

Global Studies Racial Justice Action Plan
Chair Alison Brysk and Vice-Chair Satyajit Singh
For the Global Studies Department
October 7, 2020

Global Studies as a field and department are deeply committed to racial justice in our scholarship and our society, within the context of our commitment to equity, diversity, and inclusion—and beyond. We have been engaged as individuals and as an academic unit in racial justice research and pedagogy for many years, and we have carried forward the UC-wide diversity mission in our intellectual and social engagements. We are cognizant that diversity and racial justice in theory and practice are addressing a different but interrelated set of problems. At this historical juncture, we draw on this experience to take a closer look at the relationship between the commitment to diversity and the call to racial justice: What are the enduring conduits between diversity and racial justice? What are the slippages between them? How can we better address what falls through the cracks? As a part of a broader social reckoning with structural racism, we see this Racial Justice Action plan as a rare and extraordinary opportunity: it sends us back to the drawing board to question what racial justice can be *and* builds on a deep bench of work accomplished and underway. We commit to expand and deepen our own field's focused contribution to *the understanding of global and comparative racial justice, diversity, equity, and structural racism*.

The Department of Global Studies has committed to joining the collective effort to build inclusive futures in our classrooms and our communities. A key aspect of our plan is to develop a process and forum for systematic and engaged discussions that contribute to the study of global racial justice and further develop our own multifaceted understandings of racial justice and structural racism. Such work necessitates interdisciplinary, transdisciplinary, and multi-disciplinary perspectives and engagement with our colleagues in ethnic studies programs and disciplines that bring specialized critical tools to the analysis of race. To this end, we have endorsed the proposed reforms outlined by the Department of Black Studies to the Chancellor and EVC via the former and current Department Chairs, and the solidarity statements from other departments on anti-blackness protests and call for action against systemic state violence. We support the African Studies Initiative, a group of Black graduate and undergraduate students from History, Sociology, Film and Media Studies, and Black Studies, who have lobbied the Deans of UCSB to establish a Center for African Studies.

After an extensive consultative process throughout the summer of 2020, on October 7, 2020, we voted unanimously to adopt the principles and engage in the processes outlined below. This Plan will 1) map our existing engagements, 2) articulate guiding principles, 3) outline concrete proposals to advance our contribution to racial justice in the domains of governance, undergraduate education, graduate education and representation, faculty recruitment, and programming, and 4) provide an implementation timetable and budget.

I. Racial Justice, Diversity, Equity, and Inclusion in Global Studies

Global Studies' faculty, graduates, and undergraduates represent a rich spectrum of diverse origins, experiences, and perspectives. Global Studies has deep faculty investments in racial justice work and racial justice is central to our intellectual agenda. We hope to draw on this experience while disseminating this work across the faculty, staff, and students. Our plan must build from an appreciation of the character and needs of our community. A majority of our faculty grew up outside the United States—by definition, all of our faculty and almost all grads spend significant periods doing overseas research. A majority of our faculty are also engaged with global issues of diversity and racial justice through affiliation with programs in area and/or ethnic studies. Most of our faculty identify with at least one diaspora community, and most of our faculty have participated in community campaigns for social justice worldwide. We have one of the highest proportions of international students in Social Sciences at the graduate and undergraduate levels, and at the same time one of the highest proportions of first-generation undergrads. As an increasingly diverse department, we embrace the challenge to further connect our global research, pedagogy, and consciousness with engaged scholarship on contemporary racial justice issues specific to the U.S. more broadly and California in particular.

Our long-standing engagement includes significant research, teaching, graduate and undergraduate mentoring, and community engagement by all of our faculty on issues of human rights, economic inequality, environmental justice, and cultural diversity—which are each associated with one of our core curricular pillars of Global Governance and Human Rights, Global Political Economy and Environment, and Global Cultures and Religion. Over the years, we have developed extensive curriculum that attends to questions of diversity, race, and the “global racial perspective”—led by our UC Presidential Post-Doc Faculty Nadège T. Clitandre and Esther Lezra, who have also served as Diversity Officers and advisors to our graduate program and others. We have taken further measures since our program review in 2018, including a year-long series of meetings with graduate students, a recruitment in Global Race and Inequality and another in Global Migration, increased collaborations with area and ethnic studies programs on racial justice themed events such as racial violence in Brazil, as well as sponsorship of graduate research and events with diversity and racial justice themes every year through the Society for Global Scholars (SGS), a graduate-student led organization created by M.A. and Ph.D. students in our department. Responding to graduate students' expressed needs, we have engaged in extensive pedagogical and mentoring efforts that include diversifying our courses in Methods and Logic of Inquiry; strengthening advisor roles; increased opportunities for grads to teach independent courses as Teaching Associates; increased support for our grads to prepare outside fellowships--which more have received; increased referrals to central campus and Grad Division programs for writing and peer review; and some faculty co-authorships.

Work in progress that will further extend our ongoing engagement includes:

- *our graduate Lead TA/Curriculum Specialist has added bias resources to our TA Training,
- *we have renewed recruitment efforts for underrepresented faculty via the UC Presidential Post-Doc Fellowship Program,
- *we are hosting a Global Studies lecturer to teach pre-EAP seminars via the Orfalea Center to include a focus on multiculturalism and rethinking Eurocentric perspectives,

*we are hosting a Global Studies lecturer via the Blum Center Poverty minor to supervise internships with social justice organizations that emphasize intersectional approaches to global poverty, and

*we are reviving the M.A. Practicum to rebuild engaged pedagogy and social justice opportunities for our graduates with many interests in racial justice, diversity, and equity.

We have realized that the broader campus community and some populations of students are not fully aware of our existing engagement with the study of multiple dimensions of racial justice. Our first task is to make these engagements more legible, visible, accessible, and coordinated, especially for our undergraduates and U.S.-origin grads who do not always fully recognize the connections between comparative global themes and contemporary racial justice issues in the U.S. Thus, we begin with a mapping of our faculty, course offerings, and cross-campus affiliations related to racial justice--with recommendations to expand these engagements further below.

Global Studies Faculty

RJ Research/Teaching

Academic Community Ties

Paul Amar	Post-colonialism	Middle East, Feminist Studies
Javiera Barandiarán	Environmental justice	Latin America, LAIS
Alison Brysk	Human rights	LAIS, Feminist Studies
Jia-Ching Chen	Inclusive development	East Asia
Charmaine Chua	Labor, race, techno inequality	South East Asia. TransPacific
Raymond Clemencon	Climate justice	Europe
Nadège T. Clitandre	Diasporas	Caribbean Studies, Black Studies, African Diaspora Studies
Bishnupriya Ghosh	Post-colonialism	South Asia
Charles Hale	Indigeneity	Latin America, LAIS
Vladimir Hamed-Troyansky	Migration	East/Central Europe/Mideast
Ricardo Jacobs	Global race and inequality	Africa, South-South
Mark Juergensmeyer	Religious conflict	
Esther Lezra	Black Atlantic	Black Studies, Caribbean, North Africa
Anshu Malhotra	Religious diversity	South Asia
Aashish Mehta	Global inequality, educational inclusion	South Asia/SE Asia
Jan Nederveen Pieterse	Multiculturalism, race and representation	Europe, East Asia/SE Asia
Satyajit Singh	Inclusive development	South Asia/SE Asia
Kai Thaler	Ethnic conflict	Latin America, LAIS, Africa

Affiliated Faculty with Racial Justice Research and Teaching Areas (from our broader list)

Ralph Armbruster-Sandoval

Chicano Studies

Jean Beaman
Sherene Seikaly

Sociology, Black Studies
History

UNDERGRAD COURSES with significant attention to racial justice themes

- GLOBL 104. Global Diasporas and Cultural Change (Nadège T. Clitandre, Anshu Malhotra)
- GLOBL 110. Global Culture and Ethics (Nadège T. Clitandre, Esther Lezra, Anshu Malhotra)
- GLOBL 111. Global Human Rights (Alison Brysk)
- GLOBL 120. Global Ideologies and World Order (Paul Amar, Alison Brysk, Kai Thaler)
- GLOBL 147. Haiti: Local Realities, Global Influences (Nadège T. Clitandre)
- GLOBL 148. Caribbean Women Writers and Migratory Subjects (Nadège T. Clitandre)
- GLOBL 159. Globalization and Culture
- GLOBL 162. Sexuality and Globalization (Paul Amar, cross-list with Comp Lit/Fem Studies)
- GLOBL 165. Colonialism, Neocolonialism and Globalization (Esther Lezra)
- GLOBL 173. Energy Justice. (Javiera Barandiaran)
- GLOBL 197. Special Topics (recent--several seeking permanent course numbers):
 - GLOBL 197. (Charmaine Chua): Technologies of Globalization
 - GLOBL 197. (Mark Juergensmeyer): Seminar on Global Conflict Resolution
 - GLOBL 197. (Anshu Malhotra): Aspects of Histories of Punjab and the Sikhs
 - GLOBL 197. (Satyajit Singh): Politics of Development
- New: GLOBL 177SJ / HIST 196SJ cross-listed Internship in Poverty, Inequality, and Social Justice (Blum Center Lecturer hire)
- New: GLOBL 196 Field Studies – Orfalea EAP Research Seminars
- New: GLOBL 197 (Ricardo Jacobs) Global Race and Inequality
- New: GLOBL 197. (Vladimir Hamed-Troyansky): Migration

GRAD SEMINARS with significant racial justice components

- New (incoming hire Assistant Professor Ricardo Jacobs from Race/Inequality Search): GLOBL 292A. "Global and Historical Perspectives on Race, Ethnicity and Indigeneity"
- New (incoming hire Assistant Professor Vladimir Hamed-Troyansky from Migration/Displacement Search): GLOBL 292 Global Migration
- GLOBL 292NC. Theories of Diaspora (Nadège T. Clitandre)
- GLOBK 292AM. Global Women's History (Anshu Malhotra)
- GLOBL 242. Colonialism as Theory and Practice: Black Methods, Global Questions (Esther Lezra)
- GLOBL 221. Global Economy and Environment (Jia-ching Chen, Aashish Mehta)
- GLOBL 222. Global Cultures (Nadège T. Clitandre, Esther Lezra)
- GLOBL 223. Global Governance and Human Rights (Paul Amar, Alison Brysk)

PHD EMPHASIS participating departments—*racial justice focus*

The Ph.D. Emphasis is a consortium hosted by Global Studies that permits doctoral students across campus to pursue a sequence of courses, beginning with a Global Gateway, and doctoral advising in Global Studies. This mode of collaboration with departments with a racial justice focus brings more diverse and underrepresented graduates and racial justice research agendas into our classes and engages our faculty in graduate mentoring for these students and their research.

Anthropology, *Black Studies*, Communication, Comparative Literature, *East Asian Languages and Cultural Studies*, Education, English, *Feminist Studies*, Film and Media, Geography, History, Linguistics, Music, *Ethnomusicology Emphasis*, Political Science, Religion, Sociology, Theater and Dance.

II. GUIDING PRINCIPLES of our Racial Justice Plan

1—**Bias and oppression**--We must be mindful of racial, ethnic, cultural background when working with people of color and international students with different training; recognize and empower sections of society that have been marginalized, tarnished, exploited, victimized for their color, sexuality, ethnicity and race. We recognize that beyond individual or group biases, systems of oppression are built on historical and institutional domination and power. We must work to make material changes to institutions of the university that structurally erect barriers to equity for students, staff, and faculty that have been historically marginalized and oppressed.

2--**Research**--We must continue to extend our research to address racial inequalities, discrimination, injustice, poverty, and oppression; make meaningful partnerships with local groups in praxis; and develop projects in collaboration with students. We must honor and support our faculty and grads who are doing this work from a variety of perspectives, epistemologies, and research traditions, and commit to constructively engaging with our department community's academic and intellectual growth and exchange in developing our studies of racial justice and structural racism in global and comparative perspective.

3--**Teaching**--Our curriculum is significantly engaged with diversity and racial justice, and there are a range of views on how to advance attention to racial justice in our interdisciplinary program that reflect a healthy intellectual and academic diversity in the social sciences. Some faculty believe that broader application of established frameworks and literatures to racial justice issues and skill-building for underserved students are the most powerful pathways—and many undergraduates and some graduates seem to find this useful. Meanwhile, some faculty and some graduate students believe that attending to racial justice requires decentering of Eurocentric perspectives and epistemologies. Recognizing this variety of pathways and building upon our existing work, we can commit in principle to ensuring that every course includes at least one unit (lectures, readings, activities, exercises) that address race and racialization and intersectional justice in a manner appropriate to the topic, theme, and methodology. Moreover, as we routinely develop and update our offerings, instructors will ask whether there are readings, scholarship, concepts or histories that can be reinforced from the perspective of racial justice.

III. Racial Justice Action Plan Proposals [responsible agency]

- 1) *Communication--make our existing engagement more accessible and build a dialogue to develop further:*
 - a. Web site—Identify our engagement with racial justice on the faculty pages, highlight UG courses with a racial justice focus;
 - b. Mailing to grads and undergrads with an abbreviated version of our Racial Justice Plan;
 - c. meeting with Grads and/or Annual Townhall to periodically discuss
 - d. publicize university and department channels available for addressing potential violations of university bias, discrimination, and racial justice standards—including but not limited to the Department Chair, Graduate Director, Graduate Diversity Advisor [and the proposed expanded departmental Diversity Officer], Ombuds, EEOC, and counseling services;
[Department Chair, Department Manager, Graduate Director]

- 2) *Governance--institutionalize our commitment and build networks:*
 - a. We commit to centering the leadership of faculty and department community members whose work engages questions of racism and racial justice, while also recognizing that such faculty may already be those who carry the work to support diversity, equity and inclusion. We recognize the need for all faculty to commit to governance and institutionalization of our Racial Justice Action Plan. Governance efforts should facilitate connecting individual initiatives and perspectives while reinforcing meaningful departmental structural changes.
 - b. We propose to upgrade the Graduate Diversity Advisor to a departmental Diversity Officer backed by a standing departmental Diversity, Equity, and Racial Justice Coordinating Council, with faculty representatives from the Graduate, Undergraduate, and any Search Committees, a graduate student representative, with the Chair or Vice-Chair serving ex-officio. This body will be mandated to meet at least quarterly to insure timely and proactive treatment of racial justice issues.
 - c. The roles of the Diversity Officer and Coordinating Council will be discussed by the department during the first phase of the plan and eventually specified in Department By-laws alongside other standing committees. The Department will consider how these bodies can best contribute to the changes in programming, curriculum development, recruitment, admissions, advisory processing of some types of complaints, and better coordination with existing university structures and processes that are proposed throughout this Plan, in a manner that is effective, accountable, and inclusive.
 - d. In order to build a knowledge base, communication channels, and a broad participatory process, the Department will appoint a paid Graduate Diversity and Racial Justice Fellow who will work throughout 2020-2021 as staff to all responsible agencies--which will also help grads to professionalize and build skills in diversity programming.
 - e. Explore deepening connections with race and ethnic studies programs, including adding to the PhD Emphasis, cross-listing courses, joint activities.

[Department Chair, Diversity Advisor, Department Officers--Grad Director, Undergrad Director, Grad Representative, Grad Diversity/Racial Justice Fellow]

3) *Undergraduate:*

- a. Curriculum diversification: assess opportunities for more courses and more curriculum on racial justice and diversity issues; the Grad Diversity and Racial Justice Fellow can assist instructors to expand units and locate resources
- b. Curriculum expansion: study how to add undergrad and grad core courses in Global and Comparative Racial Justice—faculty committees to design, strategize institutional constraints, and navigate the course approval process via Undergrad and Grad Senate committees and Deans
- c. Pedagogical access, equity, and inclusion: Underrepresented students are often risk-adverse in seeking a field of study, and need extra support to be academically prepared, as students from immigrant, low-income, undocumented, and first-generation families face cultural and academic challenges. As a department that serves many students from under-represented backgrounds with far too few resources, the Department of Global Studies needs to preserve space for small classes to ensure delivery of core skills to large numbers of first-generation and URM students as part of a racial justice and equity agenda.

[Undergraduate Committee, Graduate Committee, Graduate Diversity/Racial Justice Fellow]

4) *Graduate*

- a. Admissions: expanding recruitment: outreach to HBCUs and Black, Latinx, and Native American undergraduate honors societies, outreach to Cal State. Coordination with Graduate Division Diversity Outreach expansion.
- b. Appointment of a Graduate Diversity/Racial Justice Fellow as noted above
- c. Designation of a Graduate Representative-elected by all grads to ensure a representative role and intersectional attention to the full range of graduate perspectives, *separate from the Grad Diversity Fellow*, who will participate in some committees such as the Diversity, Equity, and Racial Justice Coordinating Council and channel grad needs and concerns throughout the process
- d. Use of Orfalea M.A.-Ph.D. Community Engagement funds to foster graduate engaged scholarship on racial justice

[Graduate Admissions Committee, Graduate Representative, Graduate Division]

5) *Faculty*

- a. *Faculty recruitment*: Deepen our existing efforts to increase the representation of faculty and prioritize research areas related to racial justice.

[Search Committees, Non-FTE Committee, UC Presidential Post-Doctoral Fellowship Committee, require UC Bias Training series for search-related staff and faculty Chairs of search committees]

- b. *Faculty development/ Academic resource archive*:

--collect and post readings on global studies of racial justice from different global, comparative, disciplinary, and methodological perspectives that faculty and TAs can use to enrich curriculum; we can crowdsource from faculty to begin, then task the Grad Diversity Racial Justice Fellow to fill in lagging areas;
--consider how to use a subset of these racial justice resources as a focus for faculty discussions--perhaps a Colloquium session or series, perhaps a dedicated channel such as a reading group or seminar series
[all faculty, Graduate Diversity/Racial Justice Fellow]

6) *Programming diversification:*

- a. set aside dedicated space for racial justice programming, including our Department Colloquium, with some sessions organized around the readings identified for the resource archive that can help us collectively develop our vision of global studies of racial justice, but also inviting outside speakers
- b. set aside some annual funding for graduate-organized racial justice programming, as we have done for the Society of Global Scholars
- c. consider parallel dedicated space beyond Colloquium and graduate events, such as a faculty reading group, for departmental intellectual exchange on developing our understanding of global racial justice studies

[Department Chair, Program Director, Graduate Diversity/Racial Justice Fellow]

7) *Affiliate review:* Disseminate our Racial Justice Plan to all affiliates. Ask the Diversity, Equity, and Racial Justice Committee to consult with grads about problems they may have experienced with all faculty—including affiliates--and establish a process to communicate concerns.

[Diversity, Equity, and Racial Justice Coordinating Council]

IV. IMPLEMENTATION

A) TIMETABLE

IV.

	<i>Comm</i>	<i>Gov</i>	<i>Grad</i>	<i>UG</i>	<i>Faculty</i>
2020-2021	Web, Mailings, Town hall	Define and upgrade Diversity Officer, Create Council, Appoint Fellow, Meet with potential affiliates and programs	MA Practicum, Admissions outreach, Elect grad rep, Review curriculum, Draft core course proposal	Curriculum review, Draft core course proposal, New Orfalea and Blum programs	PPFP recruit, Build archive, Seminar series-Spring?
2021-2022	Town hall	Council meets, Implement joint programming and affiliations	Continue admissions, Navigate core course proposal-approved?	Navigate core course proposal-approved?, Continue budget justice discussions	FTE recruit?, Expand Colloquium programming, Continue Seminar series
2022-2023	Town hall	Council meets	New course approved?	New course approved?	Refresh resource archive

B) BUDGET REQUEST

Graduate Diversity Fellow: communications, archive, curriculum review, graduate admissions outreach, event planning:

Fall-Winter-Spring-Summer 2020-2021 at \$2500/quarter stipend: \$10,000

Dean’s fund request: \$5,000

Departmental Diversity Enrichment Matching Funds: \$5,000