

University of South Florida Anti-Racism Curriculum Proposal

Submitted by

The College of Arts and Sciences Humanities and Social Sciences Chairs and Faculty Anti-Racism Working Group

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As scholars and chairs in the humanities and social sciences, we propose that USF take bold action to prepare our students to fight racism in all its forms.

It is imperative for USF to equip students to understand not only contemporary events, but also their historical antecedents. The murders of Aumaud Arbery, Breonna Taylor, and George Floyd led to massive protests in the United States and around the world. Protestors often marched under the banner of Black Lives Matter, a social movement and a demand for equality that first emerged in response to the acquittal of the murder of Trayvon Martin here in Florida, by three radical Black organizers—Alicia Garza, Patrisse Cullors, and Opal Tometi. Every student must understand that race is not science; that it is a cultural invention, with a specific history. Students must understand that history in its specifics and its sweep: colonialism, slavery, Reconstruction and the “Second Founding”, Black Codes and Jim Crow Segregation, Disenfranchisement, Lynching, Policing, and Environmental Racism. Students must also be able to describe the ways in which these injustices have been consistently and courageously challenged.

We take for granted that USF students will gain significant knowledge of “human and cultural diversity” by completing our Enhanced General Education criteria. However, the large number of courses within this category insure only that some kind of knowledge about diversity is acquired, not specific knowledge about racism and racist violence in the United States.

The widespread protests across the nation and the world have demonstrated that older modes of engaging with diversity and inclusion are not enough. It is time for universities to redistribute financial and curricular resources to foster institutions and societies that are anti-racist and committed to the hard work of transformative justice. In this, USF has the opportunity to lead.

The Humanities and Social Sciences Chairs in the College of Arts and Sciences propose a three-part plan that will help USF take this leadership role. The three parts of the plan while described separately are integrally intertwined. Each depends on the other for success.

Part I: Required Course on Racism and Racist Violence in the American Context.

Without a required course steeped in the specifics of racism in the United States there is a real danger that too many of our students will graduate without the ability to place our contemporary situation in historical perspective, to understand the dramatic inequalities of wealth and power experienced by African Americans. Race is the fulcrum on which American national politics has turned, for most of our history, and is tied to other pervasive and systemic inequalities, like gender discrimination, sexual violence, and class inequity. While the national realignment of our contemporary politics began with the Civil Rights Movement, the systemic, institutionalized racism pervading American society since its inception has yet to be fully dismantled.

We propose that all USF students be required to take one course that centers on racism and racist violence in the American context. This course would be offered by faculty from across the humanities and social sciences on all three campuses with each faculty member's home department/campus retaining the SCH generated by the sections taught.

Part II. Cluster Hire.

To adequately address systemic racism in the university, which marks faculty, staff, and student populations and runs through the curriculum and pedagogy, requires significant investment of resources. While the University has announced a \$500,000 fund to support research on racism and anti-racism at USF, more resources are required to sustain this effort.

To begin to transform structural issues, both recognition and redistribution is necessary: the resources of the university must be redistributed in order to materialize the changes over the long term. Indeed, while the university budget may often represent a site of scarcity and constraint, it is a moral document in itself – where the university chooses to invest its considerable resources is a narrative of the moral vision of the university itself.

Tenure lines are one of the most valuable and scarce resources of academic capital in the university. To that end, this proposal outlines a cluster hire in Blackness and Anti-Black Racism that will include 10 new faculty hires at varying ranks (Assistant through Full Professor). The potential departments in the hiring are SIGS, History, English, Women's and Gender Studies, Anthropology, Sociology, Humanities and Cultural Studies, Communications, and Philosophy.

Furthermore, a required course in racism will require additional faculty with expertise in this area.

We propose a cluster hire of faculty at a variety of ranks across the humanities and social sciences to support an anti-racist curriculum at USF.

Part III. Certificate in Anti-Racism Practice.

To be anti-racist takes the dedication and decision to be anti-racist. It requires educating students about the history of racism in the US and providing them with tools/toolkit in order that they may actively act to disrupt systems and acts of racial violence and oppression.

The current moment both institutionally and within the nation suggests that there is a need and a desire to create curricula that draw on the diverse approaches to anti-racism housed throughout the College of Arts and Science. A certificate would ensure interested students are equipped to understand the pervasiveness of racism and racist violence in the United States; the social, cultural, and economic ramifications of racial injustice; and ways of acting that work to eliminate Anti-racism, particularly Anti-Black racism.

We propose that a certificate program, backed by sufficient recourses, be housed in IBL-Africana Studies, which has a long history of addressing issues of race, racism, and African American and African Diaspora history and community engaged research within course curriculum.

I. Proposal for a required course on racism and racist violence in the American context

Part 1: Purpose

We propose that all USF students be required to take one course that centers on racism and racist violence in the American context. We take for granted that USF students will have significant knowledge of “human and cultural diversity” by completing our Enhanced General Education criteria. However, the large number of courses within this category insure only that some kind of knowledge is acquired, not **specific knowledge about racism and racist violence in the United States**. Students may gain some knowledge of racism in the American context by other requirements but there is no required course for USF students that insures they are equipped to understand the pervasiveness of racism and racist violence in the United States or past and present movements toward anti-racism and systemic change.

It is imperative that USF equips students to understand not only contemporary events but their **historical antecedents**. The murders of Aumaud Arbery, Breonna Taylor, and George Floyd led to massive protests in the United States and around the world. Protestors often marched under the banner of Black Lives Matter, a social movement and a demand for equality that first emerged in response to the acquittal of the murder of Trayvon Martin here in Florida, by three radical Black organizers—Alicia Garza, Patrisse Cullors, and Opal Tometi. **Every student must understand that race is not science, that is a cultural invention, with a specific history**. Students must understand that history in its specifics and its sweep: colonialism, slavery, Reconstruction and the “Second Founding”, Black Codes and Jim Crow Segregation, Disenfranchisement, Lynching, Policing, and Environmental Racism. Students must also be able to describe the ways these injustices have been consistently and courageously challenged.

Establishing a universally required undergraduate course on anti-racism is a bold curricular move that will put USF at the forefront of national and international efforts to teach anti-racist ideas and practices. A required course such as AMS 3700 will also align USF with the values and anti-racist initiatives of the **Association of American Colleges & Universities**. The AAC&U recognizes the importance of anti-racist education and they have incorporated this commitment into their Values Rubric, a document that USF used to build its revised general education curriculum. Developing a required course on anti-racism would place USF at the center of AAC&U efforts on this front, demonstrating our institutions commitment to AAC&U values of intercultural knowledge and competence. In addition, a USF commitment to a required anti-racism course would put USF in a strong position to apply to host a **Truth, Racial Healing, & Transformation (TRHT) Campus Center**. These centers are intended to “prepare the next generation of strategic leaders and thinkers to break down racial hierarchies and dismantle the belief in the hierarchy of human value.” (<https://www.aacu.org/trht-campus-centers>).

Part 2: The Course

Our proposed course will be a collective project, taught by faculty across the Humanities and Social Sciences. A multidisciplinary committee of faculty and instructors, headed by a representative from Africana Studies, will supervise the course, maintaining its rigor and coordinating staffing with participating departments. Our proposed required course is revised version of **AMS 3700 Racism in American Society**, a 3-credit course in the current USF Catalog. SCH will follow the instructor. The existing course description will not change: “This course examines the roots and contemporary structures of racism in America. Students develop critical, working definitions of race that account for change over

time, geography, and co-constructed vectors of power such as class, gender, and sexuality.” The course will be housed in Africana Studies/SIGS but will be taught by faculty across the Social Sciences and Humanities departments. A multidisciplinary committee composed of Social Science and Humanities faculty and headed by a representative from Africana Studies will supervise the course, maintain its rigor, and coordinate staffing with participating departments.

We recognize that a required course will need sufficient qualified instructors, and that is why this proposal depends on the **hiring proposal** included in this plan.

AMS 3700 will be part of the Enhanced General Education curriculum and occupy a new, fourth location in the Intellectual and Practical Skills level. This would add an additional 3 hours to the USF General Education curriculum.

To make this course appropriate for all USF undergraduates, we are providing a uniform set of learning outcomes, these outcomes are a combination drawn from the specifics of the class, the Enhanced Gen Ed “Human and Cultural Diversity” requirement, and the Global Citizens Project.

Racism/Anti-Racism Learning Outcomes

Students will:

1. Define race, racism, racialism, racialist, and ethnicity and their intersections with gender, class, and sexuality.
2. Trace, through discussion and examples, the construction of race historically as well as the long history of racism and its legacies in the United States, including its effects on sexuality, gender, and socioeconomic class.
3. Explain and provide examples of whiteness, white identity, and white privilege.
4. Demonstrate the ability to thoughtfully respond to questions and initiate conversations about race and racism with attention to research and evidence rather than unsupported opinions.
5. Illustrate the various strategies which Black people have adopted in their struggle for survival, citizenship, equality, and human dignity, and the ways that those strategies have differed over time and across gender and class identities.
6. Analyze U.S. culture as a complex system shaped by relations of power and interdependence within the context of racism, sexism, homophobia, and class prejudice in American society.
7. Identify and assess the various forms of institutionalized and state sanctioned racist violence deployed as instruments of control and oppression, and articulate the ways that such violence differs according to gender and sexuality.
8. Appraise the ways anti-Black racism relates to other forms of racist exclusion such racism against Asians, Latinx, and Indigenous groups.

Human and Cultural Diversity Learning Outcomes:

1. Demonstrate the ability to see issues from the perspective(s) of other groups/cultures by describing the values and communication styles found in groups different from one’s own and the

way in which those differences can affect styles of verbal and nonverbal communication.

2. Analyze how diversity affects interactions with major societal institutions (such as health care, criminal justice, education, employment, voting, military) from contemporary and/or historical perspectives.

Global Citizens Project Learning Outcomes:

GCP Objective Self-Awareness: self-awareness with regard to values, beliefs, attitudes, and behaviors

3. Explore how one's worldview is shaped by personal values, identity, cultural rules, and biases

GCP Objective Practice: ability to put into action professed values, beliefs, and attitudes that express concern for others

4. Evaluate the impact of individual choices on local and global communities

In addition to these learning outcomes, AMS 3700 Racism in America will also have the two required Gen Ed Assessment assignments (GEA#1 and GEA#2). It will also meet all the additional Enhanced Gen Ed requirements for Creating Intentional Learners, Written Communication, Critical & Analytical Thinking, and Problem Solving.

The specific content of each section of AMS 3700—readings, discussion topics, and assignments—will vary by instructor. Although every class will include materials that align with the learning outcomes presented above.

Here is an example of a class with the content and assignments aligned to the learning outcomes:

1. *The Social Construction of Race*: Students will learn about the history of racial pseudoscience and the advent of social constructivism in the study of race in the social sciences. SLO 1, SLO 2, SLO 3

2. *Theories of Race, Racism, and Class*: Through the study of multiple theorists and empirical social scientists, students will debate the still-polemical question of whether racial antagonisms can be essentialized as a class struggle or if racism operates independent of even if complementary to classism. SLO 9, 11

3. *Institutional Racism*: By studying the works of sociologists, anthropologists, historians, and legal scholars, students will develop critical reading practices to integrate multidisciplinary theory and empirical research design into the study of racism in American society, focusing specifically on institutions of real estate, employment networks, law enforcement, education, family, and religion. SLO 5, SLO 6, SLO 7

4. *Structural Racism*: Students will synthesize the conclusions of empirical work on racism in myriad institutions that govern American life to develop theories of structural racism, i.e., the varied ways the practices and policies of various institutions coincide, coalesce, reinforce, and reproduce social inequality in seemingly invisible, though profoundly material ways. SLO 5, SLO 6, SLO 7

5. *Racism in the Age of Multiculturalism*: By providing an historical perspective on the development of race and racism, the course will ensure that students understand the anti-black roots of America's racial structure, and will also understand that racism has transmogrified and adapted to changes in the U.S.

economy, demographics, and dominant beliefs, such that the logics and practices that sustain structural racism have adapted to new social structures (e.g., Jim Crow) and new ideologies (e.g., colorblindness). Thus, students will learn about racism against Latinx, American Indian, Asian, and undocumented populations, as well as groups that have been variously included and excluded from the category “white” across different time periods (e.g., Jews, Middle Eastern people, and Syrians). SLO 8

6. *History of Racial Discrimination in Florida*: While reading histories of racial discrimination in Florida, students will learn how to use resources at USF to find primary source documents that attend to historical research questions about the state’s racial past and present. SLO 13

Example Assignments

1. Portfolio Assignment, 25% #GEA1: Students will select one research article to read (from a list provided by the instructor) and then will build a portfolio of primary and secondary sources from that article. The final project is divided into seven parts comprising multiple written components that tap different levels of Bloom’s Taxonomy, including accurately summarizing the research, locating and analyzing primary sources, synthesizing multiple scholarly articles, assessing the value of the research, developing questions with academic and moral implications, and reflecting on the reading and research process and the ways it can enhance our collective understanding of the problems of racism in American society. The concluding essay of the portfolio asks students to extend what they’ve learned to think about solutions to problems of racial inequality that can be addressed in civic life, politics, and government in Tampa Bay. This essay will be the first step in the students’ civic engagement assignment, which will be due at the end of the semester. SLO 4, SLO 12, SLO 13

2. Presentation, 15% This is a Global Citizens Assignment: In groups, students will develop an oral presentation as part of their portfolio assignment that consists of direct delivery of informational material but also interactional engagement with their topic. This is a problem-based assignment, which requires students to utilize both the knowledge they have learned in class and the knowledge they have gathered through their own research to analyze, explain, and provide a solution to a complex, real-world problem or scenario. It is also a collaborative assignment, which requires students to work in teams to present their research on a chosen problem. In addition to enhancing students’ research, collaboration, and problem-solving skills, this project is intended to help students develop their capacity for critical and analytical. SLO 4, SLO 12, SLO 13

Part 3: Answering Objections

- One might object that the burden of teaching a required course could fall heavily on some departments and crowd out other courses – while a required course would certainly place some demands on departments in the humanities and social sciences, this course can be offered by a wide array of departments in the College of Arts and Sciences. We currently possess enough faculty expertise to teach this course in a number of departments, and the resources to teach this course could be expanded by USF making the necessary investments to address the dearth of Black faculty across the university. Section 2 of this proposal, on the urgent need for a “Cluster Hire” speaks to this issue directly.
- Faculty might not appreciate students who are in a course because it is required – While it is true that some students may not appreciate or want to take this course, the same could be said of any number of courses students are required to take, from English Composition courses to Biology or Mathematics. We have decided, like most universities, that a university degree from USF means having some basic competencies, skills, and knowledge. Many students would enjoy and benefit from taking a course that helps them make connections between events in the news and broader historical,

political, and economic forces. For those who don't enjoy such a class—it would still be beneficial for them, like any number of required courses.

- Students and or the public may feel like this is political indoctrination – this is not a course that teaches or endorses a political ideology or partisan approach to the subject matter. We don't ask our scholars who teach about the Holocaust to justify their ideological approach or if they are utilizing a partisan perspective. The objective facts of the Holocaust are not up for debate, nor are the facts of racism and racist violence in the United States.
- Students don't have room for a new required course – while we are aware of the pressures on the university to expeditiously graduate students, there are a number of ways to address this issue, from modifying GenEd requirements to requiring this course come out of their elective hours. Fundamentally, this proposal asks the university to take seriously the need for a required course on racism and racist violence in the American context, and to be nimble in the face of this challenge.

Part 4: Conclusion

Without a required course steeped in the specifics of racism in the United States there is a real danger that too many of our students will graduate without the ability to place our contemporary situation in historical perspective, to understand the dramatic inequalities of wealth and power experienced by African-Americans. Race is the fulcrum on which American national politics has turned, for most of our history, and is tied to other pervasive and systemic inequalities, like gender discrimination, sexual violence, and class inequity. While the national realignment of our contemporary politics began with the Civil Rights Movement, the systemic, institutionalized racism pervading American society since its inception has yet to be fully dismantled.

II. Cluster Hire Proposal

To adequately address systemic racism in the university, which marks faculty, staff, and student populations and runs through the curriculum and pedagogy, requires significant investment of resources. While the University has announced a \$500,000 fund to support research on racism and anti-racism at USF, more resources are required to sustain this effort. To begin to transform structural issues, both recognition and redistribution is necessary: the resources of the university must be redistributed in order to materialize the changes over the long term. Indeed, while the university budget may often represent a site of scarcity and constraint, it is a moral document in itself – where the university chooses to invest its considerable resources is a narrative of the moral vision of the university itself. Tenure lines are one of the most valuable and scarce resources of academic capital in the university. To that end, this proposal outlines a cluster hire in Blackness and Anti-Black Racism that will include 10 new faculty hires at varying ranks (Assistant through Full Professor). The potential departments in the hiring are SIGS, History, English, Women’s and Gender Studies, Anthropology, Sociology, Humanities and Cultural Studies, Communications, Mass Communications, Religious Studies, World Languages, and Philosophy.

While racial disparity and inequality mark all parts of the university, this cluster hire is focused in the humanities and social sciences. This is in large part because the curricular work – expanding courses in Blackness and Anti-Black Racism, implementing pedagogical and mentoring projects that will increase enrollment in courses in this interdisciplinary field – is best realized in the Humanities and Social Sciences. Such a focus would support issues prioritized in the recent letter from Black faculty and staff at USF, which requested an emphasis on the recruitment and retention of Black faculty as well as the promotion of Black faculty into leadership positions. In addition, as both the letter from Black faculty and staff and the statement from the College of Arts and Sciences Diversity Committee note, in recent years, Africana Studies, the Institute on Black Life (IBL), and the Institute for the Study of Latin America and the Caribbean (ISLAC) have seen their funding, resources, and standing in the university decrease. Focusing this cluster hire in Humanities and Social Sciences will allow for the expansion of the curriculum at both graduate and undergraduate levels, building on the vital work already being conducted by excellent faculty and students currently at USF. Indeed, we might look to aspirational peer universities in this regard: the University of California, Los Angeles has recently announced an initiative to hire more Black faculty as well as expand resources on the [campus](#); Penn State undertook a similar process just a few years [ago](#).

Rationales:

1. As noted above, a cluster hire of Black faculty in the interdisciplinary area of Blackness and Anti-Black Racism will both increase the number of Black faculty in the Humanities and Social Sciences and demonstrate a strategic investment in curriculum, pedagogy, research, the production of knowledge, and mentorship in this specific area.
 - a. USF has a distinctly low number of Black faculty. As of 2019, CAS had only 31 Black faculty across all ranks (Instructor through Full Professor) out of 628 total faculty in CAS, which amounts to just 5% of the faculty. This is especially marked at the rank of Full Professor and Department Chair, where there is one Black Female Full Professor and one Black Female Department Chair. There is, moreover, a dearth of Black faculty in

administrative leadership in both CAS and the wider university (indeed, as of 2019, there is only 1 tenured Black faculty member in an upper administrative role in the entire university).

- b. The growth in Black faculty working in the interdisciplinary field of Blackness and Anti-Black Racism would, across the Humanities and Social Sciences, allow for an organic and integrated growth of curricular offerings and increase in the number of courses offered. In recent years, not only from students and faculty at USF but also nationwide, calls have been made for efforts to address directly the structural racism and anti-Blackness of the nation and the world, and this is a key way of committing resources to do just that.
2. As USF figures ways to address structural racism, one idea that has appeared, here at USF and elsewhere, is to offer a required course on race and racism. If such a path were to be adopted, this would require a significant increase in the number of faculty qualified to teach such a course. While qualified faculty from across CAS should teach these courses, this cluster hire would signify the commitment of resources to restructuring and implementing curricular change in this manner.
3. While the faculty hired in these positions may fall in any of the disciplines listed above, processes and structures must be put in place to encourage and support the success of these new hires and encourage best practices in terms of equity and equality across all departments and units in the university. This may include, but would not be limited to, more robust notions of affiliated faculty, joint appointments, and potential affiliations with IBL and/or ISLAC. The aim is to take this cluster hire as a building block of integrating equitable practices and curricular transformation throughout the College and the University.
4. Hiring 10 new faculty at various ranks would support the crucial project of creating a cohort of faculty that could have mentorship and support built into it, making a more substantive network throughout the university. Pursuing this in a more piecemeal fashion can diminish the effects of building such a substantive network. Moreover, it often creates both formal and informal service burdens, which often appear in the form of service on multiple diversity committees. Hiring a broad cohort across all ranks would help mitigate this, where a system of mentorship can be put in place.
5. Complementary to requests and directives from the members of Africana Studies, the CAS Diversity Committee, and the Black Faculty and Staff Task Force, this cluster hire, as well as the pedagogical, research, and university community transformations it envisions, would be best served by devoted funding for a Center for Anti-Black Racism. Such a center would require devoted funding from the University. As noted in the opening, budgets are moral documents.

The widespread protests across the nation and the world have demonstrated that older modes of engaging with diversity and inclusion are not enough. It is time for universities to redistribute financial and curricular resources to foster institutions and societies that are anti-racist and committed to hard work of transformative justice. In this, USF has the opportunity to lead.

III. Proposal for Certificate in Anti-Racism Practice

Background and Rationale

To be anti-racist takes the dedication and decision to be anti-racist. It requires educating students about the history of racism in the US and providing them with tools/toolkit in order that they may actively act to disrupt systems and acts of racial violence and oppression.

The current moment both institutionally and within the nation suggests that there is a need and a desire to create curricula that draw on the diverse approaches to anti-racism housed through the College of Arts and Science. A certificate would ensure interested students are equipped to understand the pervasiveness of racism and racist violence in the United States; the social, cultural, and economic ramifications of racial injustice; and ways of acting that work to eliminate Anti-racism, particularly Anti-Black racism.

We take for granted that USF students will gain significant knowledge of “human and cultural diversity” by completing our Enhanced General Education criteria. However, the large number of courses within this category insure only that some kind of knowledge about diversity is acquired, not specific knowledge about racism and racist violence in the United States.

Students may also gain some knowledge of racism in the American context by other requirements in the General Education curriculum, but there is currently no required course for USF students that insures they are equipped to understand the pervasiveness of racism and racist violence in the United States. **In Part I of this proposal, we proposed that all USF students be required to take one course that centers on racism and racist violence in the American context.**

However, some students may want more than can be gained in one required course. To address this need, we are proposing a certificate program be developed/offered. Further, we are proposing that first consideration be given to housing the certificate program in IBL-Africana Studies with the appropriate funding and resources. This is because IBL-Africana Studies has a long history of addressing issues of race, racism, and African American and African Diaspora history and community engaged research within course curriculum.

While not a full degree program, a certificate program certifies a specific content knowledge to those outside of higher education. It addresses the need to give students a more intersectional and multi-disciplinary education. Specifically, the certificate program can include classes that would address areas such as: a) distinguishing between ‘not being a racist’ and being anti-racist; b) understanding the rewards that White people have received due to White supremacy and Black oppression; c) gender awareness; d) intersectionality; e) whiteness/whiteness studies; and f) a broader recognition of racism against people of color who do not identify as Black or African American.

This certificate can enhance student success in the job market. Students who can demonstrate a deep knowledge of the history of anti-racism and then move that knowledge into practice should be in demand to assist organizations of all kind to re-write policies and dismantle and rebuild systemic structures in

more just ways. The interdisciplinary orientation ensures that students would gain a wide array of both theory and practice that they could put forward in their professional and civic lives after graduation.

Curriculum

*Note: while the full curriculum will be developed by a faculty committee, what follows is a general outline of the goals of the curriculum and initial learning outcomes.

Requirements

- 15 credit hours (or 5 courses)
 - Core course that is required (i.e., AMS 3700);
 - 4 restricted electives approved by advisor/certificate director
 - Course could be drawn from existing courses within CAS making it an interdisciplinary curricular offering
- Can complete the certificate in 18 months

Certificate Learning Outcomes

- Define race, racism, racialism, racist, and ethnicity and their intersections with gender, class, and sexuality.
- Explain and provide examples of whiteness, white identity, and white privilege.
- Recognize the concept of White privilege that all White people have whether they want that privilege or not and to differentiate between White supremacy as a systemic concept vs. White supremacists (who are professional racists like the KKK).
- Identify and analyze anti-racist movements through a historical and cultural context
- Demonstrate ways in which race categories and racism have appeared within culture and/or organizations in the US
- Articulate the rewards that White people have received due to White supremacy and Black oppression.
- Distinguishing between ‘not being a racist’ and being anti-racist.
- Document/build a toolkit of resources on racism and anti-racism.
- Create a public outreach plan—Prepare a public education outreach activity, document, or creative arts presentation
- Define systemic and institutional racism

Administrative Structure

The certificate should be housed in IBL-Africana Studies with the appropriate funding and resources. The expertise of faculty within IBL-Africana Studies make it the best location to facilitate the creation and to guide the implementation of this new curricular initiative. With their long history of addressing issues of race, racism, and African American and African Diaspora history, faculty in IBL-Africana studies will ensure an integration of an interdisciplinary curriculum and a strong focus on community engagement.

Proposed Certificate in Anti-Racism Education and Practice

A certificate is a non-degree program designed to provide students with specialized knowledge that is less extensive than, and different from, a degree program. Certificate programs are open to all USF majors of all colleges. Certificates are offered in the following areas in CAS: *Creative Writing; Japanese; Latin*

American and Caribbean Studies. (see: <https://www.usf.edu/arts-sciences/students/undergraduate/certificate-programs.aspx>)

1. The College of Arts and Sciences offers a Certificates in a particular area for students who wish to gain an intensive multi-disciplinary understanding of the selected area, and have that knowledge formally recognized in their academic record.
2. Certificate programs are open to all USF majors of all colleges.
3. The certificates currently offered require a minimum of 15 semester hours of courses
4. The certificate program consists of a core course or set of courses plus electives
5. Relevant courses not listed as requirements or electives and offered in other departments may be substituted with the approval of the coordinator.
6. Students who complete the Certificate in Anti-Racism Education and Practice will have demonstrated:
 - a. Knowledge of the historical genesis and social ramifications of race categories and racism in America;
 - b. The ability to analyze similarities and differences between racial discrimination and racist violence and other forms of social injustice;
 - c. The ability to identify state actors with a view toward formulating, discussing, and implementing public policies governing those actors.

The certificate program is one way to address the potential desire by students to take additional courses beyond one required course and provides students with a specific set of options. It also addresses the need to give students a more robust and intersectional and multi-disciplinary education. Specifically, the certificate program can include classes that would address additional areas such as: a) gender awareness; b) intersectionality; and c) a broader recognition of racism against people of color who do not identify as Black or African American.

In order to optimize this potential offering, it is our recommendation that the idea of a certificate program to be housed or managed via IBL-Africana Studies first be circulated to faculty within CAS and then if there is significant interest a committee be formed to develop the specifics of such a certificate program including reviewing the pros and cons of other such offerings within CAS and throughout USF and perhaps at other institutions with successful certificate programs.