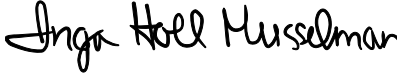




THE UNIVERSITY OF TEXAS AT DALLAS
OFFICE OF THE PROVOST

Date: January 5, 2021

To: Richard C. Benson, President
The University of Texas at Dallas

From: Inga H. Musselman, Provost 

Copy: George Fair, Co-Chair of the Living Our Values Task Force
Rafael Martín, Co-Chair of the Living Our Values Task Force

Re: Implementation Timeline for LOV Task Force Recommendations Related to Academic Programs in African & African Diaspora Studies

As requested, this memo provides an implementation timeline with appropriate milestones for recommendations endorsed by the Living Our Values (LOV) Task Force pertaining to the creation of academic programs in African and African Diaspora Studies at UT Dallas.

The recommendations, detailed on page 4 of the attached memo (Attachment 1), “Academic Programs – Implementation Memo – 20200922,” and also reproduced below, were made by an African and African Diaspora Studies Discussion Group (AADSDG) that considered proposals from students and members of the Black Faculty Staff Alliance to create an African & African Diaspora Studies Department and hire additional Black faculty and staff to support the creation of an African, African Diaspora or Black studies major or minor.

The AADSDG recommendations, where AAADS is the abbreviation for African American and African Diaspora Studies, are provided here:

1. That the Provost initiate conversations with Deans to explore the extent to which AAADS are incorporated into curricula in their schools, and to discuss the opportunities for new teaching initiatives.
2. That schools (A&H, ATEC) invite LOV representatives to participate in ongoing discussions of new teaching initiatives involving Ethnic Studies and AAADS.
3. That schools be encouraged to develop new courses in AAADS and related areas that will support the development of new minors, and (ultimately) new programs.

4. That the University commit to giving full and expeditious consideration to proposals for the creation of new minors, certificate programs, etc. focusing on AAADS, and that proposals that have been approved by due process be implemented at the earliest opportunity.
5. That the Provost and Deans (of A&H, ATEC, BBS and EPPS) discuss opportunities to recruit new faculty with research and teaching interests in AAADS and related areas. Faculty recruited to teach in such areas should have relevant expertise, background, and experience. The university should consider cluster hiring of faculty working in AAADS and Ethnic Studies to facilitate a concerted cross-school effort.
6. That the University commit to an ongoing effort and the development of new approaches designed to retain, sustain, and increase the numbers of Black NTS and TT faculty across all schools on campus.

To address the recommendations and develop an implementation timeline, the provost engaged the twelve deans in discussion and also verified approval timelines for new academic programs with Dr. Serenity King, Associate Provost for Policy and Program Coordination (Attachment 2).

The provost met with the eight School deans, the dean of graduate education, the dean of the honors college, the dean of the library, and the dean of undergraduate education on September 24, 2020 and October 1, 2020 to discuss the recommendations made by the AADSDG.

In response to recommendations 1-4, the deans shared activity in their Schools related to the development of new courses and new academic program proposals in African American and African Diaspora Studies or other related disciplines, and to incorporating AAADS into existing courses or curricula.

- A&H - Dr. Nils Roemer reported that Arts and Humanities is developing a proposal for a minor in African American and African Diaspora Studies. In addition, AAADS can be incorporated into the Master's program in Latin American Studies because part of the African diaspora is in Latin America, as well as into lower level arts and performance, history, and literature courses.
- ATEC - Dr. Anne Balsamo reported that Arts, Technology, and Emerging Communications is developing a proposal for a minor in Ethnic Studies.
- BBS - Dr. Steven Small reported several ideas in Behavioral and Brain Sciences: courses in the psychology of prejudice, racial and ethnic issues in policing, and health disparities related to brain and behavior; a new academic degree in clinical psychology with a track in multigeneration prejudice.
- EPPS – Dr. Jennifer Holmes maintained that AAADS could be incorporated into the international political economy curriculum.

Recommendations 5-6 will be addressed in another memo on the subject of Underrepresented Minority Faculty Recruitment and Retention.

Implementation timeline:

- New Academic Programs (with new courses)
 - Minor in African American and African Diaspora Studies (Attachment 3)
 - The proposal for the minor, that includes one new course in Critical Race Theory, is proceeding through the academic governance process. If approved this spring, the minor could be implemented in fall 2021.
 - Minor in Ethnic Studies (Attachment 4)
 - The proposal for the minor, that includes one new course in Ethnic Studies for the Digital Era, is proceeding through the academic governance process. If approved this spring, the minor could be implemented in fall 2021.
 - BS in Clinical Psychology (track in multigenerational prejudice)
 - Although planning for this academic program is under consideration, it is likely the university will put forward a proposal in one to two years. If approved, the program likely would be implemented in three to four years, i.e., fall 2023/fall 2024.
 - Milestone: The provost will continue discussion with Dean Small and will provide President Benson with an update in August 2021.
- Incorporation of AAADS into Existing Courses and Curricula
 - The provost will encourage Deans Holmes, Roemer, and Small to discuss with their faculty the incorporation of AAADS content into existing courses and curricula as described above, to be implemented in academic year 2021-2022.
 - Milestone: The provost will continue discussion with the deans and will provide President Benson with an update in August 2021.

The approval of a new major in African American and African Diaspora Studies is a more difficult process as described in Attachment 2. Student demand for the AAADS minor, if approved, will impact the timeline for a new degree proposal.

Attachments:

1. Academic Programs – Implementation Memo – 20200922
2. Recommendation Timelines
3. Proposed minor: African American and African Diaspora Studies, Arts and Humanities
4. Proposed concentration/minor: Ethnic Studies, Arts, Technology, and Emerging Communication

PROPOSED CONCENTRATION OR MINOR PROGRAM

Title: Minor in Ethnic Studies

School: ATEC

Administrative Unit: School of ATEC

Contact Information: Olivia Banner, Associate Professor; Wendy Sung, Assistant Professor

Date of Request: October 12, 2020

Implementation Date: Fall 2021

Introduction/Description: Ethnic Studies is an interdisciplinary field that arose in the late 1960s, with the nation's first Ethnic Studies department instituted in 1968 at San Francisco State University. The field critically interrogates our multi-racial society through research and theories that foreground the perspectives of underrepresented groups. By centering marginalized groups, Ethnic Studies redefines the underlying epistemologies of all academic disciplines.

In this, Ethnic Studies and its subfields—African American Studies, LatinX Studies, Asian/Pacific Islander American Studies, Native and Indigenous Studies, and Arab and Muslim American Studies—constitute a rich vein of inquiry into the politics of knowledge. These fields draw from the historically rooted and constantly developing intellectual traditions of each core group, while also engaging bodies of relevant knowledge across disciplines. Ethnic Studies is committed to methodological practice that is interdisciplinary, comparative, intersectional, international, and transnational: ethnic studies scholarship explores the interrelatedness and intersection of race and ethnicity with class, gender, sexuality, disability, and nation-state formations along with other forms of difference, hierarchy, and oppression. It engages transnational concerns, with critical attention paid to the five core groups as diasporic communities and members of a globally influential nation-state, to produce scholarship on the national and global import and impact of these interrelated realities.

But Ethnic Studies is more than just a field of knowledge production: it is also a practice that supports the university's mission to educate a highly diverse group of students. Ethnic Studies provides affirmation to those students marginalized in mainstream curricula. Indeed, it is defined by its continuing commitment to create intellectual and institutional space for unstudied, understudied, marginalized, and misrepresented peoples of color. In these spaces, their lives and struggles are the subject of rigorous, original, and generative scholarship, their voices, histories, and knowledge systems are recognized and respected, and they are supported intellectually and practically in their struggles to advance their lives and cooperate in building a just, equitable, democratic, multicultural society.

As Ethnic Studies scholar bell hooks writes, education is a practice of freedom, one that takes seriously not just sharing information but also sharing in the intellectual and spiritual growth of our students. In this, Ethnic Studies has proved to be of significant import to the mission of the American university and to the students it serves. It reflects and advances the university's ideals

of promoting democratic citizens able to appreciate and navigate difference and diversity and by lifting up all students, including those most underserved and underrepresented. This is significant as to how a university is perceived by prospective students: studies show they evaluate a university's commitment to diversity by reviewing whether and how diversity appears in its curricula, suggesting the importance of an Ethnic Studies minor in attracting and retaining diverse students.¹ Ethnic Studies courses also help keep down attrition rates: minority students in STEM and business majors are more likely to complete their degrees after taking multiple Ethnic Studies courses.² Finally, research on Ethnic Studies curricula for minority and white students shows that such curricula, when designed to help students grapple with multiple perspectives, have a positive impact on democracy outcomes, fostering all students' civic mindedness, capacity to communicate across differences, and understanding of power and privilege in their own lives and the lives of others.³ At a majority minority institution such as UT Dallas, with a student population that is 31% Asian-American, 14% international, 15% Latinx, and 5% African-American, this type of work is even more crucial for its potential impact.

Academic Focus of the Minor: Ethnic Studies is an interdisciplinary field that studies the histories, cultures, and intellectual and artistic traditions of people of color. It is concerned with ethnicity, race, indigeneity, racism, and resistance chiefly within the United States, but also in the global context. It applies a critical lens to all academic knowledge domains, and, by centering previously marginalized perspectives, generates new approaches, knowledge, and methods in the study of the United States and beyond.

In establishing this minor, ATEC aims to clarify what Ethnic Studies is and what it is not: while certain disciplines, classes, or fields may center marginalized people as objects of study, this does not entail that they are doing Ethnic Studies scholarship. Ethnic Studies has, and will always be, an epistemological intervention with its own established and vibrant canon, intellectual trajectory, and ethical commitments that make it distinct.

At UT Dallas, the Ethnic Studies minor draws from existing course offerings that critically re-center the margins, including courses in History, Literature, Film, Music, and Philosophy; Sociology, Political Science, and Geography; and Critical Media Studies. The School of Arts, Technology, and Emerging Communication in particular will offer courses that provide students with both methods and historical contexts for understanding, analyzing, and writing about their material and virtual engagements with race, identity, power, and community and culture in a digitalized 21st Century.

¹Mayhew, M. J., H. E. Grunwald, and E. L. Dey. 2005. "Curriculum matters: Creating a positive climate for diversity from the student perspective." *Research in Higher Education* 46(4): 389–412.

²Horace Mitchell et al., "Report of the CSU Task Force on the Advancement of Ethnic Studies," January 30, 2016, 15; available online at <https://www2.calstate.edu/impact-of-the-csu/diversity/advancement-of-ethnic-studies/Documents/ethnicstudiesreport.pdf>.

³See Christine E. Sleeter, "The Academic and Social Value of Ethnic Studies: A Research Review," National Education Association, 2011, 16–20.

ATEC is uniquely positioned in that **we require no new faculty lines in order to support this Ethnic Studies minor**—our faculty are already equipped to implement this minor without delay or contingencies. ATEC has 14 pre-existing courses that would feed into such a minor, and many of these core and elective courses (outlined in our attached proposal) are already being taught regularly (Media Histories, Reading Media Critically, Global Media Cultures, Networked Identities). Moreover, the majority of faculty of color within the humanities that can teach these courses reside in ATEC. Our faculty also have been trained in Ethnic Studies, and their existing courses integrate the field's concerns into curriculum in ways that address the call for social justice. This minor would signal the deep commitment to social justice that ATEC already has and provide institutional recognition of our commitments. This will make ATEC the prime destination for the Ethnic Studies minor and promote the School to undergraduates unaware of what ATEC has to offer.

The placement of the Ethnic Studies minor within ATEC is mutually beneficial: it allows for students to recognize the centrality of Ethnic Studies' knowledge production and ethical commitments to digital studies and the centrality of digital tools, methods, and theories to the study and deployment of race and power. Moreover, as many of ATEC's students are practitioners and future media makers, ethnic studies' demonstrations of how power is produced through media help lead them to query the politics of knowledge production and to see how media can intervene in existing relations of power, injustice, and oppression to work toward more just and equitable futures.

Communication and Process of Minor Creation:

Ethnic Studies encompasses both the humanities approaches of A&H and ATEC, and it encompasses work in political science, anthropology, and sociology. The proposal creators aimed to design a minor curriculum that stretched across the humanistic and the social scientific. Thus Drs. Banner and Sung vetted courses in EPPS through careful consideration of course syllabi, and, once they had identified appropriate courses, reached out to the head of sociology, Richard Scotch, to inquire about course rotations. They reached out as well to the head of political science, Thomas Brunell, to inquire about course rotations. In sum, EPPS was not involved in the proposal creation.

Drs. Sung and Banner discussed the minor with A&H, including sending an earlier proposal to them to get their feedback. Somewhere during that timeline, A&H established a working group on the AAADS minor. The members of that working group also vetted an earlier draft of the proposal.

We understand there might be concerns that A&H is seeking to establish a minor in African American and African Diaspora Studies. However, we see this additional minor as a necessary and crucial step that should be seen as a complimentary development instead of an equivalent. African American and African Diaspora Studies is a field that is *distinct* from Ethnic Studies, in that they might overlap, but still retain crucial differences: Ethnic Studies encompasses African American Studies (but not necessarily Africana and African Diaspora Studies), but is not limited to it. Indeed, Ethnic Studies is a broader field that recognizes also the centrality and importance

of Asian/Pacific Islander American Studies, Latinx Studies, Arab/American Studies, and Native/Indigenous Studies, all distinct fields of study in and of themselves. A&H faculty are *exclusively* trained in African American Studies, with the exception of new faculty hire, Dr. Deborah Kang. Making this Ethnic Studies minor a joint program would increase the service load on A&H's few faculty of color, who are already overburdened doing A&H's diversity work. Thus, if UT Dallas had a dedicated Ethnic Studies Department or Program, then a joint administration under the Ethnic Studies umbrella might make sense.

Core Required Class for Minor:

There is one proposed new course, Ethnic Studies in the Digital Era, to be taught by Dr. Sung. In terms of teaching commitments and rotations, in Spring '21, Dr. Sung is re-envisioning the existing ATCM 2322: Media Histories as a large lecture course. In the past, ATCM 2322 has required at least two sections. Once the course is transitioned from a seminar to lecture format, Dr. Sung's teaching load will be reduced by three credit hours.

In the event that Dr. Sung is unable to teach the required minor course, Dr. Juan Llamas-Rodriguez has expertise in Latinx studies, global media, and digital media studies. This makes him credentialed to teach Ethnic Studies in the Digital Era. Moreover, Dr. Josef Nguyen knows the field well enough to teach the course. However, he does not have formal credentials that make that knowledge explicit. While we are confident in our current faculty's ability to teach this course, this nonetheless underlines the need for more institutional support through the hire of an additional faculty member of color who is equipped to teach this course and to strengthen the minor.

Job Market for the Minor: Reports of what employers want in new hires repeatedly identify three qualities: critical thinking skills, writing and communication skills, and specific trade skills. Because the Ethnic Studies minor is a classic liberal arts minor with curricular content distributed across the arts, humanities, and social and political sciences, it fosters students' intellectual flexibility and critical thinking skills. As a minor that emphasizes cultural sensitivity and cross-cultural understanding, Ethnic Studies strengthens students' capacity to communicate and work in culturally diverse settings. Like other large, economically thriving states, Texas has large minority populations and a racially and ethnically diverse workforce. Now more than ever, it is necessary for students to be educated about and conscious of how to work in and for diverse communities and consumers. This new minor will ready students and, more broadly, The University of Texas at Dallas for the rapid cultural transformations altering our expectations for engaged citizenship and civic practices. Finally, the minor grants students specialized knowledge in underrepresented communities, thus preparing them for future careers serving those particular communities (for example, as a counselor or a lawyer serving LatinX communities).

Armed with these skills, our Ethnic Studies minor students would be well-equipped for employment in the culture industries:

- Publishing
- Journalism
- Marketing

- Radio, television, and film
- Sports
- Animation and games
- Public arts organizations
- Public history and museum work

In public and civic service:

- Law and politics
- Local, state, and federal government
- Primary, secondary, post-secondary, and community-based education
- Counseling
- Social work
- Health and medicine

In the work of the world:

- Non-governmental organizations
- Teach for America
- The Peace Corps
- Non-profit organizations

Number of Required Semester Credit Hours: 18, at least 12 of which are upper-level

Course Requirements for Minor:

Required Course (* indicates a new course to be added to the inventory)

ATCM 2000-level* Ethnic Studies for the Digital Era (3 semester credit hours)

Prescribed Electives (15 SCH)

Students will need to take fifteen (15) additional semester credit hours from at least two of the distribution areas below. A student may petition to count selected courses with significant ethnicity/race-related content, if they commit to writing papers or completing final projects about ethnicity/race-related topics. Only one such course can be petitioned toward the minor.

Race, Ethnicity, and Culture:

AMS 2341 American Studies for the Twenty-First Century
 ATCM 2321 Reading Media Critically
 ATCM 2322 Media Histories
 AMS 3302 American Cultures

AMS 3322 American Ethnic Experience: Immigrants after 1945
ATCM 3321 Networked Identities
ATCM 3325 Global Media Cultures
ATCM 4320 Political Economy of Digital Media
ATCM 4322 Disability, Technology and Media
ATCM 4323 Feminism, Technology and Media
ATCM 4325 Race, Technology and Media
ATCM 4327 Privacy and Surveillance
LIT 2329 Introduction to Ethnic American Literature

Race, Ethnicity, and Historical Perspectives:

HIST 2381 African-American History
HIST 3390 Twentieth Century African-American History
HIST 3396 Native Americans in the Twentieth Century
HIST 4357 Topics in African and African-American History
HIST 4369 Topics in Borderlands History
PHIL 4332 Philosophy of Race

Race, Ethnicity, Society, Politics:

CRIM 4315 Race, Ethnicity, and Justice
PSCI 3303 Civil Liberties
PSCI 4364 Civil Rights Law and Society
SOC 3325 Race and Ethnicity
SOC 4302 Class, Status, and Power

Courses listed below are subject to Ethnic Studies Minor Committee approval:

ARHM 3342 Advanced Interdisciplinary Studies in the Arts and Humanities: Harlem Renaissance
ATCM 4334 Topics in Critical Media Studies
ATCM 4395 Advanced Topics in Arts, Technology, and Emerging Media
FILM 3325 Film Authorship: Race, Gender & Sexuality in American Film
FILM 3342 Topics in Film: Politics & Ethics in Documentary
FILM 3321 Film in Historical Context
HIST 3366 Themes in the Social History of the United States
HIST 4376 Topics in History
HIST 4378 Topics in American History
HIST 4380 Topics in Intellectual History
LIT 3316 The Literature of Science Fiction

LIT 3317 The Literature of Fantasy
LIT 3319 Contexts
PHIL 4324 Social and Political Philosophy
MUSI 3324 Jazz History: Roots to Swing
MUSI 3325 Jazz History: Modern Jazz Since BeBop
MUSI 3327 Music in Modern Culture

Faculty/Staffing:

Required Course

ATCM 2000-level* Ethnic Studies for the Digital Era (3 credits) Wendy Sung

Race, Ethnicity, and Culture:

AMS 2341 American Studies for the Twenty-First Century	Erin Smith
ATCM 2321 Reading Media Critically	Juan Llamas-Rodriguez
ATCM 2322 Media Histories	Wendy Sung
AMS 3302 American Cultures	Larissa Werhnyak
AMS 3322 American Ethnic Experience: Immigrants after 1945	Syed Naqvi
ATCM 3321 Networked Identities	Olivia Banner
ATCM 3325 Global Media Cultures	Juan Llamas-Rodriguez
ATCM 4320 Political Economy of Digital Media	Josef Nguyen
ATCM 4322 Disability, Technology and Media	Olivia Banner
ATCM 4323 Feminism, Technology and Media	Wendy Sung
ATCM 4325 Race, Technology and Media	Wendy Sung
ATCM 4327 Privacy and Surveillance	Olivia Banner
LIT 2329 Introduction to Ethnic American Literature	Sabrina Starnaman

Race, Ethnicity, and Historical Perspectives:

HIST 2381 African-American History	Natalie Ring
HIST 3390 Twentieth Century African-American History	Kimberly Hill
HIST 3395 Native American History in the Nineteenth Century	
HIST 3396 Native Americans in the Twentieth Century	Jeffrey Schulze
HIST 4357 Topics in African and African-American History	Kimberly Hill
HIST 4369 Topics in Borderlands History	Deborah Kang
PHIL 4332 Philosophy of Race	Peter Park

Race, Ethnicity, Society, Politics:

CRIM 4315 Race, Ethnicity, and Justice
 PSCI 3303 Civil Liberties
 PSCI 4364 Civil Rights Law and Society
 SOC 3325 Race and Ethnicity
 SOC 4302 Class, Status, and Power

Lynne Vieraitis
 Thomas Gray
 Shahin Modjarrad
 John Malek-Ahmadi
 Richard Scotch

Courses listed below are subject to Ethnic Studies Minor Committee approval:

ARHM 3342 Advanced Interdisciplinary Studies in the Arts and Humanities: Harlem Renaissance	Kimberly Hill
ATCM 4334 Topics in Critical Media Studies	Olivia Banner
ATCM 4395 Advanced Topics in Arts, Technology, and Emerging Media	Josef Nguyen
FILM 3325 Film Authorship: Race, Gender & Sexuality in American Film	Shilyh Warren
FILM 3342 Topics in Film: Politics & Ethics in Documentary	Shilyh Warren
FILM 3321 Film in Historical Context	Shilyh Warren
HIST 3366 Themes in the Social History of the United States	Anne Fischer
HIST 4376 Topics in History	Whitney Stewart
HIST 4378 Topics in American History	J. Holder Bennett
HIST 4380 Topics in Intellectual History	Daniel Wickberg
LIT 3316 The Literature of Science Fiction	Sabrina Starnaman
LIT 3317 The Literature of Fantasy	Sabrina Starnaman
LIT 3319 Contexts	Sabrina Starnaman
PHIL 4324 Social and Political Philosophy	Katherine Davies
MUSI 3324 Jazz History: Roots to Swing	Kelly Durbin
MUSI 3325 Jazz History: Modern Jazz Since BeBop	Kelly Durbin
MUSI 3327 Music in Modern Culture	

Courses Listed in Both Proposals
ARHM 3342 Advanced Interdisciplinary Studies in the Arts and Humanities: Harlem Renaissance *
CRIM 4315 Race, Ethnicity, and Justice
FILM 3342 Topics in Film *
HIST 2381 African-American History
HIST 3366 Themes in the Social History of the United States *
HIST 3390 Twentieth Century African-American History

HIST 4357 Topics in African and African-American History
HIST 4378 Topics in American History *
LIT 3316 The Literature of Science Fiction *
LIT 3317 The Literature of Fantasy *
LIT 3319 Contexts *
MUSI 3324 Jazz History: Roots to Swing *
PHIL 4332 Philosophy of Race
* Subject to ATEC's Ethnic Studies Minor Committee approval.
Total: 13 overlapped courses

Proposed Minor Program Form
Title: African American and African Diaspora Studies Minor
School: Arts and Humanities

Administrative Unit: School of Arts and Humanities

Contact Information: Anne Gray Fischer | annegrayfischer@utdallas.edu
Sabrina Starnaman | sxs090100@utdallas.edu
Kimberly Hill | kimberly.hill@utdallas.edu
Natalie Ring | nring@utdallas.edu

Date of Request: November 17, 2020

Implementation Date: Fall 2021

Introduction/Description:

In the summer of 2020, Black students on campus mobilized for the creation of an African American and African Diaspora Studies (AAADS) Department and a campus-wide investment in the recruitment and retention of faculty and students of color. These students were working in a long tradition of students advocating for a richer and more inclusive educational experience, reaching back to 1968 when students successfully organized to incorporate Black Studies and Ethnic Studies into institutions of higher education.

In response to the student demand, on August 4, Provost Inga H. Musselman convened a working group of faculty, staff, and students. The working group was charged with discussing a set of proposals made by members of the Living Our Values (LOV) Task Force to create an AAADS Department, and to recruit and retain Black students and faculty to promote the expansion and diversification of curricula and instruction across campus. The working group delivered a set of recommendations to the Provost, including that the University encourages the development of AAADS courses, minor, and program in schools across campus; and that the Provost, in consultation with the Deans, discuss hiring opportunities and consider coordinated cluster hires across schools of new faculty with research and teaching interests in AAADS and related areas.

The School of Arts and Humanities proposes to answer this enduring call, and to remedy longstanding curricular and educational inequities, by creating, as a first step, an AAADS minor. This minor is part of a school-wide agenda to deepen our commitment to the study of AAADS, to supporting Black students, and to building our faculty research in this area.

Taking this first step to build an AAADS program will bring UT Dallas in line with the work already established at UT Dallas' aspirational peer institutions. At a minimum, institutions such as Georgia Institute of Technology and Iowa State University offer a [certificate](#) and [minor](#) in AAADS respectively, while University of California at Berkeley, University of California Santa Barbara, University of Maryland at College Park, and Purdue University have full departments

and/or research centers devoted to AAADS. University of Colorado Boulder has an Ethnic Studies department. Additionally, UT Austin has an [African & African Diaspora Studies \(AADS\) department](#) which was established in 2010 and was the first institution to offer a PhD program in AADS. Moreover, University of Houston has offered a [minor](#) in African American Studies since Fall 2011 in addition to its baccalaureate program, beginning in 2018.

In an effort to balance student demand and our institutional aspiration with the resources available on campus to deliver this curricular need, the School of Arts and Humanities (A&H) proposes to begin with a minor program that matches nationwide standards for the study of African American history, expression, and experience. In order to offer a robust and substantial program that includes African diasporic studies, possible areas of hiring include scholars of African, Afro-Caribbean, and Afro-Latinx studies.

AAADS offerings on campus will contribute to student success across campus, and in particular, in STEM fields. As [Inside Higher Education](#) reports, student success rates are [disproportionately lower](#) for Black students in STEM. Research has shown that institutional commitments to create inclusive curricular programming can remedy major inequities in the representation of Black students in STEM and improve the retention, graduation, and success rates for Black students. For example, the American Council on Education (ACE), in partnership with the National Center for Institutional Diversity at University of Michigan, found that campus climate is directly connected to the experiences and outcomes of historically underrepresented students in STEM. As [ACE wrote in its blog](#), “Decades of research suggest that more negative climate experiences translate to lower rates of academic achievement, retention, and success, and can have a particularly strong impact on the outcomes of students from minoritized populations.” As this research suggests, building AAADS curricular programs will foster a sense of belonging, recognition, and representation for historically underrepresented students that will translate into better student success outcomes in fields across campus.

Academic Focus of the Concentration or Minor:

AAADS is an interdisciplinary intellectual field dedicated to producing, challenging, and amplifying knowledge of and by people of African descent in the United States, Africa, the Caribbean, Latin America, and Europe. The field engages central questions on the lived experience and impact of slavery and colonialism and the enduring political, social, cultural, and economic legacies of this world-historical violence through the lens of history, literature, art, music, and philosophy. Because AAADS is by definition an interdisciplinary intellectual field, A&H is uniquely well situated to offer this program.

Job Market for the Concentration or Minor:

Through AAADS coursework, students will gain a deep understanding of power inequities and a fluency in diversity, equity, and inclusion initiatives—analytical skills which are necessary for students entering a job market in the midst of a global reckoning with racism, inequity, and discrimination.

In a survey conducted by the National Association of Colleges and Employers, researchers [found](#) that employers seek job candidates that possess skills which are developed through AAADS coursework: effective written and verbal communication; critical thinking and problem-solving; excellence in gathering, analyzing, and interpreting information; and global and multicultural fluency. By honing students' research, communication, and cultural competency skills, the AAADS minor will complement and enrich students' competitiveness in a wide range of industries. Many graduates with AAADS degrees follow career paths in communication and media, education and education administration, law, business, non-profit and advocacy work, and government and politics.

Students seeking to pursue careers in secondary education in Texas will especially benefit from the AAADS minor. This past spring, the Texas State Board of Education gave final approval to an African American studies course at the secondary level. The inclusion of African American studies in high schools statewide will generate interest for incoming students and meet the needs for students seeking to build a career in secondary education.

A&H is also uniquely well-positioned to offer AAADS courses that integrate STEM and humanistic studies for the next generation of educators. HIST 3327: Perspective on Science (SciED), which in Spring 2021 will be "Hidden Figures' Lives Matter," is a required course for students pursuing degrees as future STEM educators through the national U-Teach program currently housed in UT-Dallas' Science and Math Education Program. By incorporating and expanding these longstanding efforts to diversify students' coursework into a coherent and rigorous program of study, this AAADS program can directly provide the next generation of STEM educators with interdisciplinary and culturally competent training.

Finally, scholars recognize the urgent need to integrate humanistic fluency in cultural competence and social power dynamics with STEM curricula in order to produce more effective and successful scientists, chemists, engineers, and mathematicians. As Jeffrey Seeman, a visiting research scholar in the Department of Chemistry at University of Richmond [says](#), "To the extent that one wants a professional life that is STEM oriented...it is critical to have an appreciation for the broader sense of what it means to be a human living in this universe." To this end, the National Academies of Sciences, Engineering, and Medicine published a [report](#) advocating for curricula that balance science and the humanities.

Number of Required Semester Credit Hours: 18 SCH

Course requirements for Concentration or Minor:

Qualifying criteria for eligible courses include a majority (at least more than 50%) of the course material including texts, authors, social movements, theoretical approaches, etc. studied in the courses must be dedicated to furthering knowledge of Black Americans and/or the peoples of the African diaspora and their cultural productions.

Eligible elective courses offered outside of A&H will be added on a semester-by-semester basis, after consultation with course instructors.

Required (6 SCH):

HIST 2381 - African American History OR LIT 2XXX - Survey of African American and African Diaspora Literatures

HUMA 3XXX - Critical Race Theory*

Electives (select 4 courses for a total of 12 SCH):

ARHM 3342 - Advanced Interdisciplinary Studies in the Arts and Humanities: The Harlem Renaissance**

ARHM 3342 - Advanced Interdisciplinary Studies in the Arts and Humanities: Slavery in American Popular Culture**

CRIM 4315 - Race, Ethnicity, and Justice

FILM 3342 - Topics in Film***

HIST 2384 - U.S. Women from Settlement to Present

HIST 3306 - History of Racism

HIST 3327 - Perspectives on Science (SciEd): Hidden Figures' Lives Matter

HIST 3364 - History of American Religion***

HIST 3366 - Themes in the Social History of the United States***

HIST 3390 - Twentieth Century African-American History

HIST 4357 - Topics in African and African-American History

HIST 4360 - Topics in American Women's History***

HIST 4378 - Topics in American History (as topics permits)

HIST 4381 - Topics in Comparative History***

HIST 4383 - Topics in U.S. Southern History: Origins of the Jim Crow South**

HIST 4384 - Topics in the History of Religion***

HIST 4386 - Topics in the History of Race or Ethnicity***

HIST 4387 - Topics in Urban History***

HONS 3199 - Collegium V Honors Readings***

LIT 3319 - Contexts***

LIT 3316 - The Literature of Science Fiction***

LIT 3317 - The Literature of Fantasy***

LIT 3337 - Comparisons***

LIT 4329 - Single Author***

LIT 4348 - Topics in Literature***

MUSI 3324 - Jazz History Roots to Swing

PHIL 4332 - Philosophy of Race

PSY 4324 - The Psychology of Prejudice

SOC 3325 - Race and Ethnicity

* New courses that will be added if the minor is approved.

** Topics courses that will be created as a stand-alone course if the minor is approved.

*** As topic permits, approved on a semester-by-semester basis.

Faculty/Staffing:

This AAADS minor can begin immediately with the courses that are already offered by current faculty. However, to offer a robust AAADS curriculum that is competitive with peer institutions and meaningful for broad student engagement, the goal is to increase the number of faculty of color offering AAADS classes. This will not only strengthen the AAADS minor and attract wider student interest, but it will substantially bring the University in line with research and teaching output and rates of equity in peer institutions.

Additional Information:

This minor, and any related programs, will provide the opportunity for A&H faculty who currently teach Black-centered courses as sub-topics in rotating “Topics” courses to offer these courses with greater regularity as a stand-alone class. For example, if this minor proposal is approved, “Origins of the Jim Crow South,” which had previously been listed as HIST 4383 - Topics in U.S. Southern History will be reinstated as a stand-alone course (e.g., HIST 4345) separate from the “Topics” course, allowing it to be more reliably offered to AAADS minors and other interested students. This strategy will also allow A&H to have a clearer measure of how many AAADS courses are offered in a given semester, rather than approving individual sub-topics courses on a semester-by-semester basis.

Timelines for New Programs in AAADS

Provided by Serenity Rose King, PhD

This document provides a general timeline for the process to implement the programmatic recommendations from the Discussion Group that had preliminary feasibility discussions about the Living Our Values Taskforce's original requests. The modified recommendations are:

- That the Provost initiate conversations with Deans to explore the extent to which AAADS are incorporated into curricula in their schools, and to discuss the opportunities for new teaching initiatives.
- That schools (A&H, ATEC) invite LOV representatives to participate in ongoing discussions of new teaching initiatives involving Ethnic Studies and AAADS.
- That schools be encouraged to develop new courses in AAADS and related areas that will support the development of new minors, and (ultimately) new programs.
- That the University commit to giving full and expeditious consideration to proposals for the creation of new minors, certificate programs, etc. focusing on AAADS, and that proposals that have been approved by due process be implemented at the earliest opportunity.
- That the Provost and Deans (of A&H, ATEC, BBS and EPPS) discuss opportunities to recruit new faculty with research and teaching interests in AAADS and related areas. Faculty recruited to teach in such areas should have relevant expertise, background, and experience. The university should consider cluster hiring of faculty working in AAADS and Ethnic Studies to facilitate a concerted cross-school effort.
- That the University commit to an ongoing effort and the development of new approaches designed to retain, sustain, and increase the numbers of Black NTS and TT faculty across all schools on campus.

Timeline for new **minor**: to be implemented by fall 2021, it would need to have received the following approvals:

Academic Senate	No later than May 19, 2021
Committee on Educational Policy	No later than May 4, 2021
Council for Undergraduate Education	No later than April 27, 2021
Provost's Office	No later than April 13, 2021
Schools-deans	No later than March 15, 2021
Schools-faculty	Depends on bylaws but by March 15

Ideally, in an effort to market the program to ensure enrollment, it would be approved by March 2021 and the above dates would then be backed up according to the general meeting schedule (CUE, fourth Tuesday of the month; CEP, first Tuesday of the month; Senate, third Wed of the month). It should not be expected that any of these approvals are "givens" and the proposal may require additional meetings to deliberate and move forward.

The approval process for a graduate **certificate** is the same, exchanging CUE for Graduate Council, which meets the third Thursday of each month.

To approve a **degree program**, UT Dallas faces initial difficulties. I can provide further details as needed, but generally they are (1) lack of sufficient faculty, (2) additional courses, and (3) poor productivity as defined by the Texas Higher Education Coordinating Board for American Studies in IS and for Latin American Studies in A&H.

The earliest a new degree program could be in place is likely fall 2023, and that might still be too ambitious. The university will have to demonstrate in its new degree program proposal that it has addressed numbers 1-3 before we can be successful in the external approval process. The student demand for the minor and/or certificate will impact the timeline for the degree proposal.

A new **department** could potentially be created at the same time or after the new degree programs are in place but not before.

Existing state programs in CIP 05.0201 African-American/Black Studies:

UT Austin: African and African Diaspora Studies-B, M, D

UH: African American Studies-B

THE UNIVERSITY OF TEXAS AT DALLAS

Office of the Vice President and Chief of Staff

800 W Campbell Road | AD22 | Richardson, TX 75080-3021

Phone 972-883-3550 | Fax 972-883-2237

Date: August 19, 2020

To: Dr. Richard C. Benson, President

From: George Fair, Co-chair, Living Our Values Task Force
Rafael Martín, Co-chair, Living Our Values Task Force

Re: LOV Task Force Recommendations Related to Academic Programs

Dr. Benson:

Attached please find recommendations endorsed by the Living Our Values (LOV) Task Force relating to academic programs at UT Dallas. The assignment memo issued by the LOV Task Force on this issue is also attached for your reference. Please let us know if you have any questions related to these recommendations. We look forward to your response.

Attachment



Date: August 7th, 2020

To: Dr. Inga H. Musselman, Provost and Vice President for Academic Affairs

From: The African and African Diaspora studies discussion group (Janelle Boyle, Salena Brody, Tonya Carroll, Heather Dragoo, Anne Gray Fischer, Ayomide Irabor-Musa, Serenity King, Richard Scotch, Stephen Spiro)

Subject: Recommendations related to the creation of academic programs in African & African Diaspora Studies

The group met for a preliminary discussion on Wednesday, August 5th, 2020, and again on Friday, August 7th, 2020. Our initial charge was to discuss two proposals brought forward in letters to the President, as follows:

1. Create an African & African Diaspora Studies Department
2. Hire additional Black faculty and staff to support the creation of an African, African Diaspora or Black studies major or minor

Dr. Fischer reported on two curriculum initiatives currently under discussion in the School of Arts and Humanities. One is the formation of an Ethnic Studies Minor (with concentrations including African American Studies, African Studies, and African Diaspora Studies). The minor would be taught initially by existing faculty and with existing courses (see list below). The second is a graduate level certificate that would be made available to all graduate students on campus (to include intersectional studies; critical race, gender and ethnicity studies; and disability studies).

The group learned that there is also discussion in ATEC around the formation of an Ethnic Studies Minor; further details are not currently available. At this stage we envisage that the minors under development in A&H and ATEC might be distinct, in order to serve the needs and interests of each school's students. Given ATEC's progress on the Ethnic Studies minor, this pathway promises to build on A&H's existing offerings in AAADS without duplicating work being done elsewhere on campus. We will seek to include ATEC representatives in further discussions.

Concern was expressed that African American and African Diaspora Studies (AAADS) would get lost in an Ethnic Studies Minor. Some have a preference for an AAADS-focused minor rather than (or in addition to) an Ethnic Studies minor.

The group recognized that there is a need for new courses and seminars in the areas of AAADS and Race Studies to be taught by faculty (and adjuncts or part-time lecturers) with appropriate expertise and backgrounds. It is important that students have opportunities to be taught by and to interact with Black instructors and scholars.

There was a wide-ranging discussion of faculty hiring processes and of the approaches that are being used and may in future be used to increase the numbers of URM faculty, and Black faculty in particular. The development of teaching and research programs in AAADS is seen as one way to attract Black faculty to UT Dallas, but there is a strong desire to increase faculty diversity across all schools and disciplines.

The group discussed the process and requirements for the creation of a new academic department. We recognize that this is a longer-term project, and will necessitate as a pre-requisite the implementation of a new teaching program (i.e., a major).

The group hopes that this is the beginning of a longer conversation, and we hope to have the opportunity to continue to contribute to the discussions and process.

Recommendations

1. That the Provost initiate conversations with Deans to explore the extent to which AAADS are incorporated into curricula in their schools, and to discuss the opportunities for new teaching initiatives.
2. That schools (A&H, ATEC) invite LOV representatives to participate in ongoing discussions of new teaching initiatives involving Ethnic Studies and AAADS.
3. That schools be encouraged to develop new courses in AAADS and related areas that will support the development of new minors, and (ultimately) new programs.
4. That the University commit to giving full and expeditious consideration to proposals for the creation of new minors, certificate programs, etc. focusing on AAADS, and that proposals that have been approved by due process be implemented at the earliest opportunity.
5. That the Provost and Deans (of A&H, ATEC, BBS and EPPS) discuss opportunities to recruit new faculty with research and teaching interests in AAADS and related areas. Faculty recruited to teach in such areas should have relevant expertise, background, and experience. The university should consider cluster hiring of faculty working in AAADS and Ethnic Studies to facilitate a concerted cross-school effort.
6. That the University commit to an ongoing effort and the development of new approaches designed to retain, sustain, and increase the numbers of Black NTS and TT faculty across all schools on campus.

School of Arts & Humanities

Current and Previous Academic Resources Relevant to African American Studies Undergraduate

ARHM 3342 - Advanced Interdisciplinary Studies in the Arts and Humanities- The Harlem Renaissance (Kimberly Hill)

COMM 4350 - Intercultural Communication (Melissa Hernandez-Katz)

COMM 3351 - History & Theory of Communication (Barbara Baker)

COMM 3352 - Media & Culture (Carie King, Janet Johnson)

FILM 3342 - Topics in Film - Race, Gender, & Cinema (Shilyh Warren)

HIST 1301 - U.S. History to the Civil War (Ben Wright, Kimberly Hill, and Whitney Stewart)

HIST 1302- U.S. History from the Civil War (Whitney Stewart)

HIST 2301- History of Texas (Whitney Stewart)

HIST 2330 - The Civil War and Reconstruction (Ben Wright)

HIST 2384 - U.S. Women from Settlement to Present (Anne Gray Fischer)

HIST 3366 - Themes in Social History - Migration and American Civilization (Kimberly Hill)

HIST 3366 - Themes in Social History - History of Prisons (Anne Gray Fischer)

HIST 3390 - Twentieth Century African American History (Kimberly Hill)

HIST 4376 - Public History (Whitney Stewart)

HIST 4381 - Topics in Comparative History -- The African Diaspora (Kimberly Hill)

LIT 3300 - Western Literary Tradition (Sean Cotter)

LIT 3314 - Continental Modernist Poetry (Sean Cotter)

LIT 3329 - Ethnic American Literature - Harlem Renaissance (Tim Redman)

LIT 4348 - Topics in Literature - Literature & Social Engagement (Sabrina Starnaman)

Graduate

- HIST 6320 - Nineteenth-Century America (Ben Wright)
HIST 6325 - America in the Twentieth Century (Kimberly Hill)
HIST 6332 - Slavery in America (Ben Wright)
HUHI 6314 - Thought, Culture, and Society in the United States - Long Civil Rights Movement (Kimberly Hill)
HIST 6335 - U.S. Women - Gender, Sex, and the State (Anne Gray Fischer)
HUHI 6346 - New Directions in Southern Studies - Race and Religion in the American South (Kimberly Hill)
HUSL 6309 - Continental Modernist Poetry (Sean Cotter)
HUSL 6309 - Literary Movements - Harlem Renaissance (Tim Redman - retired)
HUSL 6381 - Critical Approaches to Translation (Sean Cotter)
HUSL 6398 - World Literature (Sean Cotter)
HUHI 6320 - Early American Material Culture (Whitney Stewart)
HUHI 6390 - Public History (Whitney Stewart)

Research

Publications

- Stephanie Cole, Natalie J Ring, and Peter Wallenstein, eds. *The Folly of Jim Crow: Rethinking the Segregated South* (University of Texas Press 2012).
- Kimberly D. Hill, *A Higher Mission: The Careers of Alonzo and Althea Brown Edmiston in Central Africa* (*New Directions in Southern History*) (UPK 2020).
- Kimberly Hill, "Anti-Slavery Work by the American Women of the Presbyterian Congo Mission," in *Faith and Slavery in the Presbyterian Diaspora*, William Harrison Taylor, Peter C. Messer, eds. (Lehigh 2016).
- Kimberly Hill, "Maria Fearing: Domestic Adventurer," in *Alabama Women: Their Lives and Times*, Lisa Lindquist Dorr and Susan Youngblood Ashmore, eds. (UGA 2017).
- Natalie Ring, *The Problem South: Region, Empire, and the New Liberal State, 1880-1930* (*Politics and Culture in the Twentieth-Century South*) (UGA 2012).
- Ben Wright, *Bonds of Salvation: How Christianity Inspired and Limited American Abolitionism* (LSU 2020).
- Ben Wright and Zachary W. Dresser eds., *Apocalypse and the Millennium in the American Civil War Era* (LSU 2013)
- Joseph L. Locke and Ben Wright eds., *The American Yawp: A Massively Collaborative Open U.S. History Textbook* (Stanford 2019)
- Amy Louise Wood and Natalie Ring, eds. *Crime and Punishment in the Jim Crow South* (Univ. of Illinois Press 2019).
- Anne Gray Fischer, "'Land of the White Hunter': Legal Liberalism and the Racial Politics of Morals Enforcement in Midcentury Los Angeles," *Journal of American History*, 105, no. 4 (March 2019), 868–884.
- Anne Gray Fischer, "'The Place is Gone!': Policing Black Women to Redevelop Downtown Boston," *Journal of Social History*, 53, no. 1 (Fall 2019), 7–26.
- Anne Gray Fischer, "Centering Women on Occupied Territory," *Journal of Civil and Human Rights* (forthcoming, December 2020).
- Whitney Nell Stewart and John Garrison Marks, eds., *Race and Nation in the Age of Emancipations* (Athens: University of Georgia, 2018).
- Whitney Nell Stewart, "Fashioning Frenchness: Gens de Couleur Libres and the Cultural Struggle for Power in Antebellum New Orleans," *Journal of Social History* 51, no. 3 (February 2018), 526–56.

Whitney Nell Stewart, "The Material Culture of Freedom: African American Women and the Southern Free Black Home after the Civil War," in *Creators and Consumers: Women and Material Culture and Visual Art in 19th-Century Texas, the Lower South, and the Southwest*, The David B. Warren Symposium, vol. 5 (Houston: The Museum of Fine Arts, Houston, 2016), 46–58.

Shilyh Warren, "Recognition on the Surface of Madeline Anderson's *I Am Somebody*," *Signs: Journal of Women in Culture and Society* 38, no. 2 (Winter 2013): 353-78.

Digital Resources

Richard S. Newman and Ben Wright, eds., *The Abolition Seminar: An educational tool for teachers, students, and all who fight for freedom* (abolitionseminar.org)

Joseph L. Locke and Ben Wright eds., *The American Yawp Reader: A U.S. History Primary Source Collection* (<http://www.americanyawp.com/reader.html>)

On-Campus Service

Undergraduate Success Scholars Mentor (Ben Wright and Kimberly Hill); USS Presenter (Melissa Hernandez-Katz and Carie King)

Black History Month programming organizer (Kimberly Hill)

Diversity Awards Ceremony and Multicultural Achievement Ceremony volunteer (Kimberly Hill)

First Gen Program Supporters (Melissa Hernandez-Katz, Megan Hering Gray, and Carie King)

Off-Campus Service

Member, Dallas Memorial to Victims of Racial Violence Advisory Board (Kimberly Hill)

Member, Diversity Scholars Network, National Center for Institutional Diversity (Anne Gray Fischer)

Awards

Dr. Melissa Hernandez-Katz received the 2018 UTD Diversity Award.

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Date: July 28, 2020

To: Dr. Inga Musselman, Vice President for Academic Affairs and Provost

From: Rafael Martín, Vice President and Chief of Staff, Living Our Values Task Force Co-chair
Dr. George Fair, Vice President for Diversity and Community Engagement, Dean of the School of Interdisciplinary Studies, Living Our Values Task Force Co-chair

Cc: Dr. Richard C. Benson, President

Re: Recommendations related to the creation of academic programs related to African & African Diaspora Studies

Dr. Musselman:

On behalf of the Living Our Values Task Force, we request that you and/or appropriate members of your staff work with the individuals indicated below to consider and develop responses/recommendations related to issues highlighted in letters to Dr. Benson from a group of concerned students and from members of the Black Faculty Staff Alliance (excerpted below). We ask that you provide these responses/recommendations back to the task force no later than August 7, 2020 so that the task force can then consider them for recommendation to Dr. Benson prior to the August 17 start of the fall semester. We realize that this is a very short time frame and that some of these issues will not lend themselves to quick or easy solutions. In these cases, we welcome your recommendations on how our institution can and should address these issues in the longer term and what structures we should put in place (e.g. policies, plans, committees, working groups, metrics, etc.) to ensure progress is made.

Please feel free to contact us with any questions you may have about this request. Thank you in advance for your time and consideration. We look forward to your response.

Individuals to include in discussions

- Janelle Boyce (Janelle.Boyce@UTDallas.edu)



- Ayomide Irabor-Musa (aji170000@utdallas.edu)
- Tonya Carroll (Tonya.Carroll@utdallas.edu)

Issues

- **“Create an African & African Diaspora Studies Department”**
 - “Our university does not offer majors like African American Studies, African Studies, or Africana Studies. A department that is devoted to the fulfillment of these studies should be made. The creation of this department would increase the number of Black faculty in the school, and provide a new field of study to prospective students which explores the cultures, histories, and societies of Africans and Afro-descendants. In addition, these courses should be available to all UTD students and satisfy requirements for core credits, as well as be required for existing majors such as History, Psychology, and Sociology.”
- **“Hire additional Black faculty and staff to support the creation of an African, African Diaspora or Black studies major or minor.”**

