alumni

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
-----------------------	---------------------------------------------------------------------------------------------------------------------------

Ashlee Turner	
Morgan Nixon	
Luis Trujillo	Ethnic Studies - UC Riverside
Nerli Paredes Ruvalcaba	Michigan State University
Yeram Cheong	University of Maryland, College Park
Raymond Rim	University of Redlands, English Department
Analiesa Delgado	UNLV Graduate Student
Laura Reyes	
Mary Perkins	
Gregory Hutchins	
Nikita Kheni	
Paul Almeida	UC Merced
Eddy Arce-Elias	
Kameela Walker	
Judith Osorio	
Melody Valdini	Portland State University

Rebecca Álvarez	New Mexico Highlands University, Department of Sociology, Anthropology, and Criminal Justice
Robert Merrill	
Liana Mesaikou	UCR MFA Creative Writing alumna
Edwin marin	
Manuel Garcia	
Hannah Metz	
Cara Szafranski	UC Riverside Class of 2020
Hailey Levi	
Miguel Ramirez	
Francisco Panchito Ramirez	Athletic department and GSOE
Alex Armendariz	
Melissa Sagun	Capital Fellows
Sierra Lopez	
Revere Wood	

Kitzia Gomez	
Sarena Minawala	
Vanessa Tapia	
Nisha Somasundaram	
Josh Ortuño	UCR alumni
Abbie Perry	Rio Hondo College- History faculty
Melissa Báez	
Joy Chen	UCR Alum
Chelsea Blakeley	
Caitlyn Meyers	
Sandra Soares	
Victoria Truong	
Debora Hernandez	
Tony Baltierra	UCR

Azalea Macedo	
Ralph Armbruster Sandoval	UCSB, Chicana and Chicano Studies Department
Enrique Rodriguez	Alumni
Sharon Bennett	
Azadeh Zohrabi	UC Berkeley Underground Scholars
Victor Miller	Kappa Alpha Psi Fraternity Inc.
Michaela Curran	Department of Community and Behavioral Health, University of Iowa
Shante Hall	
Emily Pasqualetto	UC Riverside, Mt. San Jacinto College
Jennifer Lynn Stoeber	Binghamton University
Yolanda Warren	
Elizabeth del Campo	
Adrian phipps	
Daisy Flores	Chicano Student Programs
Jessica Urquidez	
Joann Sy	

Remie Rahman	
Maudie Wilson Gooden	Community Member
Marina Eskander	Rooted Resolutions
Roberto Manjarrez	
Joshua Morris	
Garrett McCarver	
Jason Yuen	UCR alumni - school of business administration
Hector Carmona	
Veronica Quesada	UC Riverside, Academic Senate
Angela Lunt	UCR Alumni Association Board, Orange County
Khalil Riley	Blaqout
Tiffany Hollins	Chass
Victor McGautha	
Alisha Bland	
Tiawna Blair	
Kini Sosa	UCR CHASS Creative Writing Department

Dikymbe Martin	
Rigoberto Gandara	Dr. Maya Angelou Community High School
S C	
Alejandro Avila Alatorre	
Audrey Oran	
DR CORLISS P BENNETT	
Meenakshi Mukherjee	
Viviana Nava	
Jessica Del Real	
Samantha Reid Aviña	
Brisely Martínez	
Annabelle Prasad-Simonetti	
Gretel Garcia	

Ashley Conner	
Arleth Rivera	
Kirby Marshall-Collins	
Charles Brown	Alpha Phi Alpha Fraternity Inc.
Martha Delgado	
Laura Pacheco	
Adrian Robles	
Stephanie Lynn Marchiano	
Yadira Sanchez	UCR Alumni
Timurhan Vengco	
Iris Blake	UCLA, Musicology
Yesenia Padilla	Alumni, Ethnic Studies BS
Crystal McClure	Former Humanities student
Brenda Saldaña	UCR Alumni
Keona Henderson, BAC President	UCR Black Alumni Chapter
Evelyn Martinez	

Paul Michael Leonardo Atienza	University of Illinois, Urbana-Champaign
Brandon Slood	
Hamid Rahim	
Kasey Lapitan	
Cristina Canales	
Edith Macias	Community member
lisa lopata	undergraduate
Hannah Manshel	Department of English, University of Hawaii Manoa; PhD UCR English
Ixtza Ruiz	
Andrew La Mar	
Vanessa K Ferrel, MD MPH	
Danielle Lemi	Tower Center, Southern Methodist University
Viviana Haro Hernández	
Hannah Tavakoli	
Raul Armenta	

Sean Arayasirikul	UCSF Faculty
Guadalupe Arcos	
Alejandro Rosas	
Kymberlee Wallace	
Joyce truong	Alumni
Sovanndath Cheav	
Kathleen McCabe	
Jaimie Stewart	California Institute of Technology, Division of Engineering and Applied Science
Carolina Miranda	
Ainsley Chac	
Ashli han	
Nelson Guevara	
Jeanette Garcia-Balberan	

Elias Hernandez	
Emerald Anastasia	
Melissa Duncan	
Tanya Lieu	
Cameron	The Real News
Patrice Douglass	Duke University, Gender, Sexuality, and Feminist Studies
Vanessa Johnson	
DuBron Rabb	Theater
Francesca Hall	
Sierra Davis	
Jeasmin Lopez	
Sarah Allec	Pacific Northwest National Laboratory
Victor Meza II	
Connor Magee	

Briana Harris	
Carmen Lau	
Erin Higginbotham	
Kiara Celis	
Selina Garcia	
Kimberly Gan	
Bianca Zabala	Alumnus, UCR, Department of Art History
Vanesa Ruvalcaba	creative writing
Kristen Asada	
Alex Cortez	Alumnus and UCR employee.
Anselm Krause	
Heather Mayer	
Wajeha Mahmoud	
Brittney McKenzie	UCR Bioengineering

Deanna Timmons	
Marissa Giroux	
Raj Chetty	St. John's University, English Department
Belen Sanchez	
Jenny Dang	
Rachelle Ruble	
Richelle Concepcion	
Stephanie Solis	
Sandrine Bartos	UCR alumni
Wendy Thompson Taiwo	Dept of AFAM @ San Jose State University
Joshua Bates	
Dolores Ortiz	Oxnard College, Social Sciences
Troy Liggins	Media and Cultural Studies Alumni
Katherine Johnston	
Melissa Knoll	Irvine Valley College--Department of English
Shaida Akbarian	Ohio State University, African American and African Studies Dept

Nieva	
CoriAndre Crane	
Wendy Sung	UT Dallas, Critical Media Studies
Dana Esparza	Phi Sigma Pi - Zeta Eta
Brittnay L. Proctor	
Kristine Specht	Inland Empire Educators for Social Justice (IEESJ)
Gabriela Ocon	
Jo Gbujama	
Danny Lorenzana	
Ryan Mongelluzzo	San Diego Mesa College
Sormeh Hameed	
Shruti Dasgupta	Psychologist
Farouk Bruce	
José López	
Alyeska Gutierrez	CSU Dominguez Hills

Kareem Gongora	
Kevin Cosney	Community Member/UCR Alumni
Julio Paz	
Faride Perez	
Chester brown	Giving tree org
Loubna Qutami	Department of Asian American Studies, UCLA
Renee Hayse-Porter	
Carolyn Segovia	
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Chris Durán	Seton Hall Concerned 44

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Naomi Schneider	University of California Press
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Brooke Kipling	UC Davis graduate student, department of Spanish & Portuguese
Cynthia Lima	Universidade Federal Fluminense
Ruby Tapia	University of Michigan
Whitney Francis	
Heath Schultz	University of Tennessee at Chattanooga, Art
Thom Donovan	New School University
Allyson Tintiangco-Cubales	San Francisco State University, College of Ethnic Studies, Asian American Studies
Stephanie Jones	UC Irvine
Sohail Jouya	
Janelle Levy	
Caren Kaplan	American Studies, UC Davis
Jodi Scofield	UCLA and Cal State LA grad student
Margherita Long	School of humanities, uc irvine
Michelle Christina Velasquez-Potts	University of Texas at Austin
Dr. Sé Sullivan	Independent Scholar
Timothy Malone	Bridge program, Antioch University

Josef Nguyen	School of Arts, Technology, and Emerging Communication; The University of Texas at Dallas
David Stein	UC President's Postdoctoral Fellow, UCLA Department of African American Studies
Kelly Fong	UCLA
mark rydzik	UCSF
Andrea Gambino	
Amber Kelsie	Dept. of Communication, Wake Forest University
Faye Caronan	Associate Professor, University of Colorado Denver Ethnic Studies Program
Keith Camacho	UCLA
Seeta Chaganti	UC Davis, English
Sharon Tettegah	University of California, Santa Barbara
Alaina Carly Moguel	
Marquise jones	
Michael Miller	University of Sheffield, UK
Enitan T. Marcelle	UC Berkeley
Ramon Vasquez	State University of New York at New Paltz
Ronak Kapadia	University of Illinois at Chicago
Cam Owen	Lecturer in Sociology at Cal Poly Pomona
Dr. Amina Humphrey	California State University, Dominguez Hills
Anthony Alessandrini	Professor of English & Middle Eastern Studies, City University of New York
Sharifa E. Taylor	UC Berkeley Alumni
Leslie Gross-Wyrtzen	Yale University

Ana Carolina Mattoso Lopes	PUC-rio
Ernesto Javier Martinez	Department of Indigenous, Race, and Ethnic Studies (University of Oregon)
Anita Tijerina Revilla	CSULA
Krystal Kavita Jagoo, MSW, RSW	
Jennifer Zelnick	PhD Candidate, Anthropology, UC Irvine
Leda Ramos	Chicana(o) Latina(o) Studies Cal State LA
Rahsaan Mahadeo	Georgetown University, Sociology
Sydney Ji	UC Berkeley
Devon Lee, PhD	Jopwell
Ethan Johnson	Portland State University
Joo Ok Kim	University of Kansas, American Studies
Veronica Terriquez	UCSC
Scott Jung	Anthropology, University of California, Irvine
Jimmy Patino	Jimmy Patiño
Ross Frank	Ethnic Studies, UC San Diego
Marina Reyes Lopez Mautner	UC Davis
Boke Saisi	UCSD - Ethnic Studies
Christina Aushana	Communication Department, UC San Diego
Leece Lee-Oliver	
Danny Sanchez	The University of Texas at Austin
Ebony Coletu	Pennsylvania State University
Bianet Castellanos	University of Minnesota Twin Cities

Robin DeLugan	University of California, Merced
Dr Jeff Share	UCLA
Ula Taylor	UC Berkeley, African American Studies
Lauren Berlant	University of Chicago, English
Tamura Lomax	Michigan State U
Amanda Boston	New York University
Lissa D Ramirez-Stapleton	
Darrell Hucks	Keene State College
Valerie Talavera-Bustillos	CSULA full professor
Lara Kiswani	San Francisco State University, Department of Race and Resistance Studies
Eduardo	UCLA Teacher Education
Michael Rodríguez-Muñiz	Northwestern University
Lawson Bush V	Pan African studies Cal State LA
Guadalupe Cardona	LAUSD Educator, UTLA , CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer
Nic John Ramos	Assistant Professor of History, Drexel University
Theresa Montaña	
Tracy Buenavista	Asian American Studies, California State University - Northridge
Andrew Culp	California Institute of the Arts
Liat Ben-Moshe	Uic
Seulghee Lee	African American Studies, University of South Carolina
Jan Padios	Williams College
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Magally Miranda	Chicana/o and Central American Studies, UCLA

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Aqdas Aftab	PhD Candidate, University of Maryland, English Department
Rashad Timmons	African American Studies, UC Berkeley
Brandy Nālani McDougall	Univ of Hawaii at Manoa
Natalia Cintra	University of Southampton, Department of Political Science and International Studies
Ly T Nguyen	UCSD , Ethnic Studies
Belinda Linn Rincon	John Jay College of Criminal Justice, CUNY
Alfa oumar Diallo	UFGD
IGOR THIAGO SILVA DE SOUSA	PPGS/ UFRGS
Mark Anthony Neal	African & African Amerocan Studies, Duke
Rute Honorio	University of Sao Paulo
Naila Ingrid Chaves Franklin	
Salvador Vidal-Ortiz	Department of Sociology, American University
Thatyane Souza	University of Brasilia
Jef Oliveira	Master in Law at University of Brasília
Sylvia Chan-Malik	American & Women's, Gender, & Sexuality Studies, Rutgers-New Brunswick
Guilberly Louissaint	UCI
Christine Hong	UC Santa Cruz
Tiffany J. Armstead-Flowers	Georgia State University Perimeter College
Ernesto Mireles, Ph.d.	Prescott College
Desmond Goss	Georgia State University
n/a	Georgia State University

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Josslyn Luckett	New York University
Brian Williams	
Oronne Nwaneri	Doctoral student, higher ed professional
Marcia Cross	Georgia State University--J.Mack Robinson College of Business
Yu-Hui Lin	
Juliy	Asian American Studies at Cal State LA
Sonja Lanehart	University of Arizona
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K. Wayne Yang	UC San Diego, Department of Ethnic Studies
Nora Cisneros	CSULA
Jordie Davies	University of Chicago
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Kit Myers	University of California, Merced
Gayle Brandeis	Sierra Nevada University (former UCR faculty)
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Cleide Aparecida Vitorino	Amanar Casa das Áfricas
Noenoe Silva	Department of Political Science, University of Hawaii at Manoa
Rodolfo Rosales	Retired, University of Texas at San Antonio
Michael Reyes	University of Texas at Austin

David Bynes	Florida Atlantic University
Nick Mitchell	Associate Professor, Feminist Studies and Critical Race and Ethnic Studies, UC Santa Cruz
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Alejandro Covarrubias	Cal State LA department of Chicana(o) and Latina(o) Studies
Gesse F Lima	PUCPR - BRASIL
Rony Castellanos	
Fábio Duarte	Massachusetts Institute of Technology
Noelle Sepina	UCSD Ethnic Studies PhD
Long Bui	UC Irvine
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Ashley Lucas	University of Michigan, Ann Arbor, Theatre & Drama and the Residential College
Daniel Widener	University of California, San Diego
Hilary Malson	UCLA Urban Planning
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Jenna Loyd	Department of Geography, UW-Madison
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Beth Baker	California State University, Los Angeles, Anthropology Department
Yunyi Li	UCLA, Cinema and Media Studies, UAW 2865
Jen Stacy	California State University Dominguez Hills
Sandy Grande	Professor, University of Connecticut, Dept. of Political Science
Amy Mihyang Ginther	Theater Arts faculty, UCSC
Laureen Adams	
Sarah Haley	UCLA Departments of African American Studies and Gender Studies

Mario Sifuentez	UC Merced
Veronika Zablotsky	UCLA Luskin Institute on Inequality and Democracy
Sapana Doshi	UC Merced
Isabelle Soifer	UCI
Tavengwa Gwekwerere	Cal State LA
Dana Cuff	CityLAB- UCLA
MATHEUS ABNER DE OLIVEIRA BARBOZA	USP - Universidade de São Paulo. (CeMus - Centro estudantil do departamento de Musica)
George Lipsitz	Black Studies and Sociology Departments, UCSB
Sabrina Smith	UC Merced
Jonathan Hsy	Department of English, George Washington University
Mark Padoongpatt	Asian & Asian American Studies, University of Nevada-Las Vegas
Mireille Miller-Young	Feminist Studies, UC Santa Barbara
Jane Mantey	
Koritha Mitchell	Ohio State University
Carolyn Hall	Clark Atlanta University
William Hamm	Independent Scholar
Christina Baker	UC Merced / History & Critical Race and Ethnic Studies
Nicosia Shakes	University of California, Merced
Christopher Uejio	Florida State University
William John Sparks	Anti Bias Education Projects
Ricardo Corona	
Marie Lo	Portland State University, English
Janice Marie Yu	University of California, Berkeley

Austin Hoffman	Graduate Employees' Organization at UIUC, IFT/AFT Local 6300
Amy Ritterbusch	UCLA
Semassa Boko	UC Irvine Culture and Theory
Oluwatosin Adebisi	UC Berkeley, CU School of Medicine, Diagnosing Racism in Medical Education
Tarsila	Escola Nacional de Saúde Pública ENSP FIOCRUZ RJ
Juliana Lopes	University of Brasília
GUILHERME MARTINS DO NASCIMENTO	Universidade de Brasília
TIAGO AUGUSTINI DE LIMA	
Gean Rodrigues	University of São Paulo
Damien Sojoyner	University of California, Irvine
DESHONAY DOZIER	California State University, Long Beach
Salvador Zarate	Uci anthropology
Natalia Villanueva	Chicanx & Latinx Studies, Sonoma State University
Erika Hayasaki	UC Irvine Literary Journalism Program
Jonathan Gayles	Georgia State University, Africana Studies
Bárbara Crateús	
José G. Ortega	Whittier College Africana and Black Studies
Michelle Kim Gardner	Department of Political Science University of California, Irvine
Jean A Hostetler-Diaz	RCC, Latin American Perspectives
c nelson	University of Wisconsin
Sydney Epps	Louisiana State University, School of Education
Mary Valdemar	SB Valley College & ChICCCAA
Luz Acosta	UIC

Gene McAdoo	UCLA Urban Schooling, Incoming Doctoral Student
Leslie Alexander	Leslie Alexander, Arizona State University
Dr. Stephanie Richardson	
Kaden Paulson-Smith	University of Wisconsin, Madison, Department of Political Science
Kiaya Moser	UC Santa Cruz
Eric Thomas	The New School
Anna Blaedel	PhD candidate, Drew University's Graduate Division of Religion
Daniella Hagopian	
Rebeca Antoine	UC Merced
Melissa Burch	University of Michigan
Moosa Azadian	Clinical Instructor, Department of Emergency Medicine, Loma Linda University
Maya J. Berry	University of North Carolina at Chapel Hill
Shanya Cordis	Sociology & Anthropology
Maryam Kashani	Gender and Women's Studies & Asian American Studies, University of Illinois
Sarah Ihmoud	Department of Sociology and Anthropology, The College of the Holy Cross
Courtney Morris	UC Berkeley, Gender and Women's Studies
Mariana Mora	CIESAS - Mexico City
Elizabeth Velásquez Estrada	University of Illinois, Urbana-Champaign
Haile Cole	UCONN, Anthropology and Africana Studies
Czarina Aggabao Thelen	Center for the Study of Ethnicity and Race, Columbia University
Alix Chapman	Department of African American Studies at Emory University

Chelsi Ohueri	
Traci-Ann Wint	African and African Diaspora Studies, The University of Texas at Austin
Elizabeth amerine pearson	
Emily Vose	UCLA Student
Estefania Sanchez	
Ava Wallace	
Nalika Gajaweera	USC
Tamanika FERGUSON	Independent Scholar
Da In Choi	UCLA
Mary Senyonga	University of California, Los Angeles
Daniela Alvarez-Vargas	
Wes Westerfield	
Erica R. Edwards	Former faculty member, UCR English; current faculty member, Rutgers University
Solana Quistorff	University of Wyoming
Landon Sadler	Texas A&M University
Brienne A. Adams	University of Maryland, College Park- PhD Candidate in American Studies

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
Riverside Food Not Bombs	Community Activist Group
Hector Paez	
Avalon Edwards	
Derek Yang	Community member
Daniela Villalobos	
Nicole Welch	
Chardé Reid	William & Mary
Mirya Holman	
Grieve Chelwa	The New School
Debbie Margison Allen	
Melissa Orobko	
Noelia Ochoa	
Suzi Roberts	

Robin L. Turner	
Sherrina Gibson	
Stacy Villalobos	
Dr. Peter Grimes	
Gabby Hartemann	Society of Black Archaeologists / NegrArqueo
Jenn M Jackson	Syracuse University, Political Science, Assistant Professor
DEEPIKA Thompson	
Danielle Martinez	
Eli Kramer	The New American Baccalaureate Project
Jennifer Gomez	UC San Diego student
Kathryn Bedecarré	
Mauri Balanta Jaramillo	
Anita McDaniels	
Ross Wolfarth	

Zachary J Gaston	
William Bryant	UC MEMBER(UCLA student)
Omi Jones	Independent Scholar/Artist/Facilitator
Brenda S. Lussier	
Vicenta Moreno Hurtado	Asociación Casa Cultural el Chontaduro
Keonte' Sealey	
Gwen Chodur	UC Davis
Joseph Young	
Sally N MacNichol	
Shawn Darling	
Brandon Sanchez	
Marlene Dietrich	
Verónica Urbano	
Julie Lemus	

Giancarlo Marquez	
Melba Winsell	
Jessenia Garcia	
Jorge Dominguez	
Sophia Massie	
Hilarie Ashton	CUNY Grad Center
May Fyn	A University of California system alum
Leslie Fuentes	
Kevin Penate	
Ana Gonzalez	
Silvana Kreines	University of Haifa
Almas Haider	
Christopher McCarron	
Faith Fasakin	NYU

Gamaliel Fasakin	
DeNeatria Robinson	Former staff member of UCR and BFASA
Sandy Naranjo	
Dr. Regina Patton Stell	NAACP Riverside County Branch
Raeleen Williams	
Nicole Bagley	
Jennifer Cazares	
Muriel Casamayor	
Rebecca Rios	
Keila Renteria	
Salome Tash	
Sofia Balingit	
Elisabeth Domond	

Connie Martin Trevino	
Whittney Ijanaten	
Jessica Amezcua	
Sandra Williams	QQ Research Consultants
Angela Cooper	
Alyssa Green	
madeline jacobson	
Jayden Taylor	
Danielle Jones	
Christina Tenorio	kucr listener
Lucia Stein	
Jacqueline Molina	
Kyle Sweeney	
Rachel David	UC Berkeley public health and education student

Adjoa Baidoo	
Kevin alvarez	
Leyla Navarrete	Independent scholar
Génesis Zárate Guerrero	
Zanetta Harris	
Ricky Manier Jr	
Glenda Procter	
Elena Akimoto	
Jacqueline Okeke	
Nathaniel Ashley	
Dominique Gale	
Noah Angell	
Kristian Aguilo	

Lindsey Beardsley	
Angel Akia	
Anna Ibarra	Sacramento State
Devon Skufca	
Maira Sommerfeld	University of Illinois at Urbana Champaign Student
Samantha E Arbegast	
Julie Nunez	
Jaime Ceja	
David Lane	
Alana Rooke	
Siya Pun	
Kayla Gonzalez	
Sarah Griffith	

Alexandria Muhammad	
Collin Dow	
Kayla Jones	
Aaron Santamaria	
Michael Perkins	
Tyler Reed	
sophia ponce	
Madelaine Martin	
Melisa Resch	
Alexa Bergeski	
Karina Contreras	
Franklin Lassen	
Arieh Simon	Independent community member

izabelle romero	
Emily Schmitt	
Julissa Ortiz-Delatorre	
Hayden Bixby	
Yara Yousef	
adam smith	
Jenny Kwon	Public Health Undergraduate @ UC Berkeley
Paul Akers	
Zariya williams	
Bela Stearns	
Antoine Ortega	
Gaby Gascon	
Sarah Sherwood	

Emily Harrington	
Garrett Pugliese	
Viri García	
Amy-Ann Edziah	
April Wesolowski	
Iman Sigman	
Nathan Shulkin	
John Cook	
mia holder	
Cindy Hernandez	
Anthony Rosales	
Angelique Brunson	

Maajada Brown	
Holly Clancy	
Jesus Astorga	
DaVanté Cole	
Kenneth Jones	
Hannah Spray	
Gabe Boyer	
Milo Santamaria	
Camille Samuels	Haverford College
shenandoah hammond	
Brianna Roche	
Morgan Smith	
Brian Duncan	

Yridian Villanueva	Cabrillo College
Mercy Loyo	
Morgan Leonpacher	
Chevi ODonnell	
Alan Baez	
Trinity Elliott	
Jordan Krikorian	
Marc Monteon	
Anna Valles	
Rebecca Uniacke	
Michelle Bernardino	Community member
Saul Nuno	
Daniel Cruz	

Arya Woody	
Maylin Tu	
Paul Kruijs	
Aaliyah Webster	
Alyssa Alegre	
Kristin Koster	
Monica Leung	
Christina de la Cruz	
Melvina King	
Thomas Swindler	
Janae Burney	
katherine teehee	sonoma state university
Kristine Piedad	

Chu Minhtrang	
MaCalyn Hadley	
Elgin Bailey	
Shana Kleiner	
Davielle Lakind	Mercer University, Dept of Clinical Psychology
Marshall Sheetz	
Destinee McGhee	
Claire Cude	
Victor On-Sang	
Elisabeth Sturges	
Kojo Tabiri	
Adrienne Hurley	
Vaciane Simeon	Boston University alum

Laura Hernandez	
Miles Hogerty	
Tim Johnson	
Darin Chaichitatorn	
Brian Cabral	PhD Candidate @ Stanford University
Britton Johnson	
Yen-Vy Ngo	UC Davis Undergraduate
Luisana Ruvalcaba	
Christopher Walsh	
Ana Flauzina	
Katie Grotewiel	
Brian Perez	
Talia Tucker	

Jessica Jiménez	
Ashlee Sprague	
Thiago Tolentino	University of Uberlandia (Brazil)
Amber Stanionis	
Jorge Cruz	N/A (UCLA STUDENT)
Nicole Powell	Law Student at UCLA School of Law
Talia White	
Eric Gomez	
Anna Rose Benson	
Jurema Werneck	
Ariel Chu	
Chelsee Morris	
Kyle Mullen	
Brianna Montalbano	

Lauren Owens	Community Member
Keana Flores	
Jeremy Ignacio Garza	
Caleb Dawson	UC Berkeley, Graduate School of Education
Adaku Anusiem	
Sarah Schornagel	
Amanda Batarseh	Former UCR Chancellor's Postdoc; Assistant Professor at UCSD
Anna Stevenson	
Emma Li	
Kimmai Phan	
Yabundu Conteh	
Kim Campbell	
K Ye	
Matei Tichindelean	Cotsen Institute of Archaeology

Shafreen Singh	
Deidtre Whack	
La Tisha Conto	
CRIOLA	CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR
Melissa Leon Pons	
Athena Tan	PhD, UC Santa Barbara
Marcelo Paixão	The University of Texas at Austin
Olka Forster	
Lily Ge	
Emilia Cline Arellano	
nikola mitrovic	
Ana Zeiger	
Renee Grange	Ucla
Andreea Tanase	

Colin Tucker	Independent Artist-Scholar
Giordano Hardy-Gerena	
Nitasha Sharma	Associate Professor African American Studies Northwestern
Emma cook	Wake forest university undergraduate
Jeffrey Hogrefe	Pratt Institite
Donna Gasapo	
ENG-BENG LIM	Dartmouth college
JR Martin	
Neha Vora	Associate Professor, lafayette college
Daniel Cumming	
Jessica Hatrick	UC Alum
Garrett Wright	
Jahleezah Eskew	Former UC Berkeley staff member for 15 years also graduated from there.
Luciane Rocha	African Diaspora Program, Department of Interdisciplinary Studies, Kennesaw State University
Wania Cidade	Sociedade Brasileira de Psicanálise do Rio de Janeiro
Alana Ackerman	
Victoria Gonzales	Community member

Liz Kaufman	
Daniel Gonzalez	Family member of current student
Joe Virata	
Camille Alger	
Jason Wozniak	Latin American Philosophy of Education Society (LAPES)
Tobias Smith	UC Davis, Cultural Studies PhD Candidate
Leila Nasrolahi	
Fernanda Lopes	Brazilian researcher on public health, racism, racial and gender equity issues.
Stephanie Schaudel	
Adriana Garriga-López	Kalamazoo College
Howard Dafney	
Janet Sarbanes	California Institute of the Arts
Diann Rowland	Community member
Tonya Turpin-Self	
Joseph Ukockis	United Grad Workers at University of New Mexico
Anish Krishnan	

Jose Romero	
Brenda Gonzalez	
Osama Ahmad	
Malu Stanchi	Pontifícia Universidade Católica do Rio de Janeiro
Thula Pires	NIREMA (PUC-Rio)
Brittany Miller	Janelle Levy
Evelyn Vincent	
Shannon Frye	I am a Catholic Worker with Casa Maria Hospitality House, which offers shelter to single mothers and refugees
Paulo Fernando Soares Pereira	Pontifícia Universidade Católica do Rio de Janeiro - PUC/Rio
Dana Polson	
Naomi Wilson	University of Michigan
Gracie Torres	Vice President, Western MWD
Maria Ambriz	
India Pierce	UCSD
Arab Resource & Organizing Center (AROC)	Arab Resource & Organizing Center (AROC)
Alicia Martinez	

Camryn Canson	
Aimee S Riechel	independent scholar
Brittney Enin	
Toni Shaw	UCLA Alumna
Ángela Aguilar	
Alacia Broussard	
Alejandra Vargas	
BARBARA OLIVEIRA SOUZA	University of Brasília
Bill V. Mullen	Professor Emeritus Purdue University
Rayane Gomes	
Daniela Costa	Universidade de Brasília
LEONARDO DA SILVA SANTANA	
Cinthia Catoia	Universidade de Brasília UnB
Reina Robinson	Center for Urban Excellence
Tatiane Reis	
Érik Eduardo Pereira de Oliveira	University of São Paulo, Brazil
Mário Soares-	Ubuntuff, MNU, Comunidade Samba Maria Cursi, Coalizão Negra por Direitos.

Tiffany Medois	
Tamara Silva	
Kenly Brown	Postdoctoral Fellow, African and African American Studies, Washington University in St. Louis
Susan Ito	
David Maldonado Rivera	Kenyon College
Orlando Serrano	National Museum of American History
Natalia Brizuela	Professor, Spanish & Portuguese and Film & Media, UC, Berkeley
Crystal Rust	
Rodrigo Firmino	Graduate Program in Urban Management / Pontifical Catholic University of Paraná, Brazil
André Luiz Braga Turbay	PUCPR
Zun Lee	
Kim Nguyen	
Erin Browder	
Manoela Massuchetto Jazar	
Omar Zahzah	Independent scholar (N/A)

Yane Silva	
Alecia Harger	
Paul Palsa	Advocate-Unity in Diversity, NAACP (Life Member)
Orlando Reade	Bork beck College, University of London
Liliana Michel	
Millie Wilson	Professor Emeritus, CalArts
Jonathan Oyaga	Student California Teachers Association
Julayne Lee	Adoptee Solidarity Korea - Los Angeles (ASK - LA)
Eva Ruiz	
Elizabeth Pence	Platform & Chronicle
Janette Stanford	
Cynthia Huerta	
Antonia Garcia	
Kendahl Meno	
Austin Hoffman	University of Illinois Urbana-Champaign, Department of Anthropology
Austin Gross	

KIRK Lauby	
Cynthia	
Morgan McGhee	
Penelope D Lowder	
Melissa Briseño	
Marcos Vinícius Lustosa Queiroz	Universidade de Brasília
Andrea Herrera	
Gregory Stevens	
Xavier Flores	Antelope Valley League of United Latin American Citizens
Gabe Newland	
Iago Vanderlei	Graduate Program in Law, University of Brasília, DF, Brasil
Ivana Braga	
Inara Flora Firmino	
Odily Balcarcel	

Thuane Nascimento	
Andrea Camarillo	
vonya k quarles	Starting Over, Inc.
Emily Wysocki	
Johanna Molina	
Yvette Vargas	
Misha Ponnuraju	
Gennethel Fuqua	
Gwen Meshorer	
Jo Ann Bollen	
Nate Horton	
Mamta Ahluwalia	
Summer-Solstice Thomas	

Ángela Mañunga-Arroyo	"Interseccionalidades" Reasearch group, Cali- Colombia
Christopher Loperena	CUNY Graduate Center, Anthropology
Claudia Chávez Argüelles	Tulane University
Vivian Mills	
Lúcia Lima	
Pamella Dawson	
Sydney Dennerline	
Katie Chan	
Brooke Juarez	UCI
Lorrayne Rodrigues	Community member
Patricia Santos	
Jung-In Jang	
Luiza Lodder	
Mariana Gonçalves	
Brandon jones	

Jonathan Espinosa	SUNY New Paltz alum, class of '13, Black Studies major
Clarissa Cervantes	Clarissa Cervantes for Riverside City Council, Ward 2
Grant Stover	Organizer with teachers union.
Xuxin Gonzalez	
Susanna Gandolf Attina	
Louise martinez	
Tamar Azizian	
Silva Jindoian	
Rafael Jaime	UAW 2865
Raissa Alves	
Géssica Priscila Arcanjo da Silva	Grupo Asa Branca de Criminologia Crítica
Paulo Chaves	

rganizations In Support

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
Riverside Food Not Bombs	Community Activist Group
Ryohei Takatsuchi	Student Association of Graduate Anthropologists

Somchate Wasantwisut	Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)
Nichi Yes	Graduate Student Association
Sofia Rivas	Underground Scholars Initiative
Carlos Cruz	Underground Scholars
Ryan R Rising	University of California Santa Barbara
Ethan Jahn	Physics Organization for Womxn and the Under-Represented (POWUR)
Chris Durán	Seton Hall Concerned 44
Eddie Ortega	The Ukulele Club at UCR
Bianca Verdin	National Residence Hall Honorary
Vicenta Moreno Hurtado	Asociación Casa Cultural el Chontaduro
Daniel Vázquez Sanabria	Puerto Rican Alliance @ Brooklyn College
Nathan Boklage	UCR Org Spiritual Awakening
Michael Sakamoto	UMass Fine Arts Center
Allura Davis	UCR Community Engagement and Outreach unit
Seth N. Asuamah	Africana Studies Department
Janna Haider	UC Santa Barbara Asian Pacific Islanders Graduate Student Alliance
Magnolia Yang Sao Yia	Dance Graduate Student Association
Marcelitte Failla	Emory University, Graduate Division of Religion
Rasneek Singh	Gamma Phi Beta Sorority
Marina Eskander	Rooted Resolutions
Jess Hamilton	Riverside City College, Ethnic Studies
Karen Rojas	La Familia
Sandra Williams	QQ Research Consultants

Roberto Uribe	
Chanel Parrish	UCR Black Faculty & Staff Association
Alexis Meza	Hermanos Unidos de UCR
Brianna Ross	Associated Students Irvine Valley College
UCR Women's Resource Center	UCR Women's Resource Center
Joshua Clover	Mellow Sawyer Seminar on Contemporary Political Struggle
Keona Henderson, BAC President	UCR Black Alumni Chapter
alicehank winham	oxford public philosophy
alicehank winham	people for womxn* in philosophy, university of oxford
Sabrina Aguilera	UC Riverside
Kendrick Davis	National Society of Black Engineers (NSBE), UCR, Bioengineering
Marcelo Ramos	Federal Fluminense University (Brazil)
Diana Gamez	Graduate Student at UCI
Madelyn Millen	Retired UCR Staff, Riverside NAACP Chapter #1059
Alex Borowsky	Botany Graduate Student Association
CRIOLA	CRIOLA, a black women's organization based in Brazil, supports the creation of a Department of Black Studies at the UCR
James Guilinger	Environmental Sciences Mini-Graduate Student Association
Sara Khoe	Pre-Veterinary club at UCR
Sophea Seng	Khmer Student Society
Wendy Thompson Taiwo	Dept of AFAM @ San Jose State University
Benjamin Alexander-Crossan	Cal Debate
Monica Cunha	Movimento Moleque
Jason Wozniak	Latin American Philosophy of Education Society (LAPES)

Francisco Sola	Latino Voter Mobilization Project
Thula Pires	NIREMA (PUC-Rio)
Zachary Amador	California Alliance for Minority Participation (CAMP)
Restituta marco	Na
Alfonso Gonzáles	Center for Latino and Latin American Studies
Arab Resource & Organizing Center (AROC)	Arab Resource & Organizing Center (AROC)
Lawson Bush V	Pan African studies Cal State LA
Guadalupe Cardona	LAUSD Educator, UTLA , CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer
Viviane Silva	UENF
MARIA SYLVIA APARECIDA DE OLIVEIRA	m.sylviaadv@hotmail.com
Carlos Quesada	International Institute on Race, Equality and Human Rights
Carolina Pires	Coletivo Anastacia Bantu
Reina Robinson	Center for Urban Excellence
Jesus Orozco Jr	Latinx Medical Student Association
Cleide Aparecida Vitorino	Amanar Casa das Áfricas
Rebeka Lima Cavalcante	Pós graduação de direito de FDRP/USP
Rachel Barros	CIDADES-Núcleo de Pesquisa Urbana/UERJ
Nika Chegeni	Iranian Student Association
Julayne Lee	Adoptee Solidarity Korea - Los Angeles (ASK - LA)
Gabriel Muniz	Coletivo negro USP-RP
Lori Walkington	California Faculty Association
Austin Hoffman	Graduate Employees' Organization at UIUC, IFT/AFT Local 6300
Xavier Flores	Antelope Valley League of United Latin American Citizens
Amy Ritterbusch	UCLA

Devon Sakamoto	The Well
vonya k quarles	Starting Over, Inc.
Krystal Henderson	Henderson Professional Mentorship Group
Rebecca Brown	MARC U STAR Research Program for Underrepresented Students
Shawn Vee	Black Graduate Student Association
Black Graduate Student Association (BGSA)	Organization
UC Advocacy - Graduate Student Association (GSA)	Organization
Andy Briseno	YOK Center at UCR
N/A	Department of Evolution, Ecology, and Organismal Biology Graduate Student DEI Committee
Disha Patel	ASUCR Women's Rights and Equity Committee
Charles Brasil	Núcleo de Estudos Afro-brasileiros e indígenas da Ufac (Neabi)
Jonathan Nguyen	Alpha Phi Omega
Melissa Grant	UCR ALUMNI
Christopher Castorena	MoneyTalk at UCR
Jordan Edwards	National Society of Black Engineers at UCR (NSBE), Passing the Torch Peer Mentorship Program (PTPM)
Lina Vo	Alpha Phi Omega
Rafael Jaime	UAW 2865
Solana Quistorff	University of Wyoming

Blank Affiliations

Name (First and Last)	Affiliation (Organization, Institution, Department; independent scholars and community members are welcome to write "NA")
Mlondi Zondi	Wesleyan University
Zifeng Liu	Africana Studies, Cornell University
Jahari Shelton	
VaNatta Ford	Williams College Africana Studies
Zach Sell	Drexel University
Miliann Kang	University of Massachusetts - Amherst
Giulia Giamboni	University of California, Santa Barbara, History Department
T. Le	UCLA
Bernadette Hartfield	Georgia State University (retired)
Jemima Pierre	Associate Professor, Department of African American Studies, UCLA
Takunda Darwish	Independent
Peyton McGill	
Jalen Storey	
Claire Nguyen	
Andrew Carbaugh	
Theresa Johnson	University of California, Santa Cruz
Cristóbal Martinez	Michigan State University, Department of English
Logan Phillips	Washington University in St. Louis

Ven Griffin	
Jolie Mahr	
Anna I	
Iakin easterling	
John Sweeney	
Phoebe Kim	
Minkah Makalani	University of Texas at Austin
Jaleah Cullors	
Sara Smith	Department of Geography, University of North Carolina at Chapel Hill
Dominque Conway	
Ananya Roy	UCLA
Ana Flávia Magalhães Pinto	Universidade de Brasília (UnB) / Rede de HistoriadorXs NegrXs (Brazil)
Marcelo Ramos	Federal Fluminense University (Brazil)
Benjamin Fields	UC Berkeley Sociology
Shakeer Rahman	Race and Technology Practitioner Fellow, Stanford Center for Comparative Studies in Race and Ethnicity
Regina Ebo	Berkeley Grad student

Madelyn Millen	Retired UCR Staff, Riverside NAACP Chapter #1059
AJ Reed	Independent Scholar
Ofurhe Igbiniedion	
Aline Cristina Oliveira do Carmo	Núcleo de Estudos Afro-brasileiros e Indígenas do Colégio Pedro II (NeabiCp2) - Rio de Janeiro, Brasil.
Lee Ann A Wang	UCLA
Emma Huang	
Lucas Jupy	
Restituta marco	
Gabrielle Foreman	English, African American Studies, History at Pennsylvania State University
Andrew Jolivéte, Professor and Chair Ethnic Studies UC San Diego	Ethnic Studies Chair/Native American and Indigenous Studies Director, UCSD
Bobby Rivera	St. John's University
Maurice Stevens	Professor, Department of Comparative Studies, The Ohio State University
Claudio mattos	
MARIA SYLVIA APARECIDA DE OLIVEIRA	m.sylviaadv@hotmail.com
Charlene Carruthers	Northwestern University, PhD Student
Nana Amoah-Ramey	Indiana University
Wan-Chuan Kao	Washington and Lee University
Uri McMillan	UCLA, Associate Professor, English & Gender Studies

Myles Ali	Department of History and Critical Race and Ethnic Studies, UC Merced
Thainara Silva	
Vitoria Buzzi	
Ash McNelis	
Maya Harmon	
Emiliana Cruz	CIESAS-CDMX
Maria Soares	Universidade da Ludofonia Afro Brasileira - UNILAB
Letícia Santana Pereira	ONG Mapa do Acolhimento
Glenn Johnson	
William Bowden	University of Rhode Island
ANA LUIZA GUIMARAES PEREIRA	Estudante de Filosofia na UnB
Paloma Jesus	Comunidade



Academic Senate

July 29, 2021

To: Lucille Chia
Chair, CHASS Faculty Executive Committee

From: Jason Stajich
Chair, Riverside Division

CC: Gabrielle Brewer
Student Affairs Officer

RE: **New Department Pre-Proposal: Department of Black Study**

Dear Lucille,

I write to provide the consultative feedback memos from the Academic Senate review regarding the pre-proposal for the establishment of a Department of Black Study. I ask that this attached packet be passed to the proponents.

In addition, as you know, Executive Council, who is fully supportive of the proposal, discussed it during their meeting on July 26, 2021, and below are summarized comments from the discussion that, along with the attached committee memos, I trust will be helpful in the next proposal draft:

- UCR, the country, and world are at a fragile and critical moment and UCR would be rising to the challenge of the time by establishing and fully supporting a Department of Black Study.
- UCR Administration must put tangible and sustained support – financial and otherwise – behind this department.
- It is clear that there is significant community support and that such a proposal has resonance beyond the walls of campus.
- Executive Council agreed that this department is necessary at UCR.
- It will be helpful for the proposal to clarify issues around resources in funding the unit's faculty and administrative staff as noted in some of the memos.
- It is important that in the next version of the proposal that the names of the proponents be included.
- A member mentioned that it may be helpful to clarify the difference between African American studies and Black studies; and the difference between what is offered with the current African American studies major in the Department of Ethnic Studies.

Sincerely,
/s/ Jason




Academic Senate

COMMITTEE ON ACADEMIC PERSONNEL

June 24, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Yinsheng Wang, Chair 
Committee on Academic Personnel

Re: **New Department Pre-Proposal: Department of Black Study**

At its meeting on June 21, 2021, CAP discussed the New Department Pre-Proposal: Department of Black Study and, by a vote of +9-0-0, CAP unanimously supported the pre-proposal. In particular, CAP considered the establishment of the new department timely. In addition, CAP would like to note that, similar as existing departments on campus, the academic personnel review process for senate faculty in the newly proposed department should be aligned with APM and the Call.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

July 6, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stefano Vidussi, Chair
Committee on Educational Policy

A handwritten signature in black ink, appearing to read 'Stefano Vidussi'.

RE: Pre-Proposal for a Department of Black Study

The Committee on Educational Policy reviewed the pre-proposal for a Department of Black Study at their July 2, 2021 meeting and look forward to receiving the full proposal for the department for review. The Committee recommends that the program consult the [Committee on Educational Policy's Guidelines for the Establishment of New Academic Programs](#) for the proposed development of the undergraduate major and minor.



Academic Senate

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

June 9, 2021

To: Jason Stajich, Chair
Riverside Division Academic Senate

From: Xuan Liu, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

The Committee on Diversity, Equity, and Inclusion reviewed the New Department Pre-Proposal: Department of Black Study and was in supportive of the proposal.



Academic Senate

COMMITTEE ON COURSES

June 30, 2021

To: Jason Stajich, Chair
Riverside Division

From: Ming Lee Tang, Chair
Committee on Courses

A handwritten signature in black ink, appearing to read 'Ming Lee Tang'.

Re: Pre-Proposal for a Department of Black Study

The Committee on Courses reviewed the pre-proposal for a Department of Black Study and are supportive of the proposal for the new department. The Committee does recommend that the proposal be updated to document what currently approved courses will be included in the proposed four tracks for the major and what advising support will be available to students to assist them with identifying courses. Additionally, the Committee recommends that the proposal be updated to note what the requirements will be for the Ph.D. program that the proposed department intends to develop. The Committee also recommends that the proposal document how the administration and College will support the proposed new department. Lastly, the Committee recommends that the program consult with the Registrar's Office regarding the availability of the proposed new subject code BLAC and compatibility with the Course Request System (CRS).



Academic Senate

GRADUATE COUNCIL

June 15, 2021

To: Jason Stajich, Chair
Riverside Division

From: Amanda Lucia, Chair
Graduate Council

Re: [Campus Review] New Department Pre-Proposal: Department of Black Study

Graduate Council reviewed the proposal for a new Department of Black Study at their June 10, 2021 meeting. The Council was supportive of the proposal wholeheartedly and found it very timely. This department will likely attract more Black graduate students. There may be impacts on the Ethnic Studies department that should be addressed in the proposal. The Council noted that separate proposals for the department, undergraduate program, and graduate program need to be submitted as final proposals.

From: [Joseph Kahne](#)
To: [Cherysa P Cortez](#)
Subject: Re: FW: Please Read - [Campus Review] New Department Pre-Proposal: Department of Black Study
Date: Wednesday, June 9, 2021 9:57:20 PM
Attachments: [FullTopLogoSmaller.png](#)

Hi Cherysa,
The School of Ed FEC was very supportive of this moving forward.

Thanks!
joe

On Thu, Jun 3, 2021 at 3:25 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne – Please see the attached and below for the attention of the GSOE FEC.

Best,

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at [\(951\) 827-6154](tel:951.827.6154) or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Cherysa P Cortez
Sent: Thursday, June 3, 2021 3:24 PM
To: Genie Mulari <genie.mulari@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Leondra Michelle Jacobs <leondra.jacobs@ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Ana Kafie <ana.kafie@ucr.edu>; Katelyn Robinson <krobinson@engr.ucr.edu>; Michelle Butler <michelle.butler@ucr.edu>; Kristen West <Kristen.west@medsch.ucr.edu>; Andrea Morales <Andrea.Morales@medsch.ucr.edu>; Jennifer Kelsheimer <jennifer.kelsheimer@ucr.edu>
Subject: Please Read - [Campus Review] New Department Pre-Proposal: Department of Black Study

Dear All,

Please note the addition of the Committee on Diversity, Equity, and Inclusion as a tasked committee. They were inadvertently left off the last send. The attachment is unchanged.

Best,

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at [\(951\) 827-6154](tel:951.827.6154) or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Academic Senate <senate@ucr.edu>
Sent: Thursday, June 3, 2021 3:21 PM
To: Genie Mulari <genie.mulari@ucr.edu>
Subject: [Campus Review] New Department Pre-Proposal: Department of Black Study



[Campus Review] New Department Pre-Proposal: *Department of Black Study*

Distributed for Review: 06/03/21

Committee Due Date: 07/19/21

On behalf of Senate Division Chair Jason Stajich, I forward a pre-proposal for the establishment of a Department of Black Study at UC Riverside. As a pre-proposal, comments received in this round of review would be incorporated in a subsequent proposal. Please provide your committee's comments via IMS or senate@ucr.edu (you may cc cherysac@ucr.edu) by July 19, 2021. Thank you.

Tasked Committees:

- Academic Personnel
- Courses
- Educational Policy
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - Graduate School of Education
- Executive Committee - School of Business
- Executive Committee - School of Medicine
- Executive Committee - School of Public Policy
- Faculty Welfare
- Graduate Council
- Library and Information Technology
- Planning and Budget
- Research
- Undergraduate Admissions
- Diversity, Equity, and Inclusion

--

Joseph Kahne
Dutton Presidential Chair for Education Policy and Politics
Co-Director, Civic Engagement Research Group
University of California, Riverside
www.civicsurvey.org
[@jkahne](mailto:jkahne)
Pronouns: he, him, his



Academic Senate

June 29, 2021

To: Jason Stajich, Chair
Riverside Division

From: Alejandra Dubcovsky, Chair
Committee on Library and Information Technology

RE: New Department Pre-Proposal: Department of Black Study

The LIT Committee enthusiastically supports the development of this program. The main concern raised is that, as it stands, the pre-proposal read more like a proposal for a program rather than a department. This department needs permanent lines, so that the faculty in the Black Study department will not be spread too thin or saddled with twice the department service. We recommend that UCR should commit a defined number of FTE lines spread over the first years of the Department and the proposal should be written accordingly.

PLANNING & BUDGET

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Katherine Kinney, Chair
Committee on Planning and Budget

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

The committee supports the proposal to create a department of Black Study. Members of the committee affirmed the importance of this initiative as defining a vital field of research dedicated to countering antiblackness. As the proposal states, formation and support of this department are logical steps to address the serious difficulties UCR has had in retaining back faculty members by creating new structures of support for research, collaboration, and pedagogy. One member of the committee who supports the intellectual vision of the department expressed concern that forming a department could have the unintended consequence of marginalizing black faculty members. Other members expressed excitement about the ways the new department would strengthen interdisciplinary connections across the arts, humanities, and sciences.

In a spirit of support, the committee asks for clarification on the following points.

- 1) Who is presenting this proposal? There was no cover letter naming the faculty proposing the department.
- 2) There is no letter of support from the CHASS Dean. A clear commitment of resources, including space and staff FTE, by the Dean is especially important given the history of underfunding or defunding black studies on the UCR campus. The proposal cites the Dean's "vision" for staffing on page 15, but a letter stating the college's commitment is needed.

- 3) How many faculty FTE are required for the Department of Black Study to function viably and ultimately thrive as a strong academic unit? The discussion on page 15 needs to be clarified. Will new FTE be allocated?
- 4) The proposal states that twenty current faculty members have already expressed interest in transferring a percentage of their lines to the department. This would be a significant reallocation of resources. What will be the impact on CHASS and on specific departments?



School of Medicine
Division of Biomedical Sciences
Riverside, CA, 92521

School of Medicine

June 24, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: SOM FEC Response to the New Department Pre-Proposal: *Department of Black Study*

Dear Jason,

The SOM Faculty Executive Committee has reviewed the pre-proposal to establish a new Department of Black Study. This pre-proposal is a little beyond our remit with respect to evaluating the merits of this proposed new academic department and undergraduate curriculum. Thus, we defer to committees responsible for oversight of new curricula. We are in agreement with the overall concept and need on campus for a Department of Black Study and how it can contribute to addressing disparities and disenfranchisement by acting as a supportive hub for Black students, faculty, and critical discussions of racial justice and racism, while also playing a critical role in fostering awareness, understanding, and support among non-Black faculty and students. We look forward to reviewing a full proposal that offers a more developed structure and substantially more detail on addressing budget requirements, including how faculty lines are proposed to be transferred from other departments, as well as a more detailed curriculum.

Yours sincerely,

A handwritten signature in black ink that reads "Declan McCole".

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee
School of Medicine



Academic Senate

COMMITTEE ON UNDERGRADUATE ADMISSIONS

June 18, 2021

To: Jason Stajich, Chair
Riverside Division

From: Sheldon Tan, Chair
Committee on Undergraduate Admissions

RE: CR. New Department Pre-Proposal: Department of Black Study

The Committee on Undergraduate Admissions reviewed the Pre-Proposal: Department of Black Study and voted to support the proposal. UCR prides itself on its diversity and inclusion. While applications by and admissions of black students are generally increasing, the enrollment of black students has decreased. Having a Department of Black Study will likely improve our prospect of recruiting, enrolling, and retaining black students at UCR. One Committee member abstained from the vote and one committee member did not support the proposal.



Academic Senate

COMMITTEE ON FACULTY WELFARE

July 21, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Patricia Morton, Chair
Committee on Faculty Welfare

Re: [Campus Review] New Department Pre-Proposal: *Department of Black Study*

At its remote meeting on July 13, 2021, the Committee on Faculty Welfare discussed the New Department Pre-Proposal: *Department of Black Study*.

The Committee strongly supports the pre-proposal for the formation of a Department of Black Study, which will restore a program that was cut in the 1980s and will address the long history and contemporary reality of antiblackness at UCR as experienced by Black students, staff and faculty. Responding to widespread calls for such a department across UCR and beyond, this pre-proposal outlines a department that will meet many institutional needs and has a strong rationale. UCR has the highest number of Black undergraduate students in the UC system, 1265, but our Black enrollment is declining due to lack of institutional and intellectual support. UCR has a dismal record of retaining Black faculty, who consistently leave our campus for other institutions. Black staff report a hostile and unwelcoming campus climate. This pre-proposal addresses these issues and makes a compelling case for creating the infrastructure to begin their redress.

CFW endorses the comments, questions and suggestions contained in the letter from the CHASS Executive Committee and encourage the Black Study Initiative Group to develop the proposal more fully along those lines. In particular, the relationships between Black Study and the Ethnic Studies Department and the Graduate School of Education should be clarified. A committee member from the GSOE noted that she was not aware of any discussions between her school and the Black Study Initiative Group. The Committee believes the pre-proposal will benefit greatly from broader consultation with allied departments and programs. Like the CHASS Executive Committee, we believe the proposal should include a business plan that details the human, physical and financial resources required for its establishment and a plan for sustaining the Department for the long term.

TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpio, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] New Department Pre-Proposal: Department of Black Study

Date: July 26, 2021

The School of Public Policy (SPP) Executive Committee read and discussed the document “[Campus Review] New Department Pre-Proposal: Department of Black Study.” Below are the comments from the discussion.

Overall, our committee was very supportive of the pre-proposal’s idea of this Department and its major and minor programs. However, in discussing the pre-proposal, committee members raised several questions and concerns about specifics in the document that could benefit from further clarification or formulation from the authors. I detail those here:

1. **Uniqueness versus potential redundancy.** Ethnic Studies already has an African American Studies concentration (cited extensively throughout this proposal) that could, potentially, be expanded and formed into its own department. Yet, there is no significant discussion in the proposal of why there is a need to build a *brand new* major/minor program and separate department versus building off of or growing the existing African American Studies program. As such, this pre-proposal for a new department reads as a petition to create another unit with very similar intellectual interests and then co-existing with Ethnic Studies for the same—currently rather small—number of majors/minors (as detailed in the pre-proposal).

Given this lack of discussion in the pre-proposal, a question was raised as to whether there is a backstory/history of some disagreement behind the faculty authors of this pre-proposal and the faculty in Ethnic Studies. Without such further explanation, the pre-proposal has an undertone of this initiative being a campus “land grab” from an existing program and/or a department pre-proposal motivated in part due to prior/current conflict among faculty. Hence, overall, more detail is needed about distinctions/potential redundancies.

2. **Enrollment projections.** Given that the current African American Studies concentration in Ethnic Studies has low enrollment, it is hard to understand why, as discussed in the pre-proposal, the new proposed department will fare better. Related to the preceding point, why not just invest more resources and faculty lines into the African American Studies program to grow it? More justification of such enrollment statistics would be helpful.

3. **Faculty resources.** Concern was raised that this initiative will not succeed with just three faculty and promises of others who want to partly affiliate. A crucial issue is whether the university is willing to devote substantial resources to hiring in this area. The campus needs more faculty with specialization in Black Studies, but the university has not made much investment in this direction. If there is no such investment (at least at a substantial level), even if this department is approved, its program will struggle significantly.

Related to this issue, two hiring suggestions arose:

- a. Lobby for the university hire five faculty over next two to three years. Then, the university can either decide to form a department *or* the university can form a department, but have that action be tied to truly hiring 5 more faculty in this area.
 - b. It seems it would be ideal to develop a broader plan calling for the university to allocate several hiring lines to recruit (ideally mid-career and senior, perhaps even “Targets of Excellence”) scholars of African American issues who would then be appointed in existing units. They could all be part of a Black Studies major/minor (not a separate administrative unit, but a course of study with various Black Studies required courses). However, being additional hires to campus, they would also contribute to the DEI climate of campus and the departments of which they are part—after all, there are many legitimate complaints regarding the extent of faculty diversity, so this could be one good step forward. It also would not restrict the benefits of such a new program to mostly the Humanities and Arts units within CHASS. Faculty could be appointed in/do scholarship relevant to SOC, POSC, PSYC, and ECON, as well as SPP, GSOE, SOM, etc. Such an idea may make detractors of the recent cluster hire initiative worry or recoil, but it would be a chance for applying lessons learned from last time to do it better this time.
4. **Recruiting Affiliate Faculty to Staff this Program.** Given the low enrollment numbers mentioned in the pre-proposal (current and anticipated in the coming years, especially relative to other CHASS majors/minors), this statement seems curious: “In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.” Related to these issues, the following items were noted as unclear:
- a. How the Department will solicit applications from current UCR faculty to affiliate at 0% or 50%, and then potentially 100% in the future
 - b. How many faculty will come join this Department
 - c. Why was this affiliate faculty effort not done already with Ethnic Studies for their African American Studies concentration?
 - d. How diverse the range of represented disciplines will be (and what that will mean for covering courses, training students, etc.). Notably, why are none of the social sciences except Anthropology represented in the pre-proposal’s list. This omission is curious considering how much relevant scholarship is being done in psychology and the social sciences (including in SPP).
 - e. A list of interested faculty. As detailed, the pre-proposal states, “About 20 UCR faculty from the departments of Anthropology, Comparative Literature, and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education,

have expressed interest in transferring a percentage of their lines to the Department of Black Study.”

- f. What this recruitment of affiliate faculty may mean for current departments/programs (many resource-constrained), where faculty are already expected to cover a certain workload for their unit? Without hires and dedicated resources, this seems a lot like just rearranging faculty in already under-resourced units and colleges.


Sincerely,

A handwritten signature in black ink, reading "Richard M. Carpiano". The signature is fluid and cursive, with the first name "Richard" being the most prominent.

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy

July 24, 2021

TO: Jason Stajich, Chair
Academic Senate

FROM: Philip Brisk, Chair 
BCOE Executive Committee

RE: Pre-proposal for a Department of Black Study

Dear Jason,

The BCOE Executive Committee reviewed the pre-proposal for a Department of Black Study, which, if approved, will be housed in CHASS. The Executive Committee identified two key areas in which BCOE is a stakeholder: (1) BCOE undergraduates could chose to double-major or minor in Black Study in addition to their chosen BCOE major; (2) BCOE could approve new undergraduate courses proposed and taught by Black Study faculty to satisfy BCOE General Education requirements.

One weakness of the pre-proposal is that it did not clearly delineate the membership of the Black Study Initiative and which individuals were putting this proposal forward; this information will be essential when a subsequent proposal is submitted for Senate review.

Several Committee members requested clarification about how the program will be funded. If the program is to be funded exclusively by CHASS, then the Committee has no comment, as it is not this Committee's purview to impose priorities on another College; if central funds are to be used, then the Committee is concerned that these funds could be diverted from other units in dire need, such as ITS.

One Committee member stated that the Department of Black Study would not serve to further understand the plight of Blacks in America.

PRE-PROPOSAL FOR A DEPARTMENT OF BLACK STUDY

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

III. RATIONALE AND IMPACT

IV. THE MAJOR AND MINOR IN BLACK STUDY

V. PROPOSED ADMINISTRATION

VI. SIGNATORIES

I. OVERVIEW AND WHY A DEPARTMENT OF BLACK STUDY

This pre-proposal for a Department of Black Study reflects the urgent demand for an overdue institutional presence that effectively addresses historical and contemporary patterns of [antiblackness](#).

The present demand for a Department of Black Study galvanized during the 2020 mass protests against antiblackness in the United States and elsewhere following that year's police murders of Ahmaud Arbery (February 23), Breonna Taylor (March 13), George Floyd (May 25), as well as many other less known violent deaths, including those of Black trans people Nina Pop (May 3), Tony McDade (May 27), Brayla Stone (June 25), Merci Mack (June 30), Shaki Peters (July 1), and Bree Black (July 3).

Riverside Sheriff's Department, Riverside Police Department, and the University of California Police Department are deeply implicated. The 1998 police murder of Tyisha Miller, and the 2012 use of police force [against UCR students](#) suggest historical and contemporary reliance on ubiquitous and antiblack state violence. More recently, in 2019, UCPD had an encounter with a Black scholar that turned physical and ended up with this person arrested; in 2020, sheriff deputies attacked protestors with rubber bullets and pepper balls. Riverside police continue to arrest, seriously injure, and kill Black people at disproportionately [higher rates](#).

Similar to the late 1960s, when Black and multiracial mass social movements led to the formation of the first Black Studies departments in the U.S., the current protests demand the recognition of institutional, systemic, and ubiquitous antiblackness -- that includes but far exceeds state and police violence -- as well as concrete action. As a land-granting institution built on stolen indigenous land, and in spite of (or perhaps precisely due to) its branding of diversity, UCR has been inhospitable to Black epistemologies and unsafe for Black people.

Aligned with these epochal, national, and international protests for Black lives, and in various public pronouncements and statements of support, the demand for institutional accountability and transformation comes from local community organizations, African Student Programs, The Black Graduate Student Union, Associated Students of UCR, [Blackness Unbound](#); several departments and colleges, such as Christopher Lynch, Dean of the Bourns College of Engineering; and an ever-growing number of faculty, students, and staff. As importantly, support comes from UC-wide faculty and administrative units, such as Charles Hale, Dean of the College of Social Sciences at UC Santa Barbara; The Black Leadership Alliance Council; as well as national and international individuals and organizations, such as Criola and React or Die!, prominent Black activist organizations in Brazil.

As of March 30, 2021, this initiative has been endorsed by 2,020 people and organizations. In March the initiative drafted a [petition](#) to seek public support and the response has been remarkable. By midday on March 30, 2021, we had received 2,020 signatures (the full list of signatories by that time are included at the [end of this document](#)). Signatories include 275 undergraduate students at UCR, 281 UCR graduate students, 67 UCR staff members, and 139 members of the UCR faculty. The petition has also received overwhelming support from colleagues at other institutions of higher education, including colleagues from all of the other UC campuses, from multiple CSU and California community colleges, and from world-class universities in the U.S. (e.g., Arizona State University, Duke University, University of Massachusetts, Northwestern, NYU, Stanford) and abroad (e.g., Ateneo de Manila University, Leiden University, Oxford University, Universidade Estadual do Rio de Janeiro, Universidade de Brasília, Universidade de São Paulo, University of Toronto). Importantly, community members here in the Inland Empire signed the petition on behalf of their organizations, including the NAACP Riverside County Branch, the UCR Black Alumni Chapter, and the Latino Voter Mobilization Project. As word spreads about the initiative at UCR, we expect that in the coming weeks and months even more people will join our call for the creation of a department of Black Study, and our petition will remain open to additional signatories.

The UCR difference, signaled by our title Black Study, emphasizes the verb “study” and stresses the *engaged and embodied practice* of this ever-morphing transformative project. The project name invokes Black Studies, UCR’s short-lived department, but is a departure from it as the singular, Black Study, signifies profound shifts. Black Study is the insurgent practice (that is inevitably a theory) of curriculum, teaching, and research that is simultaneously local, communal, planetary, historical, contemporary, and future-oriented, straddling various disciplines in the Social Sciences, Humanities, STEM, and the Arts.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the Arts. Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences.

Black Study is an abolition project. Drawing on autonomous practices rooted in articulated Black Radical Traditions, such as Cooperative Zones, Marronage Enclaves, Mutual Aid, and Transformative Justice, abolition is not an outcome or destination, but rather a collective experimental methodology of liberation. In rigorous research, analysis, creative practice, applied scholarship and close partnership with transformative grassroots organizations, Black Study critically addresses and seeks to overcome all forms of antiblackness while imagining and prefiguring an altogether new world. Black Study is deeply engaged in the long duration of Black people’s *ways and theories of knowing* -- *Black epistemologies* -- in the African continent and its diasporas. At the same time, introducing invention into existence, Black Study is future-oriented, and as such, informed by collective past experiences, it explores alternative genres of the Human and the Social.

Black Study is an epistemological living corpus that requires an overdue scholarly infrastructure in the public university. Such infrastructure addresses the long historical exclusion of theoretical, methodological, historiographic, artistic, and pedagogical practices engendered by peoples of Africa and its Black diasporas. We understand Black diasporas as including but exceeding those displaced in the [Amefricas](#), as Black Brazilian feminist Lélia Gonzalez terms it. To put and keep UCR on the map as a world-class research university, a Department of Black Study must be established.

II. A HIS/THEIR/HERSTORY OF BLACK STUDIES AT UCR

To demand a Black Study department at UCR is to acknowledge a long and embattled his/their/herstory of Black people on campus. It is to recognize an institutional legacy and ongoing practice that has consistently disrespected, demobilized, defunded, and indeed disappeared Black Study as a relatively autonomous field. The absence of a Black Study department at UCR is evidence of the university's disregard for Black peoples, their experiences, and epistemologies. A brief his/their/herstorical examination of Black Studies on campus makes the point compellingly.

In 1968, Charles Jenkins and a group of about 60 Black students founded the Black Student Union (BSU). Drawing on widespread Black national and international mass mobilizations, the BSU [demanded a Black Studies Department](#). In 1969, a Department of Black Studies was [created](#), but UCR Chancellor Ivan Hinderaker [disbanded it in 1970](#) and recategorized it as an interdisciplinary major. Still, the BSU remained active and mobilized. It claimed the Black House as its headquarters, but the building mysteriously burned down. In 1972, as a consequence of student protests, and the foundational work of the BSU, the Black Student Programs was reconstituted; under the leadership of [Kathryn Jones](#), it became formalized in 1979 as the African Student Programs (ASP), paying homage to an earlier incarnation of it in the 1960s.

On December 21, 2020, Distinguished Professor of Psychology and Executive Director of the University STEM Academy Dr. Carolyn Murray spoke at length with the Black Studies Initiative committee about her more than 40 year experience on campus. In 1980, Murray was hired at UCR as an assistant professor. At the time, the Black Studies program, chaired by Dr. Jacqueline Haywood, had only four faculty. Soon thereafter the program was reduced to two faculty members as one of them did not get tenure, and another joined the Reagan administration. In 1982, citing budget restraints, the CHASS dean announced the program was to be terminated. Dr. Haywood stepped down as chair, while the dean cautioned Dr. Murray that taking on the chair of the Black Studies program could jeopardize her ability to achieve tenure. Nevertheless, Dr. Murray obtained support from the Chancellor, Tomás Rivera, and in 1982 became chair of the program. With faculty Dr. Murray assembled from various departments -- most of the few Black faculty on campus formally became Cooperating Faculty of Black Studies -- the program lasted until 1985. During this time, Dr. Murray and her colleagues consolidated the major and the minor curriculums and increased the number of students majoring in Black Studies.

Several factors contributed to the program's final dismantling. Chancellor Rivera passed away in 1984, in the midst of a fierce campus discussion about the fate of Black Studies, Chicano Studies, and Economics. This dispute culminated in 1985, when about

300 people -- student, faculty, staff, and community members -- protested the end of Black Studies at the campus Senate meeting. When it looked as though there was enough support from the faculty present at the meeting to maintain the Black Studies Program, a paper ballot was proposed. This decision allowed, in Dr. Murray's words, for people to privately "vote their racism." And so the Black Studies program was terminated.

Following the Black Studies program's termination emerged the plan for a department of Ethnic Studies, which collapsed Chicano studies and Black studies. Over the next decade, Asian American and Native American studies were added. Dr. Maurice Jackson, who was the founding chair of the Black Studies department in 1969, came back to chair Ethnic Studies for two years; Dr. Jackson passed away in 1987.

Dr. Murray concluded her reconstitution of the long trajectory of Black Studies at UCR -- which was enriched by the supporting testimonies of Committee members John Epps, Jalani Bakari, and Professor Rickerby Hinds -- by reflecting on the African Student Programs (ASP). Dr. Murray stressed that, when she was the chair of the Black Studies program, ASP was an integral part of it, and the ASP director reported to her, not to UCR's administration, as it does presently. Dr. Murray remarked that the separation of ASP from Black Studies is indicative of an administrative pattern that seeks to weaken and demobilize Black people and Black Studies on campus.

To establish a Department of Black Study is to recognize a gaping institutional absence at UCR; it is to come to terms with an embattled history as well as contemporary institutional patterns that have negated the type of relative administrative autonomy that only a departmental unit can engender, such as hiring, promotion, and tenure; and it is to attend to the present historical moment that demands effective conditions in which Black peoples and epistemologies are not only recognized and protected, but also have an opportunity to flourish.

III. RATIONALE AND IMPACT

Currently, in the UC system UCR has the largest number of students who identify as Black/African American; Black undergraduate enrollment is [1,265 students](#). And even though UCR boasts a relatively high [graduation rate for Black students](#), it is evident that this rate is *despite* the many facets of historical and contemporary antiblackness on campus. Black students, [staff](#), and faculty consistently report on a campus climate that is hostile and unwelcoming, one in which quotidian micro and macro aggressions are

widespread. Perhaps as a reflection of this negative campus climate, Black enrollment in CHASS, as we show below, has significantly decreased in the last decade.

The demand for and interest in a Department of Black Study are high. A multiplicity of community members, undergraduate and graduate students, staff, and faculty, as well as several campus, local, national, and international individuals and organizations expressed their full support for the creation of the Department. Further evidence of support will be provided by focused discussions with community members, CHASS students, faculty, and staff, including forums organized by the African Student Programs (ASP). As well, a campus-wide survey on the need and expectations of a Black Study Department will be conducted with students, faculty, and staff; a modified version of that survey will be conducted with community members.

Regarding UCR's long embattled history and continued practice of Black Studies, the Department of Black Study at UCR will (a) articulate ongoing and future collaboration between existing departments and programs, and (b) provide curriculum and programming that responds to demands and fills gaps.

Undergraduate students in the Department of Black Study will obtain a rigorous and valuable Liberal Arts degree that enhances their critical thinking, writing, speaking, and creativity. Trained to combine theory and practice, [Black Study graduates](#) will become teachers, lawyers, doctors, artists, activists, [professors, and researchers](#) at public and private policy think tanks. A Black Study minor also offers an excellent complement to majors offered in CHASS as well as in other schools such as Education, Engineering, Business, and Natural Sciences.

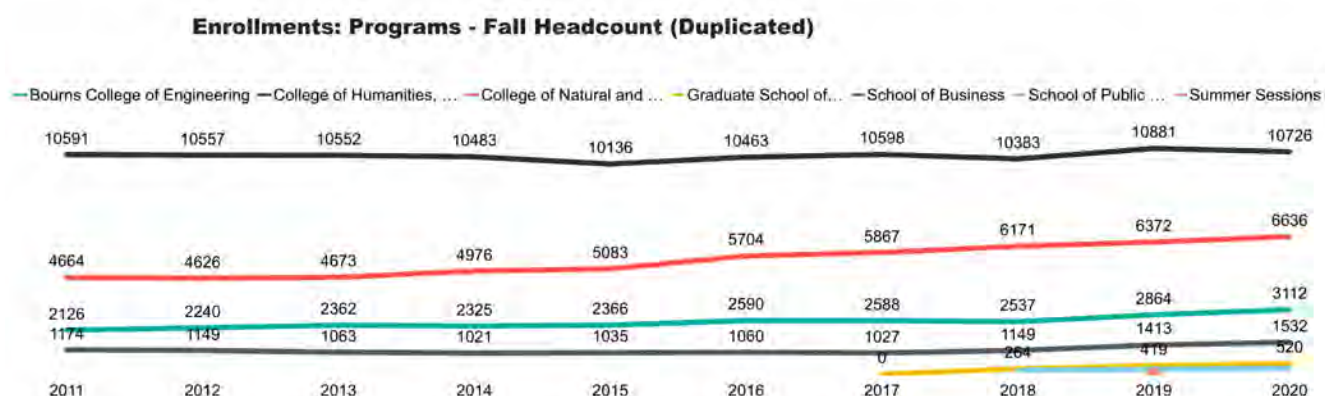
Importantly, the proposed department will maintain a robust graduate program. A 4+1 teaching certificate (with the Graduate College of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. As such, the Department of Black Study, articulating transdisciplinarity and an indissociable partnership between scholarship and practice, will be the only one of its kind in Southern California. Presently, in the UC system UCLA offers a Law Juris Doctor degree (which includes a Masters in African American Studies), while UC Berkeley offers a doctoral degree in African American Studies.

The Department of Black Study's combination of a unique and wide-ranging undergraduate training and a vibrant graduate program will significantly improve UCR's appeal to Black students and those interested in the unit's rich course and programmatic offerings. As reputable universities attest, a dynamic Black Study department significantly improves campus climate, its reputation, and national and international rankings. Indeed, we anticipate UCR's unique Black Study department to quickly become a national and international reference in approach and output deriving

from its difference in disciplinary, curriculum, research, community accountability, and transformative practices.

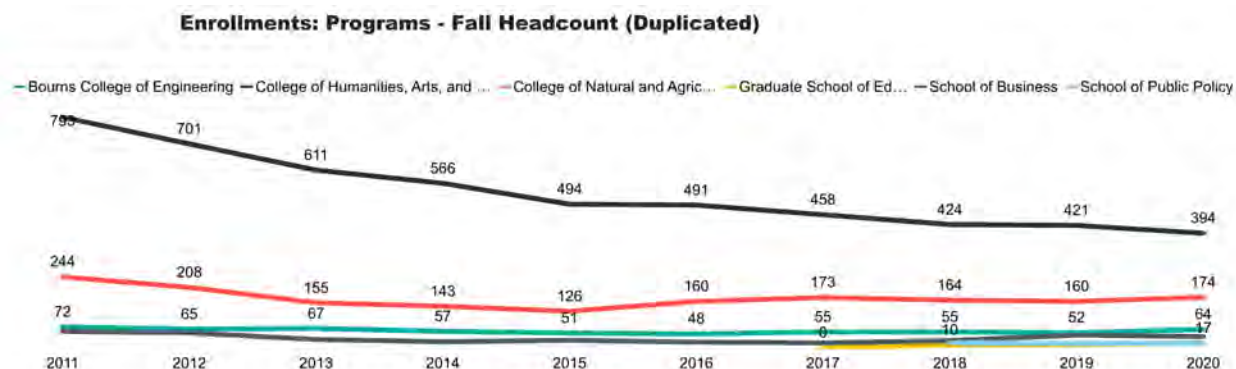
UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a *marked decrease in the number of enrolled Black students* (Graph 2).

Graph 1. Total Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Graph 2. Black Student Enrollment by UCR College



Source: <https://ir.ucr.edu/enrollments-programs>

Related problems occur in other UCR colleges and in STEMM (Science, Technology, Engineering, Mathematics and Medicine) fields. In the last 10 years, CNAS Black graduate student enrollment has remained stagnant, and in 2020 BCOE reported its

lowest enrollment of Black students. While the School of Medicine (SOM) has shown a steady increase in its enrollment of Black students, it acknowledges that Black medical students need stronger communities of support, which is precisely what the Black Study department embodies. It will incorporate integrative and innovative approaches to foster collaborations across colleges, including the establishment of multidisciplinary Designated Emphasis Programs. In dialogue with interested students, faculty, and staff from across various disciplines, and community members, it will host annual conferences exploring the intersections of research and practice from various disciplines.

A department of Black Study at UCR will attract a greater number of undergraduates to campus, many of whom will be Black. The department will also provide a graduate teaching certificate and a transdisciplinary doctoral degree. It will constitute a dynamic and vital home environment supportive of undergraduate and graduate students, and Black faculty and staff. The department will reverse the negative trends in Black student enrollment in CHASS and in other colleges, retain undergraduates, attract graduate students, and correct UCR's poor record of retaining Black faculty and staff.

In recent years, UCR failed to retain a number of prominent CHASS Black faculty including MacArthur Fellow and critic-poet Fred Moten, expert in African American literature Erica Edwards, scholar-artist of religion and sound Ashon Crawley, activist and specialist in critical university studies Nick Mitchell, and award-winning author in performance studies Jayna Brown. Like Black students and staff, Black faculty are routinely told in myriad direct and indirect ways they are not expected to stay at UCR for long; the everyday messages and the micro and macro aggressions we receive from colleagues and administrators signal that we are unwanted and replaceable.

The department of Black Study will send a strong message about UCR's commitment to its "excellence in diversity" approach, attracting and retaining Black scholars and increasing the number and proportion of Black undergraduates and graduate students on campus. Given that it will house the lone UC-wide transdisciplinary doctoral program of its kind in Southern California, the Black Study department will consolidate UCR as a dynamic, transdisciplinary, and innovating hub in the Inland Empire and beyond. *A Department of Black Study will reverse the current dynamics by which UCR is experienced, at best, as a revolving door or a stepping stone for many Black scholars; it will provide the conditions in which Black Study scholars and staff will want to come to and stay at UCR.*

Based on the numbers of enrolled African American Studies majors in the department of Ethnic Studies (22 in 2020, 23 in 2019, 19 in 2018, 12 in 2017), we conservatively project that the Department of Black Study will reach a combined enrollment of majors

and minors of 30 students in the first two years, 50 in the next two, and stabilize at about 75 students enrolled per year. After the initial five years, we project a total of about 300 enrolled majors in a given year, with about 70 graduating per year.¹

We expect such numbers due to the higher local, regional, national, and international visibility that UCR Black Study will attain once it is housed in a department that is unique, dynamic, and attractive. In conjunction with ASP, Black Alumni, and interested groups on campus, an aggressive recruitment strategy will be put in place that utilizes already existing national and international networks and develops new ones.

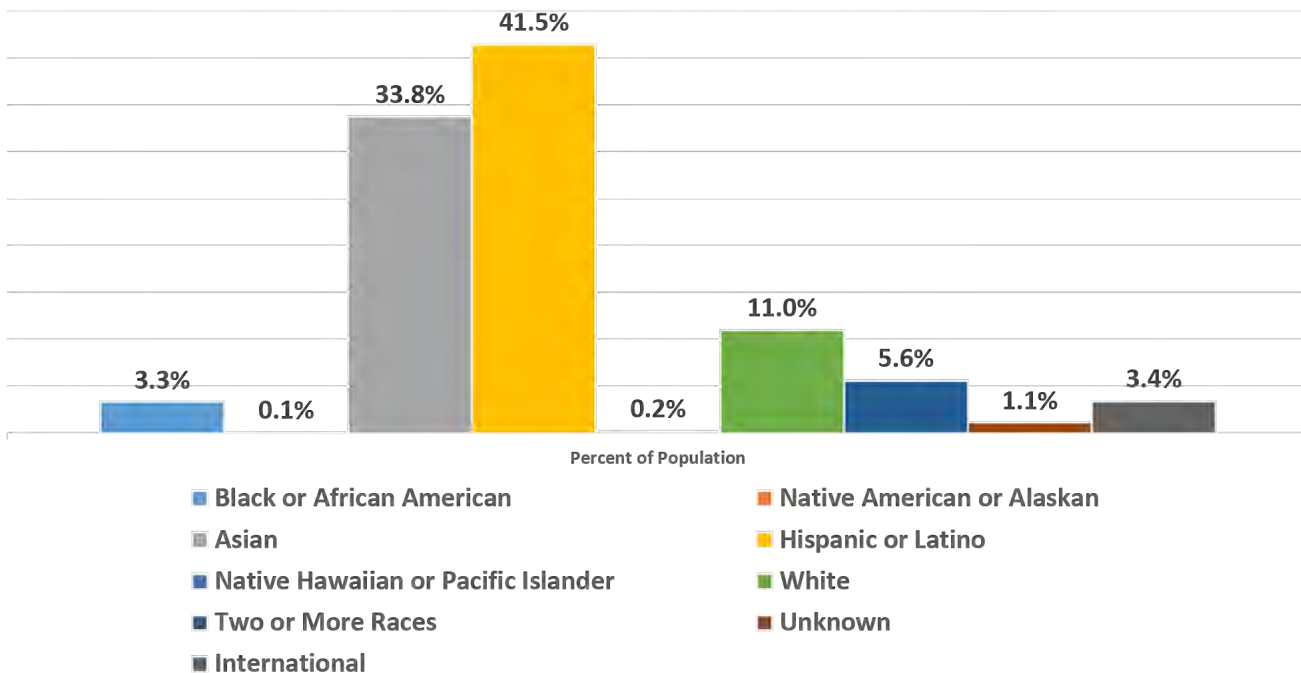
The Department of Black Study will have a strong and unique graduate component. It will offer a 4+1 teaching credential with the Graduate School of Education and other interested campus units. By recruiting and training future generations of high school teachers, and generating the curricular resources these teachers will need to excel, this program will promote diversity and inclusion not only on campus but also in California schools. UCSB has recently started a similar [program](#) that involves the departments of Feminist Studies, Chicana and Chicano Studies, Asian American Studies, and Black Studies. It is this model of collaboration within and across disciplines, departments, and colleges that will guide the establishment and operation of the Department of Black Study.

Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others. In keeping with the innovative and insurgent goals of the Department, rather than just reproducing the professoriate, it will offer critical and innovative alternatives to the conventional graduate program. In dialogue with interested parties and academic units, it will develop specific graduate tracks such as "Combating Antiracism," focused on three areas -- i.e. health, environment, education, cultural production -- whose goal will be to form, capacitate, and further potentialize well-trained practitioners and activists.

Graph 3. Proportion of enrolled undergraduate and graduate students by race.

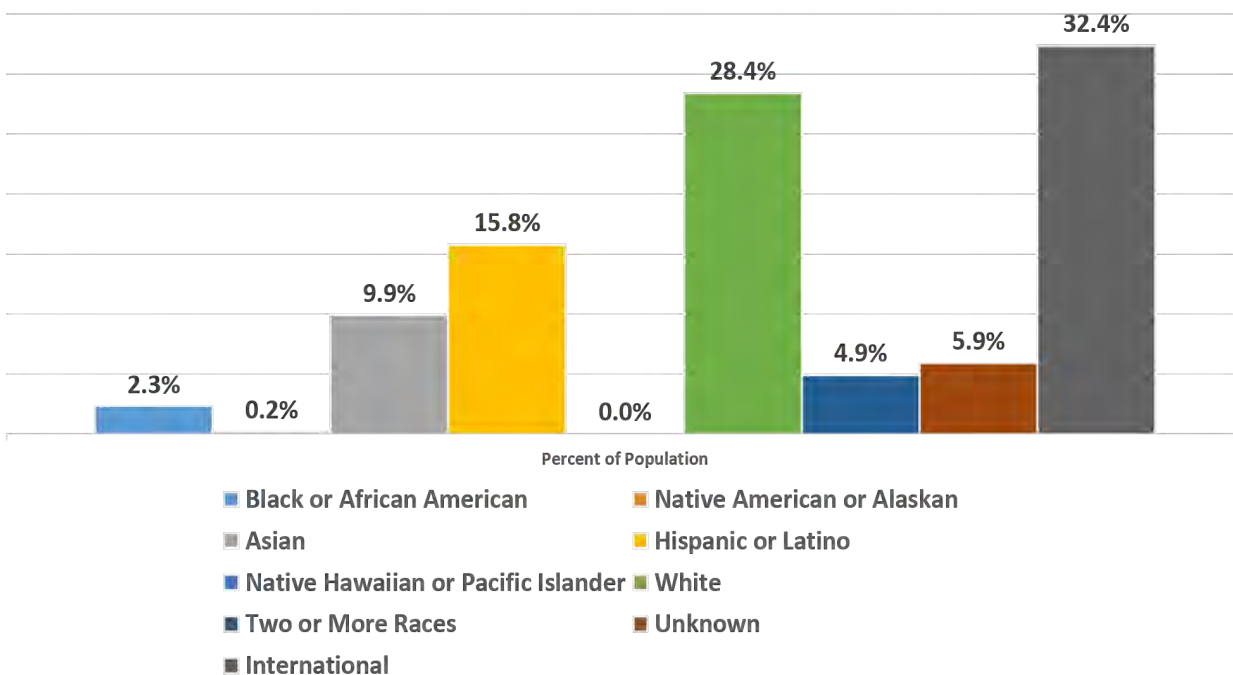
¹ Campuses publish enrollment data using different measures. Currently [UC Santa Barbara](#) has a total of 27 enrolled majors in Black Studies; [UC Berkeley](#) has 30 degree recipients in African American Studies in the last two years, [UT Austin](#) has 22 currently enrolled majors in African and African American Studies.

Undergraduate Student Enrollment, Ethnicity



Source: <https://diversity.ucr.edu/student-diversity-statistics>

Graduate Student Enrollment, Ethnicity



Source: <https://diversity.ucr.edu/student-diversity-statistics>

IV. THE MAJOR AND MINOR IN BLACK STUDY

In articulation and collaboration with various departments at UCR, within and beyond CHASS, the department of Black Study will offer a gamut of courses that are rigorous, transdisciplinary, attuned to the past, attentive to current social challenges, and oriented towards a transformed future. The Black Study department will be part of an articulated network of already existing curricular, research, and artistic performance efforts; with its administrative autonomy and concentration of faculty, student, staff, and community activists, it will also significantly enhance such efforts, providing much needed institutional support and a home base for practitioners, collaborators, and the broader public.

Cross listed courses will be encouraged and will be grounded in dialogue between and within disciplines and theoretical perspectives -- a crucial dialogue which will enhance both the dynamic network of intellectual affinity across campus and the open, articulated, and supportive nature of the department of Black Study. For example, the introductory courses will draw from and will be cross listed with the African American Studies courses currently offered in the department of Ethnic Studies. A number of lower and upper division courses will be cross listed with the department of Anthropology's Black Diaspora and Health Disparities undergraduate tracks. The same will be true for courses currently offered in various departments whose content harmonizes with the principles of Black Study. All of which is to say that constant debate, exploration, and innovation will indelibly mark the new unit.

The major and minor in Black Study requires both an engagement with (a) broad perspectives on the past, current, and future challenges and possibilities Black people experience in the African continent and its diasporas; and (b) two specialization tracks that will deepen one's understanding of such challenges and possibilities. The Black Study undergraduate experience is thus both wide and deep in scope and yet specific and specialized.

In the introductory courses, undergraduate students will be exposed to the major social factors impacting Black peoples in the African continent and its diasporas currently (BLAC 001) such as the AIDS/HIV and Covid-19 pandemics, food and nutrition insecurity, state terror and industrial incarceration, residential segregation, exposure to environmental toxins, and early death by preventable diseases and blocked access to quality health care and education; his/their/herstories of organized resistance and epistemological invention since the dawn of modernity, with a particular focus on Black trans, queer, and feminist perspectives on what Cedric Robinson terms the Black Radical Tradition (BLAC 002); and a critical appraisal of political organizing efforts,

artistic practice, and theoretical prisms that imagine and propose alternatives to the current global state of antiblackness (BLAC 003).

The four undergraduate tracks, from which students will have to choose four courses in two of them (32 credits) in order to graduate, reflect the wide range of Black Study expertise already available at UCR:

i) “Critical Theories and Practices of Gender, Sexuality, Race, Ability, and Blackness” explores the major theories informing Black Study, with an emphasis on the interlocking forms of oppression as offered by Claudia Jones’s concept of Black women’s triple oppression in 1949, the Civil Rights Congress’ “We Charge Genocide” in 1951, and the Combahee River Collective Statement in 1977.

ii) “Performance, Arts, and Literature” engages the multiplicity of theoretical invention and political insight necessary for, contained in, and enhanced by artistic practice. Drawing from the unique concentration of Black innovative and critical practitioners of dance, theater, film, music, and literature at UCR, this track explores the epistemological bases, the social challenges, and the futures engendered in the imaginative and performative realms.

iii) “His/herstory, Behavioral and Social Sciences” zeroes in on (a) historiography, theories of history, and the various his/their/herstorical archives, aiming to comprehend the past as it is reflected in and inflected by our current social challenges and aspirations; and (b) relevant debates and findings emerging from Ethnic Studies, African American, Africana, and Black Studies, and traditional disciplines such as Anthropology, Economy, Political Science, Psychology, Social Work, and Sociology, among many others.

iv) “Law, Education, Health, Environment, STEMM, Social Activism, and Policy” recognizes UCR’s vanguard position in the study of environmental racism, a term coined by Professor Robert Bullard, faculty in the department of Sociology (1989-1994), and examines the multiple ways in which legal doctrines and disputes, the educational and health systems, and environmental challenges -- including climate change -- are implicated in and are impacted by past and current forms of social activism and the policies they propose.

The required course “Community Internship” will not only reinforce the department’s rootedness in social movements, but also enhance the student understanding of the theories and practices of community organizing. A capstone course, the “Senior Seminar” will revisit the principal challenges Black people face globally and engage in transformative projects of Black survival and well-being.

The Major in Black Study

1. Lower-division/General requirements (12 units)
 - a. BLAC 001 Introduction to Black Study I: Black People Globally Now
 - b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
 - c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures
2. Upper-division requirements (40 units)
 - a. BLAC 190 Senior Seminar
 - b. BLAC 191 Community Internship
 - c. Additional 32 units chosen from two of the tracks below:
 - i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness
 - ii) Performance, Arts, and Literature
 - iii) His/herstory, Behavioral and Social Sciences
 - iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

The Minor in Black Study

1. Lower-division/General requirements (12 units)
 - a. BLAC 001 Introduction to Black Study I: The State of the Black Diaspora
 - b. BLAC 002 Introduction to Black Study II: Diasporic Black Radical Traditions
 - c. BLAC 003 Introduction to Black Study III: Imagined and Embodied Futures

2. Upper-division requirements (20 units)

a. BLAC 190 Senior Seminar

b. BLAC 191 Community Internship

c. Additional 12 units in two of the following tracks:

i) Critical Theories and Practices of Gender, Sexuality, Race, and Blackness

ii) Performance, Arts, and Literature

iii) His/herstory, Behavioral and Social Sciences

iv) Law, Education, Health, Environment, STEMM, Social Activism, and Policy

V. PROPOSED ADMINISTRATION

The Department of Black Study does not intend and indeed will not have the administrative capacity to centralize all Black Studies on campus. On the contrary, when possible, the Department of Black Study will support various related efforts, even when not originating them. It seeks to multiply and strengthen all forms of Black Studies at UCR, thus engendering a climate that is receptive and nurturing of Black peoples and epistemologies. Black Study recognizes that its approach and practice is one among many. It is therefore absolutely not interested in dividing efforts, creating disputes, claiming ownership, or drawing boundaries.

Once formalized, the Department of Black Study will extend invitations, consider self-nominations, and establish a process by which campus faculty will have 0% or 50% appointments. After two years, budgetary conditions permitting, its members will begin conversations about a few 100% appointments. Following open collaboration and negotiation with departments and programs, it will offer cross-listed courses that support already-existing curriculum (such as within African American Studies in the Department of Ethnic Studies); develop a range of new innovative courses that bridge disciplinary

affiliations, methods, and pedagogies; establish programming that is attentive to both campus and extra-campus artistic, research, and activist concepts and practices at the local, national, and international levels; and finally, engender an inviting, rigorous, and supportive space -- physical, intellectual, and of affinity -- in which members of African and Black diasporic communities, students, scholars, artists, practitioners, and researchers will have relative administrative autonomy.

The department will combine first-rate scholarship, research, and artistic practice with community accountability and collaboration. Critical to the Department is an administrative structure that enables substantive participation of community members in its decision-making processes. Grounded in social movements demanding deep structural transformation, and in the spirit of a public university, Black Study will have representatives from the Inland Empire's Black communities in its decision-making processes, including graduate admissions, faculty and staff hiring, and promotion, and retention, among other crucial department matters.

About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, have expressed interest in transferring a percentage of their lines to the Department of Black Study.

At first, members of the Black Study Initiative Committee will be responsible for approving and managing Black Study courses in the curriculum. In the early phase of the department, the teaching faculty and the courses will be drawn from CHASS (and possibly other colleges, including the Graduate School of Education) with the approval of the relevant administrators and department chairs. Black Study will encourage interdepartmental and intercollege robust exchange, and will offer, upon administrative compliance, partial or full appointments to interested faculty. In its early phase, we anticipate that Black Study will have a core of about ten 50% faculty members, and a few 100% appointments.

As the student body grows and the program matures, a support staff will be added to the Department of Black Study. Dean McMullin envisions a new administrative structure, distinct from The Multidisciplinary Financial, Administrative, and Student Unit (MDU), with two Financial Analysts and, when the Graduate Program is in place, a Graduate Program Advisor. This new administrative unit will serve Black Study and other departments, and will alleviate the current high demand placed on MDU.

VI.SIGNATORIES

Appended below are the names and self-reported affiliations of signatories to a [petition](#) calling for the creation of a Department of Black Study at UCR. Signatures continue to come in, but the list below includes all of the 2,020 people who signed the petition by midday on March 30, 2021. Names are organized by relationship to UCR (i.e., UCR [Undergraduate Students](#); UCR [Staff](#); UCR [Graduate Student](#); UCR [Faculty](#); UCR [Alumni](#); [Prospective UCR students](#); community members who are [colleagues at other institutions](#) of higher learning; [community members](#) not affiliated with a college; and [other signatories](#) who did not declare belonging to one of those categories). Within those groups, signatories are listed alphabetically by first name. We also include the list of [organizations](#) that signed the petition in support of a Department of Black Study.

UCR Undergraduate Students

Abel Vargas

Abigail Rivera

BCOE

Adelaide Apostol

CHASS, Political Science Department

Agustin Perez

Ahja Henry

Aidan Davids

Ucr English major

Alaast Kamalabadi

Department of Art History

Alana Pitman

Alejandro Meza Aguilar

Alexander Ramirez

Alexis Anaya

Student

Alexis Meza

Hermanos Unidos de UCR

Alexis Vergara

Department of Dance

Alexys Guzman

Alicia Larson

Allyson Romano Rapada

UCR

Alysson Distor

Amanda N Ferry

Amina Hearn

Amina swallah

anâ sanchez

Dance Department

Ananya Verma

Andrea Gonzalez

CNAS, Neuroscience Department

Andrea Terrones

CHASS major, ASUCR External

Andrew Ha

Andrew Ortega

Independent Scholar

Andy Briseno

YOK Center at UCR

Angel Artiga

Angeles Rivera

Institution

Angélica Ballesteros

angelica sze

Antonio Torres-Moreno

Aqsa Hussain

Ashlee Stamp

Ashley Taylor

ASUCR Chief of Staff

BB Conteh

Bertha Ashley Olmedo

UC Riverside

Betty Duong

Bianca Verdin

National Residence Hall Honorary

Bibiana Canales

Blanca Estela Alba

Breann Barrera

UCR undergraduate

Breanna Rondilone

Brendan Rooks

Brenna Moran

Brianna Rivera

Brooke Bunte

Education minor

Caitlin Rivenbark

Camille Nguyen

Carlos Alarcon

PODER at UCR

Carlos Josef Flores

Carmen Blyden

Cayla Newnan

Media and Cultural Studies

Cesar Landa

Chisom Nzerem

Chloe Reid

Christina Jogn

Christopher Diaz

Student

Christopher Valdez

Corissa Redmond

Cristian Torres

Cynthia Vega

Daisy Anderson

Dalia Canseco

Damaris Sotelo

Daniel Aldrin Rubiano

Darian Jackson

Darwin Chavez

Chass

Deidre Lynn Reyes

Diane Li

Diego Jacuinde

CHASS, Psychology

Disha Patel

Eddie Ortega

The Ukulele Club at UCR

Edith Gonzalez

Élan Klein

Elizabeth Garmendez

Elysha Castillo

ASUCR, UCSA, BSU, CASA, SASI, CSU, LTA

Emeliy Garcia

Emmalee Brooks

Erica Heggen

Erick Gonzalez

Esteban Arellano

PODER at UCR

Farin Lea

Farrah Muhyieddeen

Institution

Felisa Vasquez Gonzalez

PODER member

Fernanda Herrera

Fernanda Mendoza

Fiona Geary

Undergraduate Political Science: Law and Society major

Fiona Yuen

G. Puneda

President of Planned Parenthood Generation Action

Gabby Monique Fernandez

Gabs Urquia

Gagan Mannur

Gina Huynh

Giovanny Cordova

Gisele M Njoh Njoh

Greg Sanchez

Hannah Abad

Hannah Benson

Hannarei Kinsey

Helen Bales

Helen Munguia

Ian Pitman

CNAS

Isamary Topete

Ismael Gonzalez

KUCR

Jacey Milliner

Jacqueline Aguilar

GSOE

Jaden De La Cruz

Jailene Diaz

Chass

Jalen Santiago

Jaqueline Delgado

Jaquelinne Rodriguez

UCR

Jasmine Rashidi

Jatara Newell

Dance

Jazmin Garcia

Riverside, CAT 911, Underground Scholars, and Ethnic Studies dept.

Jenna Nguo

CHASS - psychology

Jennesy Felix

Jessica De León Topete

Student

Jessica Espinoza

Student of Institution

Jessica Hernandez

Jessica Madrigal

Gender and Sexuality Studies/

Jesus Garcia-Torres

Jillian Jones

Jordan Smith

Jorge Rodriguez

TFDP student

Josemari Mapa

Joshua Lopez

Josiah Davis

Juhaina Habeebulla

Julia Martinez

Julia Sarcia

Justin Cheng

Student Worker - RA in PoliSci

Kaily Russell

Kalayah Wilson

Kamillah Pollard

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Organizations In Support of the Creation for the Department of Black Study

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Africana Studies Department

Amanar Casa das Áfricas

Antelope Valley League of United Latin American Citizens

Arab Resource & Organizing Center (AROC)

Asociación Casa Cultural el Chontaduro

Associated Students Irvine Valley College

Black Graduate Student Association

Botany Graduate Student Association

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California Alliance for Minority Participation (CAMP)

California Faculty Association

Center for Latino and Latin American Studies

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Emory University, Graduate Division of Religion

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Federal Fluminense University (Brazil)

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Graduate Student Association

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International Institute on Race, Equality and Human Rights

Iranian Student Association

Khmer Student Society

La Familia

Latin American Philosophy of Education Society (LAPES)

Latino Voter Mobilization Project

Latinx Medical Student Association

LAUSD Educator, UTLA , CTA, CFA, NEA member, CSULB Ethnic Studies adjunct lecturer

MARC U STAR Research Program for Underrepresented Students

Mellow Sawyer Seminar on Contemporary Political Struggle

Movimento Moleque

National Residence Hall Honorary

National Society of Black Engineers (NSBE), UCR, Bioengineering
NIREMA (PUC-Rio)
oxford public philosophy
Pan African studies Cal State LA
people for womxn* in philosophy, university of oxford
Physics Organization for Womxn and the Under-Represented (POWUR)
Pós graduação de direito de FDRP/USP
Pre-Veterinary club at UCR
Puerto Rican Alliance @ Brooklyn College
QQ Research Consultants
Retired UCR Staff, Riverside NAACP Chapter #1059
Riverside City College, Ethnic Studies
Rooted Resolutions
Seton Hall Concerned 44
Starting Over, Inc.
Student Association of Graduate Anthropologists
The Ukulele Club at UCR
The Well
UC Santa Barbara Asian Pacific Islanders Graduate Student Alliance
UCR Black Alumni Chapter
UCR Black Faculty & Staff Association
UCR Community Engagement and Outreach unit
UCR Org Spiritual Awakening
UCR Women's Resource Center
UENF
UMass Fine Arts Center
Underground Scholars

Underground Scholars Initiative

Unit Chair, UAW Local 2865 at UC Riverside (The elected officers of UAW 2865 at UCR have voted unanimously to endorse the petition and sign on as 'UAW Local 2865 at UC Riverside'.)

YOK Center at UCR



May 18, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

CC: Department of Black Study Initiative Group

FROM: Lucille Chia, Chair *Lucille Chia*
CHASS Executive Committee

RE: Proposal for the Establishment of a Department of Black Study

The CHASS Executive Committee states its strong support for the establishment of a Department of Black Study, which we deem as most timely and necessary at UCR. The proposal itself makes compelling arguments, which were also voiced by members of the Black Study initiative committee, who met with the Executive Committee at our meeting on April 21. At this meeting, the authors of the proposal addressed, among others, two important issues: the specific pedagogical and research aims of the Black Study Department, and the relationship of the Black Study Department with Ethnic Studies.

First, the origins for the proposal of the Black Study department arose from the 2020 mass transnational mobilization for black lives, similar to the 1960's protests which led to the first departments of Black Studies and Ethnic Studies in the United States. In close conversation with these students on campus, it became clear that to make black lives on campus minimally viable there needed to be an infrastructure that recognized all black lives, such as the black feminist, black trans, and black queer. These are foundations within the proposal. A Black Study Committee was formed and included faculty, staff, and Inland Empire activists.

One Black Study initiative committee member said that the proposal signaled a relationship to a historical project of cultivating academic departments and programs that focus on researching and understanding black lives and experiences. It also signaled something new by not separating the arts from the social sciences or humanities—all modes of study were included. It focused on an interdisciplinary approach, which would allow for more access to resources. The proposal would not be a repetition of the same nationally, but instead would create a plan on how UCR could step into the future of higher learning that is in demand. Another committee

member noted that there has been a lack of investment in black studies in the U.S. Only 20% of the institutions have formal units in black studies (one third of the 20% are black studies departments). The Department of Black Study at UCR would have a more radical, structural, and abolitionist critique, which would make it unique to comparable programs nationwide.

Second, the Black Study initiative committee indicated that the relationship between the Department of Black Study and the Ethnic Studies Department should be built on the notion of collaboration and dialogue. The new department noted that it was not interested competing with any department or college. For instance, they would like to cross-list with Ethnic Studies. There would be several innovative opportunities such as possible cluster hire initiatives and collaboration with the School of Education.

The Executive Committee made the point that it would be important to ensure that the Black Study Committee consider initiatives to maintain the department once established. They should consider how to take institutional steps to ensure protections of the faculty and the new department.

Rather than repeat the proposal's reasons about why UCR needs this department, we give the following comments, questions, and suggestions from various members of the Executive Committee are meant to help strengthen the proposal that we reviewed as we send it forward to the Senate.

1. The proposal for the Department of Black Study at times seems to be so expansive that it was difficult to define it.

2. What **specific** benefits would departmentalization create that cannot be captured within the existing or a modified Ethnic Studies Department or by the creation of an interdisciplinary program in Black Studies?

If Black Study is split off from Ethnic Studies, and what would be the effects on the remaining undergraduate major and minor Department of Ethnic Studies?

The Executive Committee invited the Department of Ethnic Studies to respond to the proposal for establishing a Department of Black Study and received the following comments sent by Prof. Jennifer Nájera, the Chair of Ethnic Studies:

Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR's Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

We recommend that the authors of the proposal for the Department of Black Study provide specific responses to these comments.

3. If a new Department of Black Study is established, what measures would prevent the new department and Ethnic Studies from suffering the negative effects of reduced and small faculty size?
4. What are the substantive parameters and core questions/concerns of black studies as a subject and what unifies the wide-ranging topics within it into a coherent whole?
5. What is the estimated number of majors within a black studies department and how is this estimate calculated?
6. What human resources (including additional faculty lines and staff FTEs) would be needed from the CHASS and UCR as a whole for this new Department of Black Study to function viably as a strong academic unit?

In particular, the proposal states that (p. 15) "About 20 UCR faculty from the departments of Anthropology, Comparative Literature and Languages, Dance, English, History, Media and Cultural Studies, and from the Graduate School of Education, [sic] have expressed interest in transferring a percentage of their lines to the Department of Black Study." Can the proposal clarify in great specific detail how this transfer would take place, and can the proposal authors consult with the CHASS Dean's Office and the Provost about the procedure for such transfers?

8. Sustainability of the proposed department in terms of human and financial resources.

The proposal would be greatly strengthened by providing **quantitative** estimates of the costs for

- a. instructors and administrative staff to be assigned to work for this new department.
- b. infrastructural needs, including space for offices, classrooms, meeting rooms; office and other operating supplies.

Furthermore, what support would the proposal have from the CHASS Dean's Office, from the office of the Provost/EVC, from Undergraduate Education, etc.? Can the proposal provide documentation of commitment from these groups for the needs of this new department?

9. Faculty welfare issues

In addition to the issues already mentioned, there are concerns about assessing the personnel files of faculty, both ladder and adjunct, who would be joining or participating in the pedagogical and research activities of this new department. One particular concern is that of files for faculty members being considered for tenure.



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

Last summer there was a campus-wide fury to respond to the racial and social justice uprisings spreading across the globe in response to the murders of Breonna Taylor, Ahmaud Arbery, George Floyd, as well as the much less publicized murders of Black Trans folks like Tony McDade and Nina Pop. There was a host of university, college and department pronouncements against state-sanctioned violence and the murder of Black people by the police. In particular, there was immediate response to the ***UCR Demands to Administration - Call to Action*** that members of the Black Student Union, ASUCR, Sisters Affirming our Socio-Cultural Identities,

and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to **“CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

UC SANTA BARBARA

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science

2217 Cheadle Hall
University of California
Santa Barbara CA 93106-2080
www.socialsciences.ucsb.edu

March 29, 2021

Dear Dean McMullin and Professor Vargas:

I write to express my support for the efforts underway to found a Department of Black Study at UC Riverside. I have read the “pre proposal” with great interest, drawing both on my own scholarly commitments with Black Studies, and on my current role of Dean at UC Santa Barbara. In this latter role, I provide leadership and guidance for our own Department of Black Studies, which offers important areas of convergence and future collaboration with the Department that you seek to found.

As the pre proposal text attests, this historic moment provides a unique and urgent context for this effort: from the heightened awareness of racially structured societal inequities that disproportionately impact Black populations, to the steady stream of antiblack violence and related patterns of harm, to the astounding upsurge of Black-led mobilizations, which contest these systemic conditions, and in so doing, open pathways for more just and equitable societal conditions for us all. Although UC Santa Barbara and UC Riverside acted in sync to form their respective Departments some 50 years ago, in response to that prior moment of enabling conditions, we learn from the pre proposal document that forces at UC Riverside converged to keep the Department from persisting and flourishing. Historically constituted openings to meet these needs do not occur often; it is exciting to think that another such moment has emerged.

The Department of Black Studies at UC Santa Barbara is a vibrant space for Black-centered pedagogy, research, and publicly engaged intellectual work, which echoes in many respects the aspirations laid out in the pre proposal. Together with the Center for Black Studies Research (CBSR), the Center for Publicly Engaged Scholarship (CPES), and many other divisional and campus units, the Department has stepped up to engage the acute and chronic intersecting crises of the moment, from the racially disparate impact of the pandemic, to the rise of white supremacist political currents, to environmental racism, to the longstanding plague of antiblack police violence and mass incarceration regimes. As the pre proposal also emphasizes, these units also foreground Black cultural and political creativity, which generates alternative visions for societal organization, and innovative praxis that offers principles and paths forward to guide processes of societal change. The yearlong “Race to Justice” series, organized by UCSB Arts and Lectures, and guided by an advisory committee drawn from our Black Studies community, has offered us a steady stream of inspiration—in the face of dire adversity—along these lines. We can now look forward to a much-deepened relationship of collaboration with UC Riverside, building on our distinctive features, as well as the foundation of common ground that we share.

One further comment is in order, regarding the pre proposal’s stated goal of forming a doctoral program, which would make UCR a leader among the UC campuses of Southern California. We strongly support this initiative, as an essential component of any tier 1 research University, as a crucial step in forging a vibrant Black Study intellectual community, and to widen the “pipeline” for future scholars and teachers in this tradition. At the same time, this element of the pre proposal document reminds us that graduate education is an absolutely critical goal for our own Black Studies department as well. We view our goal, and the one you have outlined, as mutually reinforcing; in addition, we see exciting possibilities for collaboration along these lines—perhaps even thinking together about innovative “next generation” graduate training

programs, which might more fully address the needs and aspirations of future generations of Black intellectuals, and more directly engage the conditions of societal crisis that produced the need for the Black Study department in the first place.

We wish you all the best in your endeavor, and look forward to further exchange as your efforts unfold.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Charles R. Hale". The signature is fluid and cursive, with the first name "Charles" and last name "Hale" clearly distinguishable.

Charles R. Hale
SAGE Sara Miller McCune Dean of Social Sciences
College of Letters & Science



Office of the Dean
900 University Avenue
446 Winston Chung Hall
Riverside, CA 92521

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris Lynch".

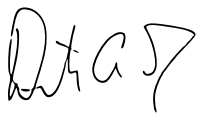
Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

March 30, 2021

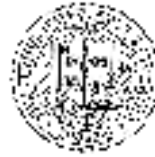
To Whom it May Concern,

I am writing to offer my strongest support for the creation of a Department of Black Study at UC Riverside. The proposed department will articulate with initiatives underway in the Anthropology Department, draw together disparate scholars and students across the university and address longstanding needs and concerns on the campus. It also will facilitate recruitment and retention of Black faculty and students, and generate critical scholarship and pedagogy. Moreover, the proposal articulates a unifying, relational position on Black Study that will position UCR as innovative and transformative, “encompass[ing] but exceed[ing]” conventional disciplines and interdisciplinary models for the field. The proposed department and the scholarly community that it represents deserve the full support of the university, and I hope that you will look favorably on the proposal.

Yours sincerely,



Derick A. Fay, Ph.D.
Associate Professor and Acting Chair
Department of Anthropology
University of California, Riverside, USA



ANTHROPOLOGY DEPARTMENT
361 Social Sciences I
TEL: (831) 459-3320
FAX: (831) 459-5900

SANTA CRUZ, CALIFORNIA 95064

March 26, 2021

To Whom It May Concern:

I am writing this letter to express my support for the creation of a Department of Black Study at UC Riverside. The creation of a department focused specifically on Black Study fulfills a longstanding need and will make UCR visible at the cutting edge of transformative scholarship, pedagogy and praxis concerning the Black Diaspora, critical race theory, and anti-blackness. Based on my graduate experiences of involvement in a program with a focus on the African Diaspora, with a high concentration of Black faculty and students, such a department will serve to enhance community, belonging, success and retention among faculty and students.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Anderson", with a long, sweeping horizontal line extending to the right.

Mark Anderson
Professor and Chair, Department of Anthropology
University of California, Santa Cruz



March 31, 2021

Dear Dean McMullin,

The Department of Dance writes to express its enthusiastic support for the urgently needed Department of Black Study at UCR, recently proposed by the UC Riverside Black Study Initiative (BSI), composed of Inland Southern California community members, staff, students (undergraduate and graduate), and faculty.

The development and resourcing of a Department of Black Study at UCR would be a catalyst for necessary changes on campus and across the UCs in order to fully center and support Black Innovation and Knowledge Production and to ensure that Black voices are a guide for interdisciplinary, intercollegiate and interdepartmental curriculum design and implementation. Such a department will be a critical force on campus, the region, and across the UCs; a center for community building and abolitionist practices and thinking and a home for Black students, staff and faculty who continue to feel marginalized and silenced. While we recognize there are initiatives across campus to hire more Black faculty and to appeal to and retain Black students, a dedicated Department of Black Study will demonstrate and more fully enact UCR's uncompromising pledged commitment to its Black community members, will address past and ongoing grievances of antiblackness and antiblack violence, and will be a powerful step in preventing the continued exodus of Black faculty and students from UCR which has included esteemed scholars Fred Moten, Ashon Crawley and Jayna Brown, among others.

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and Queer Alliance, and a number of other student organizations sent to Chancellor Wilcox and the UCR administration on May 31, 2020. The list of demands student community members called for included “**The campus-wide support for the Black student community** regarding accountability, educational equity, and increased support services.” We see accountability, equity and support services to include the building and resourcing of a Department of Black Study which, as the “Black Study at UCR” proposal states, would “Bring together a diverse group of dynamic scholars and practitioners of Black Study already at UCR...” and whose self-governing structure would privilege those students, faculty, staff, and Black progressive community members in promoting its own well-being, research/curricular agendas, and advancement.

We too responded to the students’ *Call to Action* and included our own commitment to **“CENTER Black voices, ideas and research, and work diligently to decolonize** the academic canon and the epistemological and methodological praxes in our field and related disciplines, as well as in our graduate and undergraduate curriculum design.” As a faculty largely comprised of Black, and other historically marginalized persons, including Latinx, South Asian, LGBTQ folks and persons of Indigenous descent, an equally diverse student body and staff, and whose curriculum is indebted to African diasporic practices, Black scholarship and theory, we see this as an opportunity for our own department to strengthen its research and curricular endeavors and to be in partnership with a department dedicated to Black Study. With so many faculty and students (many who are not Black), in our department and at UCR, interested and employing Black scholarship, theory, and creative practices, and for there NOT to be an academic department dedicated to this field of research, is a huge contradiction.

As part of UCR’s ongoing efforts to do more than pay lip service to diversity slogans and cliché publications that list our national rankings for social mobility, supporting and fully resourcing a Department of Black Study is a decisive step in the right direction towards a university that embodies and enacts its core values.

As part of these university wide efforts, the Department of dance full-heartedly and without reservation supports a Department of Black Study at UCR.

Sincerely,

The Department of Dance

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

March 29, 2021

Dear Dean McMullin,

The Department of English enthusiastically supports the proposed formation of a Department of Black Study at UCR, believing that it will synergize productively with the research and teaching agenda of our own and other departments in CHASS, will greatly enhance the experience of all students, and especially that of Black students who have long sought the establishment of such a department, and will help to bring UCR's intellectual and departmental profile into line with the most progressive of UC campuses, most of which already have distinct departments of Black, African American or African Diaspora Studies. Moreover, the distinctive way in which a department specifically of *Black Study* promises to put UCR on the leading edge of developments in the field.

As you know, the establishment of such a department is long overdue and grows from a long history of demands and from an equally long history of racism at UCR that caused the dismantling of a Black Studies program and major in 1982. The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. But it dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department, and the history of hostility towards it, have contributed to repeated waves of Black faculty departures for other universities, from which our own department recently suffered, with the loss of three senior and nationally known Black faculty whom we have yet to replace completely, and to the alienation of Black students and staff from UCR within a generalized climate of antiblackness.

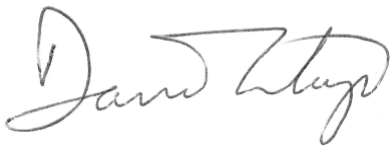
Drawing from Black transformative, queer, trans, and feminist epistemologies, the department promises to house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Imagined in such a way, it is clear to us that a Department of Black Study would intersect with and richly inform the work that we already seek to do in English in studying and teaching about the racial formation of culture from the early modern period to the present. Collectively we have an ongoing commitment to race critical research and anti-racist pedagogy and strive to realize this in our practice. Having a strong and active Department of Black Study can only enhance the work that we seek to do across diverse periods, distinct and intersecting racial histories, and bodies of literature.

Black Study is a transdisciplinary body of knowledge emerging from historical and contemporary African, African American, and diasporic Black experiences. It encompasses but significantly exceeds conventional curricular frameworks of Black Studies, African American Studies, Africana Studies, as well as traditional disciplines in the Social and Behavioral Sciences, Humanities, and the

Arts. As Black Study emphasizes insurgent African and Black diasporic queer, trans, and feminist transdisciplinary approaches to a global framing of Black experiences, it also sets a bar and a model for other scholars to engage with and drives all of us to a sharper conceptualization of the field of race and other intersecting histories of differentiation and racial injustice. While we believe that the establishment of a Department of Black Study is unquestionably and in itself the right thing to do, we also welcome the stimulus it would give to our own thinking and teaching.

We look forward to any further opportunity to vote more formally on this matter, but in the interim are pleased to express our support and our confidence in the colleagues who have shaped this proposal.

Sincerely,

A handwritten signature in cursive script, reading "David Lloyd". The signature is fluid and elegant, with the first name "David" and last name "Lloyd" clearly distinguishable.

David Lloyd

Distinguished Professor and Chair of English

March 29, 2021

To Whom It May Concern:

The faculty of the Department of Religious Studies unanimously and enthusiastically support the creation of a Department of Black Study at UCR. Black Study is a critically important aspect of our own field, and like many departments on campus we have found ourselves unable to retain faculty members in this field because of precisely the structural challenges pointed to in the petition for the creation of this department – structural challenges that the presence of a well-supported, well-staffed, and thriving Department of Black Study would help to address not only for its own faculty but for scholars of Black Study across the campus.

In the recent past, two scholars of African American religions have been hired at UCR – one in our department and one in English – who left our campus for other positions prior to receiving tenure. Both were leading-edge figures in their fields when they were hired, and both continued meteoric ascents as scholars after their departures from UCR. One went from here to Harvard, and from there to a deanship at Wake Forest; he was recently featured in Henry Louis Gates, Jr.'s documentary on the Black church. The other, one of a small number of leading scholars merging queer studies and Black study in religion, went to the University of Virginia; his second book was just selected as a finalist for the prestigious Lambda Award. While both of these scholars left UCR to pursue excellent opportunities elsewhere, both were looking for those opportunities because UCR was not a place they wished to stay over the long haul. Had the proposed Department of Black Study been in place, there is a reasonable chance they would have chosen differently.

Because of the departure of the first scholar, the second had no colleagues directly in his area of study. Because of both their departures, our undergraduates seeking to study Black religious traditions must seek out independent study courses with those of us qualified to teach them. Graduate students seeking specifically to pursue Black study in religion do not even apply to our department. Just as the lack of a Department of Black Study has had a snowball effect that has reinforced a climate of anti-Blackness at UCR, the creation of such a department would have a snowball effect in combatting that climate. For our students, for our colleagues, for the betterment of the university, and to move UCR forward into the academic future, we join our voices with those of our colleagues in urging that this department be created.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa M. Wilcox".

Melissa M. Wilcox
Professor and Holstein Family and Community Chair of Religious Studies
Department Chair, Department of Religious Studies



900 University Avenue
MRB, 1132
Riverside, CA 92521

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I, Byron Ford, Ph.D., want to express our support for the creation of a Black Study Department at UC Riverside. I am Professor of Biomedical Sciences and Associate Dean for Medical Education in the UCR School of Medicine.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in helping to identify or connect researchers in our department/school that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent of UC Riverside's faculty and students.

As a Black faculty member at UCR, I highly anticipate the wonderful work to come.

With best wishes for success,

A handwritten signature in blue ink, appearing to read 'Byron D. Ford'.

Byron D. Ford, Ph.D.
Professor of Biomedical Sciences
Associate Dean for Medical Education
UCR School of Medicine



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD

March 31, 2021

To: João Costa Vargas
Professor, Department of Anthropology

From: Jeff Sacks
Chair, Comparative literature and Languages

Re: Department of Black Study

This is to forward the Department of Comparative Literature and Languages' enthusiastic support for the creation of a Department of Black Study at the University of California, Riverside.

Given the hegemonic and persisting forms of antiblackness, anti-immigrant xenophobia, and racism, and the long histories of violence, coercive social practice, intellectuality, and material-legal institutions, since the founding of the American state and prior to it, the formation of a Department of Black Study appears to us as at once as an intellectual and social imperative.

We wish to underline that this initiative has significant relevancy for a Department of Comparative Literature and Languages. Because Black Study occasions a re-thinking of the forms of thought and intellectual practice in modernity, it compels a renewed attention to the basic categories that attend the practice(s) of reading in literature studies, which is also to say, a renewed attention to terms we understand ourselves to have properly understood, for example: "language," "reading," "poetry," "relation," "history," "philosophy," "religion," "the social," and many others.

We are concerned not only about the marginalization and exclusion of Black thought, literary production, poetics, cinematic intervention, philosophy, and criticality from the University and from departments of Comparative Literature, but also with the ways in which the social forms for intellectual life and practice, in America, can tend to remain derivative of antiblack, racialized terms for social understanding.

For example, in his work *Black Marxism: The Making of the Black Radical Tradition* (1983), Cedric Robinson explained this linkage:

In America, the accommodation of Western historical consciousness to racial ideologies created a particular chain of social misperceptions and historical distortions that endured into the present century [the 20th century]. Not only was popular thought affected but *the very foundations of that American academic thought which first began to mature in the nineteenth century was suffused with racist presumptions* [our emphasis—JS]. The emerging American bourgeoisie, in its mercantile, manufacturing, and plantocratic aspects, was purposefully and progressively achieving its first stages of ideological coherence. The intellectual grounding came to absorb the past of those peopling America as well as their present. The result was the construction of the historical legends that obscured

the origins and character of the republic and the social relations upon which it rested. (p. 76)

Because they enable us to understand the social form of American institutions and “academic thought,” and because they illumine the study of race and antiblackness on a global scale in diverse contexts—“Capitalism we less a catastrophic revolution (negation) of feudalist social orders than the extension of these social relations into the larger tapestry of the modern world’s political and economic relations” (p. 10), Robinson wrote—a Department of Black Study, and the modes of thought and sociality it creates, significantly contribute to the discipline of Comparative Literature and the Department of Comparative Literature and Languages at UC, Riverside.

The Department of Comparative Literature and Languages, its undergraduate students, graduate students, and faculty, will substantially benefit from its collaborations with a Department of Black Study. The forms of thought, critique, and social understanding, which emerge in Black Study, provide a nexus for the critical interrogation of social life; without a Department of Black Study, the College of Humanities, Arts, and Social Sciences remains significantly incapacitated in its desire to produce knowledge about, and also to change, the world in which each of us lives.

Faculty in the Department of Comparative Literature and Languages work in and with a wide variety of languages and literary traditions, including African, Arabic, Chinese, Filipino, French, German, Greek, Italian, Japanese, Korean, Latin, Vietnamese and others. Our work spans periods and media, and so the intervention of the Department of Black Study opens numerous pathways for critical engagement and interaction in our writing, teaching, reading, and scholarship.

In our own department, we are in conversation regarding initiating a major in African Literatures and Languages, and we view the initiative to form a Department of Black Study as a complementary one to our own; while the disciplinary and intellectual terms are distinct from this proposed major, and while the forms of scholarly and pedagogical practice are also distinct, there are moments of mutual overlap and nurturing, and we therefore view this initiative for a Department of Black Study to be in sync without our short- and long-term pedagogical goals, intellectual project, and hiring plans.

We wish to underline the following passage in the proposed frame for this department, forwarded by the conveners of this initiative:

Drawing from Black transformative, queer, trans, and feminist epistemologies, the department will house and nurture rigorous research, pedagogies, curriculum, and artistic practices that are historically-grounded, dialogically engaged in local and global communities, abolitionist, and future oriented. Black Study encompasses the social complexities, interconnections, and discontinuities that mark the African continent and its diasporas in varied times and spaces. Bringing together a diverse group of dynamic scholars and practitioners of Black Study already at UCR, its self-governing structure will emphasize the participation of students, faculty, staff, and Black progressive

community members in decision making regarding all department matters, including admissions, hiring, promotion, tenure, and programming.

Our work and teaching intersects with the frames suggested here; further, we are of the view that the sorts of interaction and intervention that will open with the formation of this new department will lead to collaborations, which we—from our present vantage point, where this department is at once much-needed and still-absent—are not able, yet, to imagine.

Finally, we wish to underline that Black faculty and students at UC, Riverside are significantly harmed by the absence of a Department of Black Study on our campus. The organizers of this initiative write that:

The latest demand for a Department of Black Study at UCR originates in the 2020 mass transnational mobilization for Black Lives. It dates back to 1968, when the UCR Black Student Union pleaded the case for a Black Studies department. The institutional absence of such a department has contributed to repeated waves of Black faculty departures for other universities, the alienation of Black students and staff from UCR, and a generalized climate of antiblackness.

We affirm this assessment and we share the concern that Black faculty, students, and staff—and faculty, students, and staff of color—have been significantly impacted in manifestly negative and ongoing ways because of the absence of a Department of Black Study at UC, Riverside. The initiative to create this new department, therefore, is at once socially and intellectually urgent, and we very much hope that the various institutional bodies that review this proposal will view it with the same enthusiasm, and with same sense of timely urgency, that we do.

Dear Professor Chia,

Below find the Ethnic Studies response to the Pre-proposal for a Department of Black Study.

Thank you,.

Jennifer

+++

Several members of the Department of Ethnic Studies support the effort of a Department of Black Study that would support Black faculty on campus, especially in providing a vibrant, self-determined intellectual space on campus. Many express concerns about the retention and promotion of Black faculty and believe that a Department of Black Study could be an important academic space to grow and amplify the critical work of UCR's Black faculty.

Given that the Department of Ethnic Studies has a long standing African American Studies major, at least one faculty member expressed concern that, aside from two African American Studies faculty members, the department itself was not involved in the planning of a Black Study department. Other faculty members expressed optimism that the Ethnic Studies Department and a Department of Black Study could potentially co-exist in collaborative partnership, but stakeholders would need more time for open discussion about the administrative, logistical, and programmatic options. Perhaps most critically, Ethnic Studies faculty express concerns that the Black Study major would--over time--displace or subsume the African American Studies major in the Department of Ethnic Studies. Other faculty expressed the view that some elements of the Black Study Proposal could be incorporated within the existing African American Studies Program in Ethnic Studies, but that would require a significant investment from the administration to hire more Black Studies faculty in Ethnic Studies.

--

Jennifer R. Nájera
Associate Professor & Chair
Department of Ethnic Studies
University of California, Riverside

Additional questions from the CHASS Executive Committee:

In addition, the number of enrolled African American Studies majors in the department of Ethnic Studies was 22 in 2020 and the proposal says "After the initial five years, we project a total of about 300 enrolled majors in a given year." Is this viable? How is this estimate calculated?



To the Leadership of the University of California, Riverside

The Black Leadership Alliance Council at the University of California (BLAC@UC) is pleased to lend its support to the proposed Department of Black Study at the University of California Riverside (UCR).

As a collective of Black Affinity Group leaders from across the University of California, we are committed to the elevation and support of Black students, faculty and staff. As an academic collective that will integrate multidisciplinary and intersectional research, the Department of Black Study would allow for robust collaboration among Black faculty on an undergraduate and graduate level. Beyond academics, we believe that the thoughtful and organized governing would be inclusive and welcoming to UCR's students, staff, alumni and the community.

As a department that existed at UCR until budget cuts in the 1980s mandated its closure, we see the restoration and reimagining of this department as a beginning step to enhancing the Black experience at UCR. The restoration of the Department of Black Study is an expansion of the work that is occurring throughout the University of California, such as UC Santa Cruz and UC San Diego, which recently [established a minor in Black Studies](#) and [major in Black Diaspora and African American Studies](#) respectively. As an institution which highly values cutting edge research, reestablishing an official department with official undergraduate and graduate pathways would place UCR at the forefront in this important area of study.

Among many things, 2020 taught America the importance of amplifying Black voices so that we can all move forward together. We humbly believe that the Department of Black Study at UCR is a feasible and pivotal step in the right direction.

Respectfully Submitted,

Black Leadership Alliance Council at the University of California (BLAC@UC)



Monica J Carson, PhD
Professor and Chair of Biomedical Sciences
S. Sue Johnson Presidential Endowed Chair in Glial-Neuronal Interactions
Director, Center for Glial-Neuronal Interactions
Editor-in-Chief, Journal of Neuroinflammation
900 University Ave, 1130 MRB
Riverside, CA 92521
monica.carson@ucr.edu

March 30, 2021

Black Study Initiative
University of California, Riverside (UCR)
Riverside, CA 92521-0418

RE: Creation of Black Study Department

Dear Black Study Initiative Committee Members,

I wish to express my support for the creation of a Black Study Department at UC Riverside.

The innovative nature of the Black Study Department will allow UC Riverside to become a national leader in supporting and promoting Black scholarship and matriculation. By developing opportunities for collaboration between UCR's STEMM and Humanities colleges, the Black Study Department will serve as a community focal point to bring together scholars supporting Black scholarship together from across the university.

Further, I would be very interested in understanding how the designated emphasis in Black Study can be applied to our needs. I am most interested in three areas being discussed:

1. Being a part of developing and/or enhancing research training opportunities for individuals in our department/organization that are interested in a Designated Emphasis in Black Study
2. Disseminating information and marketing of the DE in Black Study to our department/organization
3. Helping to identify or connect researchers in our department/organization that are focused on or whose research interests could align with Black Study

In conclusion, I am strongly committed to your effort to bring a Black Study Department to UCR. Such a department would demonstrate that the university values its Black scholars and prioritizes Black scholarship. Further, the Black Study Department provides an exciting opportunity to showcase the incredible talent and innovative scholarship in an area of need by UC Riverside faculty, fellows and students.

With best wishes for your success
Respectfully,

A handwritten signature in black ink, appearing to be 'MC' followed by a flourish.

Monica J Carson, PhD



Academic Senate

EXECUTIVE COUNCIL

February 18, 2022

To: João Vargas
Chair, Department of Anthropology and Lead Proponent

CC: John Cioffi
Interim Chair, CHASS Executive Committee

From: Jason Stajich
Chair, Riverside Division

RE: **New Department Full Proposal – Department of Black Study**

Dear João,

Executive Council discussed the subject proposal and attached consultative feedback of Senate committees during their February 14, 2022 meeting.

Executive Council members expressed support for the proposal and Council asks that proponents respond, via Senate Chair Stajich, to the attached reviewer comments regarding the UCR African American Studies program with respect to the new Department of Black Study.

Sincerely,
/s/ Jason

December 17, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair 
BCOE Executive Committee

RE: Proposal for a Department of Black Study

The BCOE Executive Committee appreciates the opportunity to review the proposal for a Department of Black Study on our campus. Overall, the committee feels that this proposal appears to be coming from a source independent of the current African American Studies Program that is already on campus and has a 40-year history. The current African American Studies program has only about 25 majors currently with no PhD students at this time. The addition of another, directly related department or elevating the program to a department drives the question of resources and student enrollment. Further, how is the department going to be sustained? Finally, this proposal should be spearheaded by the current African American Studies Program in the Ethnic Studies Department as these senate members are held to the Call for promotion and tenure issues among other program stipulations.

There is an additional concern where the document implies endorsement by the BCOE dean, but this is not presented in the document (Please see the attached document from Dean Lynch).

Finally, I attached my personal concerns with the proposal.

Attached: Note for Dean Lynch, note from Victor G. J. Rodgers

BCOE Dean response to request for feedback from the Academic Senate on the formation of a Department of Black Study:

Dear Members of the Academic Senate,

In March of 2021, I met with Marilyn Grell-Brisk. Dr. Grell-Brisk is a researcher in CE-CERT who is passionate about UCR starting a Department of Black Study. We talked about the importance of a proposal for a new department being driven by faculty. We discussed the potential positive impact on BCOE should CHASS decide to pursue the formation of this new department. I provided a letter indicating topics BCOE has been working on to improve the Black student experience in our college, indicating that BCOE would be pleased to work with the faculty who are developing the proposal, and importantly, to make clear that BCOE cannot advocate for the formation of a department in another college. A copy of this letter is attached here and is attached to the proposal.

The proposal that came to the BCOE executive committee for comment includes my name in a way that suggests my endorsement of the existing proposal as Dean of BCOE. I was not involved in the development of the proposal, had not discussions with any CHASS faculty regarding the development of this proposal, and as I indicated in my support letter dated 25 March, 2021 cannot directly endorse a proposal to form a new department in another college unless that college has broadly endorsed the proposal and I am asked for support by the associated faculty and the dean. At that point I would review the proposal in detail and ask for input from my faculty executive committee.

I request that the proposal be modified to refer to the letter that I provided and remove my name from the body of the proposal other than to refer to the letter that I provided. I need to be respectful of the views of the many faculty in another college who will be much more knowledgeable of the details of forming a new department in their college than me, the impacts on their existing programs, and the resource constraints their college might have.

Sincerely,



Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

Marilyn Grell-Brisk, Ph.D.
Assistant Project Scientist
CE-CERT - UC, Riverside

25 March, 2021

Dear Dr. Grell-Brisk:

It was a pleasure to hear about your participation in the effort to start a Department of Black Study at UCR. As Dean of the Bourns College of Engineering, I can attest to the fact that our college has not experienced the success in recruitment and retention of Black students that we desire. We have worked with our Council of Advisors and our NSBE student organization to develop an endowment that will help provide specific professional development resources for Black students such as attending workshops and conferences as well as support an operating budget for their many activities. The NSBE leadership has been advising us during weekly meetings on how to be more effective in our recruitment and retention of Black students.

Across the UC system there is far too little participation of Black students in engineering, even though there are high paying jobs available to engineering graduates. Depending on the goals of the faculty in a future department of Black Study, there could be many opportunities for us to collaborate; and the presence of this department could provide a more welcoming atmosphere for future Black engineering students. Ideally, some of these students will continue on for a Ph.D. in engineering and contribute to the pipeline of Black engineering leaders in the academy. We continue our efforts to hire more Black faculty who serve as role models.

I am strongly supportive of your efforts. Please be aware that I need to be respectful of the faculty-driven process and the role of the academic senate in the development of new degree programs and departments and thus I cannot directly advocate for a new department in another college. I look forward to the opportunity to participate in future discussions if the faculty working on this proposal feel this would be helpful.


Sincerely,



Christopher S. Lynch
Dean Bourns College of Engineering
William R. Johnson Jr. Family Endowed Chair

December 17, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers 
Jacques S. Yeager, Sr. Professor of Bioengineering

RE: Comments of the Black Study Proposal

I have my concerns about the Black Study program. I have seen a history of groups attempting to capitalize on the disparity issues of others for self-gain and this appears to be just another one of those situations. This is never clearer than in the preamble that attempts to play on white guilt via the recent visualization of polite brutality in the US. More concerning is the direct implication of the universities police department without strong evidence.

In addition, as the proposal mentions, there is already an African American Studies program in the Department of Ethnic Studies, yet the faculty in this program are suspiciously absent (Paul Green for example has not endorsed this proposal). How is the current program doing with respect to recruiting and graduating of students? I further note that, despite the discussion on Dr. Carolyn Murray's history with the previous Black Studies program, she has not endorsed this proposal either.

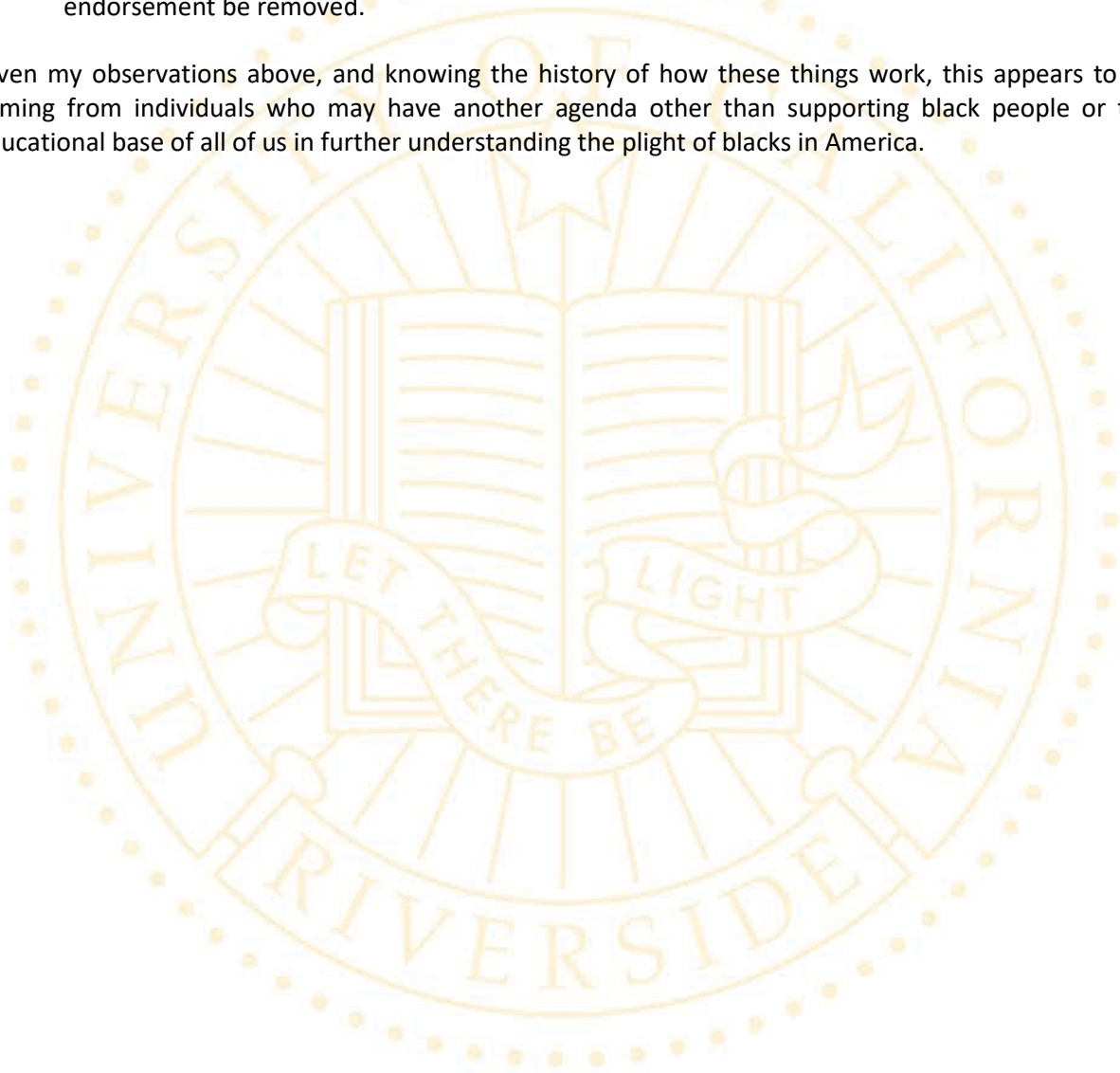
At the University of Iowa, I was the president of the African American Council and worked with the university to keep and maintain the historic black studies program there. We were successful, but we focused on making it a win-win for all. However, this is different. It is apparently not borne from the very people whose academic careers are hinged on success in this area. However, it appears to take advantage of an emotionally charged topic to create something that is already in place, albeit the African American Studies program may need revamping. As this is not spearheaded by those in African American Studies, I get the impression that the proposed program is aimed to supplant what already exists. At the very least, all members of the African American program should have a clear voice in this matter and should lead this effort.

Other Comments:

- African American studies is over 40 years old and there are only 22 majors at present. The creation of a department would require significant UCR resources that do not appear to be justifiable.

- The name 'Black Study' is inconsistent with the naming of current programs. Once more, the title with 'study' instead of 'studies' lends itself to the stereotype of African Americans that they cannot command the English language.
- Previous members of the current African American Studies program have since asked that their endorsement be removed.

Given my observations above, and knowing the history of how these things work, this appears to be coming from individuals who may have another agenda other than supporting black people or the educational base of all of us in further understanding the plight of blacks in America.

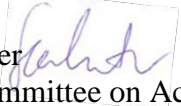




COMMITTEE ON ACADEMIC PERSONNEL

January 13, 2022

To: Jason Stajich
Chair, Riverside Division Academic Senate

Fr: Sean Cutler 
Chair, Committee on Academic Personnel

Re: [Campus Review] New Department Full Proposal – Department of Black Study

CAP discussed the full proposal for the proposed Department of Black Study in CHASS on November 10, 2021. Overall, CAP found that the proposing committee addressed the feedback provided on the pre-proposal.

By a vote of 10-0-0, CAP was unanimously supportive of the proposed new department but identified some issues related to academic personnel that we believe need to be addressed in the future development.

- CAP suggests careful attention to the rank distribution of the department's initial faculty cohort.
- CAP suggests more detailed attention to the FTE Transfer process and its potential impact on faculty advancement, particularly about promotions to Full Professor.
- CAP was concerned with the implementation details associated with involving non-Senate community members in the academic personnel review process. For example, allowing community members to access confidential merit/promotion files could be problematic. Minimally, a set of clear department guidelines and procedures will be needed to explain, cite, and incorporate votes from non-Senate members.
- CAP suggested more detailed attention to the service expectations on the faculty with joint appointments, particularly for untenured assistant professors.



Academic Senate

COMMITTEE ON EDUCATIONAL POLICY

January 7, 2022

To: Jason Stajich, Chair
Riverside Division

From: Juliann Allison, Chair 
Committee on Educational Policy

RE: Proposal for a Department of Black Study

The Committee on Educational Policy reviewed a proposal for a department of Black Study in CHASS at their December 3, 2021 and January 7, 2022 meetings. Concern was noted regarding the impact the proposed department may have on existing departments and academic programs in CHASS. The Committee recommends that the proposal be revised to address more carefully how the proposed Black Study Department is likely to impact other CHASS programs, and what measures might be implemented to mitigate these impacts.


The Committee requests that the program consult the [Committee on Educational Policy's Guidelines for the Establishment of New Academic Programs](#) for guidance on submitting proposals for the proposed undergraduate major and minor described in the department proposal.



College of Humanities, Arts, and
Social Sciences
EXECUTIVE COMMITTEE

December 1, 2021

TO: Jason Stajich, Chair
Riverside Division of the Academic Senate

FROM: Peter Graham, Chair 
CHASS Executive Committee

RE: New Department Full Proposal - Department of Black Study

The CHASS Executive Committee reviewed the proposal. We appreciated the effort and detail in the proposal. The committee supports the creation of the Department of Black Study.



18 January 2022

To: Jason Stajich, Chair
Riverside Division

From: Theodore Garland, Jr., Chair, Executive Committee
College of Natural and Agricultural Science

Re: Campus Review: Proposal: UPATED – New Department Full
Proposal – Department of Black Study

The CNAS Executive Committee reviewed this proposal and is in favor.

Cheers,

A handwritten signature in black ink that reads "Ted Garland".



Academic Senate

COMMITTEE ON DIVERSITY, EQUITY, & INCLUSION

December 7, 2021

To: Jason Stajich
Riverside Division Academic Senate

From: Katherine Stavropoulos, Chair
Committee on Diversity, Equity, & Inclusion

Re: [Campus Review] (Proposal) New Department Full Proposal - Department of
Black Study

The DEI committee reviewed the updated proposal for the new Department of Black Study. We continue to support this proposal and do not have any additional comments or suggestions.



Academic Senate

January 10, 2021

To: Jason Stajich, Chair
Riverside Division

From: Weixin Yao, Chair
Committee on Research

Re: 21-22. CR. UPDATED-New Department Full Proposal – Department of Black Study

The committee on research reviewed the proposal and had no comments.




Academic Senate

COMMITTEE ON COURSES

December 7, 2021

To: Jason Stajich, Chair
Riverside Division

From: Stephanie Dingwall, Chair 
Committee on Courses

Re: Proposal for a Department of Black Study

The Committee on Courses reviewed the proposal for a department of Black Study at their December 3, 2021 meeting and are supportive of the proposal.

The Committee reminds the program to consult with the Registrar's Office to create the proposed new subject code referenced in the proposal.




Academic Senate

COMMITTEE ON FACULTY WELFARE

December 17, 2021

To: Jason Stajich
Riverside Division Academic Senate

Fr: John Heraty, Chair 
Committee on Faculty Welfare

Re: [Campus Review] Proposal: New Department Full Proposal - Department of Black Study

The Committee on Faculty Welfare reviewed the revised proposed Department of Black Study at their December 14, 2021 meeting. The committee was supportive of the initial response from the proposers and supports this revised version of the proposal.



Academic Senate

GRADUATE COUNCIL

January 4, 2022

To: Jason Stajich, Chair
Riverside Division

From: Don Collins, Chair
Graduate Council

Re: [Campus Review] Proposal: New Department Full Proposal - Department of
Black Study

Graduate Council reviewed the proposal for a new department of Black Study at their December 9, 2021 meeting. The Council generally supported the proposal. There was a dissenting minority opinion that disagreed with the fundamental intellectual and pedagogical premises of the proposal. The dissenting opinion was that 1) intellectually, the proposal is narrow and exclusive; it does not address African American Studies; 2) if the proposal includes a specific focus on the question of civil liberties and rights and if the goal is to engage in the study of Black people, the focus should be on what is considered human rights; and 3) there may be some overlap with the African American Studies program which has two full-time faculty who are not mentioned in this proposal. Regarding the relationship with the department of Ethnic Studies, the Council found the proposers' response adequate.



Academic Senate

January 5, 2022

To: Jason Stajich, Chair
Riverside Division

From: Manu Sridharan, Chair
Committee on Library and Information Technology

Re: 21-22. CR. UPDATED-New Department Full Proposal – Department of Black Study

The Committee on Library and Information Technology reviewed the new department of black study proposal and had no comments.



Academic Senate

PLANNING & BUDGET

December 14, 2021

To: Jason Stajich, Chair
Riverside Division

From: Dana Simmons, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposal: New Department Full Proposal - Department of Black Study

Planning & Budget (P&B) reviewed the proposal for a new department of Black Study at their December 14, 2021 meeting. P&B strongly supports the proposed new department and would like to see it succeed. In order to succeed, the department will need a commitment by the administration for continuing funding, space allocation, and staff support which is not part of the proposal and is the sole area of concern for P&B.

From: [Joseph Kahne](#)
To: [Cherysa P Cortez](#)
Subject: Re: [Campus Review] (Proposal) UPDATED-New Department Full Proposal - Department of Black Study
Date: Tuesday, January 18, 2022 5:43:50 PM
Attachments: [image001.png](#)

Hmm - that's odd. I must have dropped the ball. We support this proposal.

Best,
joe

On Tue, Jan 18, 2022 at 5:41 PM Cherysa P Cortez <cherysa.cortez@ucr.edu> wrote:

Dear Prof. Kahne – I don't see that I received a response from SOE re the subject item. Could you please send/resend it to me? I will be distributing the Jan. 24 Executive Council agenda in the morning.

Many thanks!

Cherysa Cortez

CONFIDENTIALITY NOTICE: This e-mail communication and any attachments may contain confidential and privileged information for the use of the designated recipients named above. If you are not the intended recipient, you are hereby notified that you have received this communication in error and that any review, disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the Academic Senate Office immediately by telephone at [\(951\) 827-6154](tel:(951)827-6154) or email at cherysa.cortez@ucr.edu and permanently delete all copies of this communication and any attachments.

From: Cherysa P Cortez
Sent: Thursday, October 28, 2021 3:03 PM
To: Joseph E Kahne <joseph.kahne@ucr.edu>
Subject: FW: [Campus Review] (Proposal) UPDATED-New Department Full Proposal - Department of Black Study

Dear Prof. Kahne,

Please see the attached and below for the attention of the SOE FEC.

Many thanks,

Cherysa Cortez

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attachments.

From: Academic Senate <senate@ucr.edu>
Sent: Thursday, October 28, 2021 2:57 PM
To: Genie Mulari <genie.mulari@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Genie Mulari <genie.mulari@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Beth Beatty <beth.beatty@ucr.edu>; Veronica Quesada <veronica.quesada@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Sarah Miller <sarah.miller@ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Leondra Michelle Jacobs <leondra.jacobs@ucr.edu>; Ana Kafie <ana.kafie@ucr.edu>; Rod <rsmith@engr.ucr.edu>; Denise Correll <denise.correll@ucr.edu>; Gabrielle Brewer <gabrielle.brewer@ucr.edu>; Monique <Monique.Tessier@medsch.ucr.edu>; Travis Zachary Gutierrez <travis.gutierrez@ucr.edu>; Jennifer Kelsheimer <jennifer.kelsheimer@ucr.edu>
Cc: Cherysa P Cortez <cherysa.cortez@ucr.edu>
Subject: [Campus Review] (Proposal) UPDATED-New Department Full Proposal - Department of Black Study



[Campus Review] Proposal: *UPDATED-New Department Full Proposal - Department of Black Study*

Distributed for Review: 10/25/21
Committee Due Date: 01/10/22

Please see the attached **updated (10/28/21)** full proposal for the establishment of the Department of Black Study in the UCR College of Humanities, Arts and Social Sciences. This replaces the document routed on 10/15/21.

Also included are the pre-proposal and the comments from the Senate review of the pre-proposal. Please provide your committee's comments via IMS or senate@ucr.edu (cc cherysac@ucr.edu) by January 10, 2022. Thank you.

Tasked Committees:

- Academic Personnel
- Diversity, Equity, and Inclusion

- Courses
- Educational Policy
- Faculty Welfare
- Graduate Council
- Planning and Budget
- Research
- Undergraduate Admissions
- Executive Committee - School of Business
- Executive Committee - College of Engineering
- Executive Committee - College of Natural and Agricultural Sciences
- Executive Committee - College of Humanities, Arts and Social Sciences
- Executive Committee - School of Education
- Executive Committee - School of Medicine
- Library and Information Technology
- Executive Committee - School of Public Policy



December 17, 2021

To: Jason Stajich, Ph.D., Chair, Academic Senate, UCR Division

From: Declan McCole, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

Subject: Response to Review [Campus Review] Proposal: *UPDATED-New Department Full Proposal - Department of Black Study*

Dear Jason,

The SOM Faculty Executive Committee has reviewed the Updated New Department Full Proposal - Department of Black Study. There was broad approval for the updated proposal, but we offer the following feedback.

The SOM Faculty Executive Committee retains very strong support for the goals of this new Department of Black Study. Some concerns remain regarding long-term budget for FTE positions as the securing of UC funds (a very impressive accomplishment) is only transient and does not represent a fixed source of income. However, as discussed in the proposal, the parallels with the success of the School of Public Policy are compelling as a campus-relevant model to build this new department.

Yours sincerely,

A handwritten signature in cursive script that reads "Declan McCole".

Declan F. McCole, Ph.D.
Chair, Faculty Executive Committee School of Medicine

TO: Jason Stajich, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] (Proposal) New Department Full Proposal - Department of Black Study

Date: January 11, 2022

The Executive Committee of the School of Public Policy reviewed the document for “[Campus Review] (Proposal) New Department Full Proposal - Department of Black Study.”

While we appreciate the motivation for such a program, Committee members raised multiple pragmatic concerns with the proposal, which are detailed below.

1. The proposal reads more as a collection of statements than a coherent plan. “Black Studies” is meant to be ideological in its approach to the problem. Justification for that in terms of critical theory is understandable. However, a much sounder—and more beneficial for campus—proposal would be for the administration to commit to hiring faculty members who study race and racism across *all of the social sciences departments* (and some of the Humanities) who are then connected through an interdisciplinary program. If we hire 10 scholars for this Department of Black Study (DBS) while departments with huge numbers of majors and minors like Political Science, Sociology, Psychology, etc., remain as they are, then the opportunity costs are substantial. This latter organizational structure for such a DBS initiative enables multiple parties to benefit (including enabling the formation of an undergraduate major and minor and a graduate program) without contributing further to inter-unit conflict over allocation of scarce resources.
2. Substantial concerns were raised about redundancy. This proposed department seems duplicative of offerings from existing campus units. In this regard, the proposal is, in some respects, very similar to the recently-proposed Environment, Sustainability, and Health Equity Major/Minor.

It is unclear how DBS will substantively and pedagogically differ from the Department of Ethnic Studies’ (DES) African American Studies Major and Minor track. Both seem interdisciplinary and humanities oriented, and the stated differences could be covered with existing course variation and instructor discretion. The proposal seems to indicate that there

will be a lot of collaboration, if not overlap, between DBS and DES in terms of faculty, cross-listed courses, serving the same students, etc. This is fine, but again, the question of redundancy arises. It is hard to imagine how the creation of the DBS will not undermine ES in terms of majors and minors. This is not necessarily a reason to withdraw support from the creation of DBS, but the very real potential of how it will impact DES and other units (e.g., Media and Cultural Studies) needs to be recognized.

3. In terms of actual (versus potential) department resources, it would be helpful to have more concrete information regarding:
 - a. Faculty who can commit to moving part or all of their lines to DBS should it be established. Expressing interest is not the same as agreeing to move their lines. Of course, situations can always change, but a firmer commitment to do so is important. Making sure there is sufficient faculty staffing of this department is crucial to its success, particularly in the early development stages.
 - b. The extent that resources are available to make DBS sustainable, such as lining up new faculty recruitment and affiliated faculty.
4. Given that DBS is proposed to be a “transdisciplinary” program composed of scholars from different disciplines contributing different scholarly traditions and foci toward instruction and research, it is unclear why DBS is not named “Department of Black Studies.”
5. Concern was raised about the following statement:

“Importantly, as the only Black Study Ph.D. program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units of its type in the U.S., on par with yet quite distinct from those at Northwestern, UC Berkeley, Cornell, Harvard, UT Austin, and Temple, among others.”

This reads like a *very* ambitious plan to cultivate a graduate program like those. As UCR has been going through rapid growth over the past years and has run into many difficulties, concern centered on how realistic it is that a new department will reach such a competitive bar in the foreseeable future.

Sincerely,

A handwritten signature in black ink that reads "Richard M. Carpiano". The signature is fluid and cursive, with the first name "Richard" being the most prominent.

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy



Academic Senate

COMMITTEE ON UNDERGRADUATE ADMISSIONS

November 29, 2021

To: Jason Stajich, Chair
Riverside Division

From: Wallace Cleaves, Chair
Committee on Undergraduate Admissions

Re: Campus Review - New Department Full Proposal - Department of Black Study

The Committee on Undergraduate Admissions reviewed the proposed new Department of Black Study at their November 19, 2021, meeting, and note the proposed new department could significantly increase the number of black students who select and attend at UCR, which has historically lagged behind the number of applications from that group of students. Having a Department of Black Study may help black students feel more welcomed and supported in the UCR community. It may help with recruitment of underrepresented minority students in general and promote a greater sense of overall inclusion.

This statement was supported by six committee members with one abstention.

March 11, 2022

To Jason Stajich
Chair of the Academic Senate, Riverside Division

CC Cherysa Cortez
Executive Director, Academic Senate

From The Black Study Initiative Committee, via João Costa Vargas

RE Senate vote on the Department of Black Study Final Proposal

Dear Jason,

Thank you for the consultative feedback of Senate committees following their February 14, 2022 meeting.

We are pleased to learn about the strong support for the proposal from the Executive Council as well as the overwhelming majority of Senate committees.

Given such support, we will not submit to the Senate further revisions to the proposal we filed on October 15, 2021. Instead, we suggest that interested parties revisit our proposal according to the following:

- 1) Regarding the UCR African American Studies program and how the new Department of Black Study relates to it – as well as to other units on campus – please refer to “Appendix B. Answers to Senate Committee Queries and to Frequently Asked Questions,” in particular the answers to questions 1, 2, 3, and 4.
- 2) Regarding our adoption of the designation Black Study, which emphasizes the verb “study” rather than the noun “studies,” as in Black Studies, please refer to the proposal sections “I. Overview and Why a Department of Black Study,” “IV. The Major and the Minor in Black Study: Program Description,” and “Appendix B. Answers to Senate Committee Queries and to Frequently Asked Questions,” in particular the answer to question 1, “What is the difference between Black Study and African American Studies, Africana Studies, and African and African Diaspora Studies? What is the specificity of Black Study?”

We would like to respectfully request that the proposal for a Department of Black Study, filed on October 15, 2021, and our two responses above, be included in the agenda of the May 24, 2022, Senate Division meeting for a vote.

Also, we would like to invite non-Academic Senate members – students and community members who can briefly speak about the merits of our proposal – as our guests for the May 24, 2022, Division meeting.

We thank you for your consideration.

Sincerely,
The Black Study Initiative Committee