

# 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.

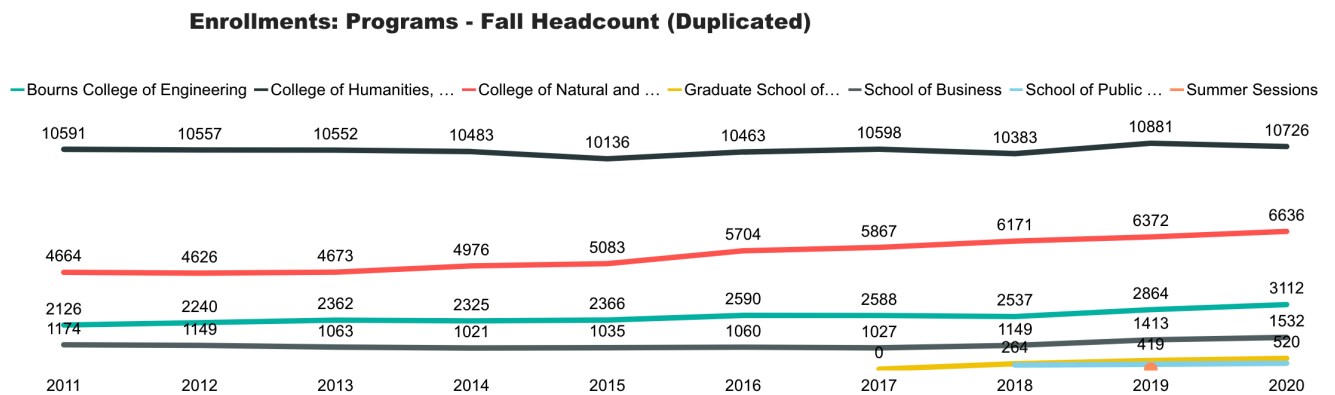
Importantly, the proposed department will maintain a robust graduate program. A 4+1 teaching certificate (with the Graduate College of Education and the Department of Ethnic Studies), and a transdisciplinary doctoral program in Black Study will be vital components of the academic unit. As such, the Department 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.

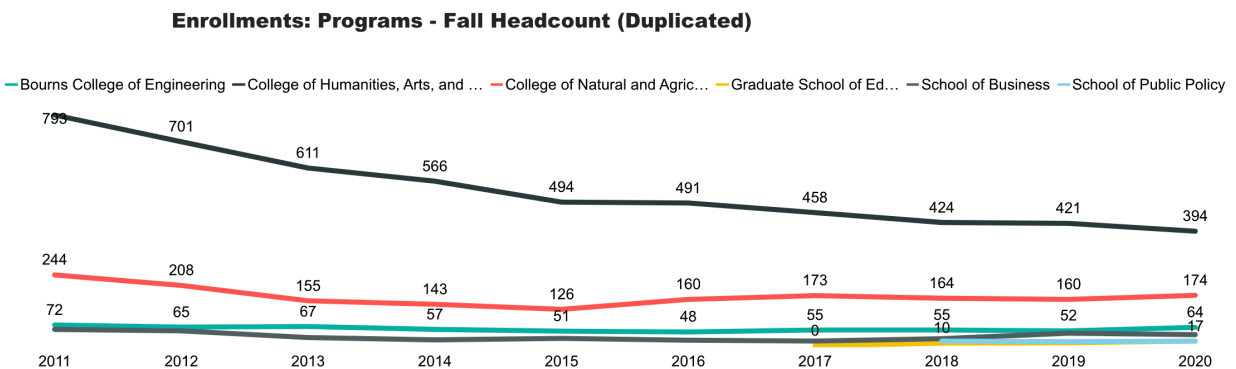
UCR is in dire need of an institutional presence of Black Study. In the last decade, while CHASS enrollment has remained somewhat stable (Graph 1), there was a *marked decrease in the number of enrolled Black students* (Graph 2).

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.<sup>1</sup>

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.

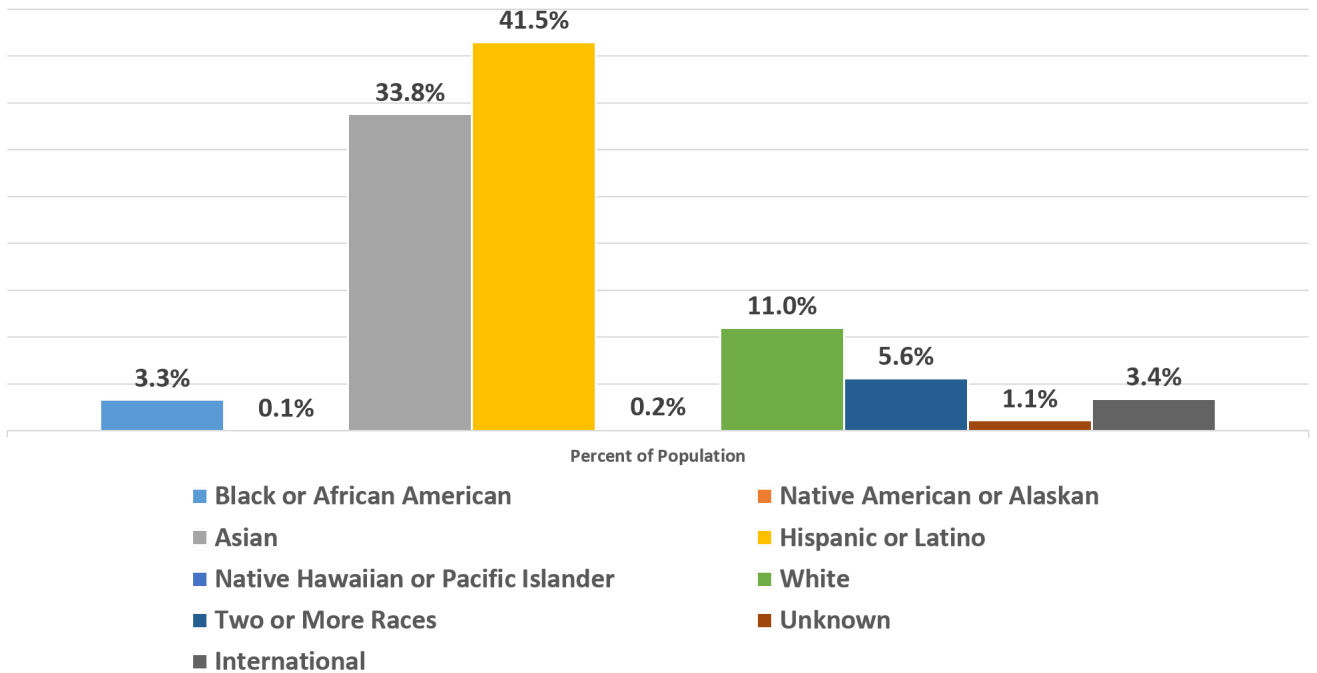
Importantly, as the only Black Study PhD program in Southern California, the department expects to admit 10 graduate students per year, and have a total of about 50 graduate students enrolled after the first five years. The Department's transdisciplinary doctoral program will be among the leading units 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.

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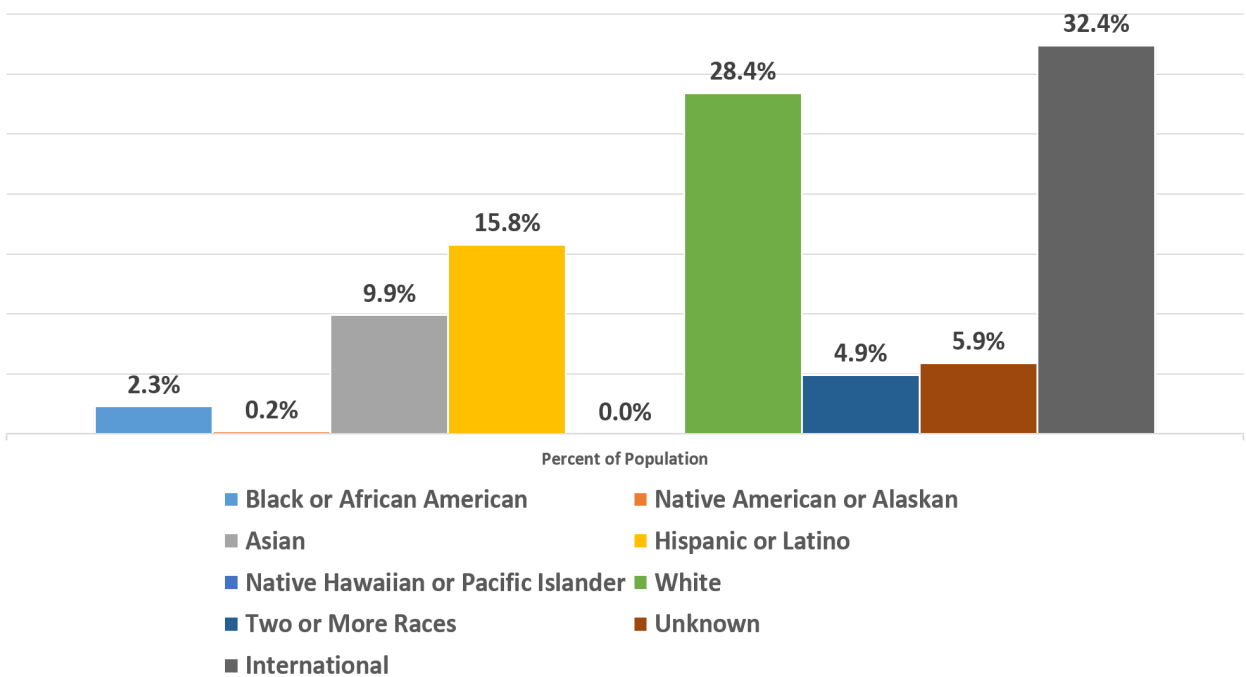
<sup>1</sup> Campuses publish enrollment data using different measures. Currently [UC Santa Barbara](#) has a total of 27 enrolled majors in Black Studies; [UC Berkeley](#) has 30 degree recipients in African American Studies in the last two years, [UT Austin](#) has 22 currently enrolled majors in African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

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**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 Hearns**

**Amina swallah**

**aná 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**

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**Matei Tichindelean**

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**Mauri Balanta Jaramillo**

**May Fyn**

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**Maylin Tu**

**Melba Winsell**

**Melisa Resch**

**Melissa Briseño**

**Melissa Leon Pons**

**Melissa Orobko**

**Melvina King**

**Mercy Loyo**

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**Michelle Bernardino**

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**Miles Hogerty**

**Millie Wilson**

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**Milo Santamaria**

**Mirya Holman**

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University of Illinois at Urbana Champaign Student

**Monica Leung**

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**Morgan McGhee**

**Morgan Smith**

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**Nathaniel Ashley**

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**nikola mitrovic**

**Nitasha Sharma**

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**Noah Angell**

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**Odily Balcarcel**

**Olka Forster**

**Omar Zahzah**

Independent scholar ( )

**Omi Jones**

Independent Scholar/Artist/Facilitator

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Birkbeck College, University of London

**Orlando Serrano**

National Museum of American History

**Osama Ahmad**

**Paul Akers**

**Paul Kruijs**

**Paul Palsa**

Advocate-Unity in Diversity, NAACP (Life Member)

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**Rachel David**

UC Berkeley public health and education student

**Raeleen Williams**

**Rayane Gomes**

**Rebecca Rios**

**Rebecca Uniacke**

**Reina Robinson**

Center for Urban Excellence

**Renee Grange**

UCLA

**Ricky Manier Jr**

**Riverside Food Not Bombs**

Community Activist Group

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**Sally N MacNichol**

**Salome Tash**

**Samantha E Arbegast**

**Sandra Williams**

QQ Research Consultants

**Sandy Naranjo**

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**Sarah Schornagel**

**Sarah Sherwood**

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**Shannon Frye**

I am a Catholic Worker with Casa Maria Hospitality House, which offers shelter to single mothers and refugees

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**shenandoah hammond**

**Sherrina Gibson**

**Silvana Kreines**

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**Siya Pun**

**Sofia Balingit**

**Sophia Massie**

**sophia ponce**

**Stacy Villalobos**

**Stephanie Schaudel**

**Susan Ito**

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**Talia Tucker**

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**Tatiane Reis**

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**Victoria Gonzales**

Community Member

**Viri García**

**vonya k quarles**

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**Yabundu Conteh**

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**Yridian Villanueva**

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**Andrew Carbaugh**

**Andrew Jolivéte, Professor and Chair Ethnic Studies UC San Diego**

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UC Berkeley Sociology

**Bernadette Hartfield**

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**Bobby Rivera**

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**Claudio mattos**

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**Dominique Conway**

**Emma Huang**

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**Jaleah Cullors**

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**Jolie Mahr**

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**Minkah Makalani**

University of Texas at Austin

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**Myles Ali**

Department of History and Critical Race and Ethnic Studies, UC Merced

**Nana Amoah-Ramey**

Indiana University

**Ofurhe Igbinedion**

**Peyton McGill**

**Phoebe Kim**

**Regina Ebo**

Berkeley Grad student

**Restituta marco**

**Sara Smith**

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Race and Technology Practitioner Fellow, Stanford Center for Comparative Studies in Race and Ethnicity

**T. Le**

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**Takunda Darwish**

Independent

**Thainara Silva**

**Theresa Johnson**

University of California, Santa Cruz

**Uri McMillan**

UCLA, Associate Professor, English & Gender Studies

**VaNatta Ford**

Williams College Africana Studies

**Ven Griffin**

**Vitoria Buzzi**



**Wan-Chuan Kao**

Washington and Lee University

**Zach Sell**

Drexel University

**Zifeng Liu**

Africana Studies, Cornell University

**Organizations In Support of the Creation for the Department of Black Study**

Adoptee Solidarity Korea - Los Angeles (ASK - LA)

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