

## ACTION PLAN: RACE, RACISM AND ANTI-RACISM IN ANTHROPOLOGY (2020-2024)

Department of Anthropology, UCSB

(6-23-20)

To respond concretely to the pressing need for racial justice in our society, in our university and in our department, the Anthropology Department convened an Ad-hoc Committee of faculty and graduate students. After extensive discussion, and with contributions from the Department Diversity Committee and other graduate students and faculty, the Ad-hoc Committee generated a proposal of concrete actions for the Department faculty to consider. This proposal was circulated for discussion at the level of the Department Wings (Archaeology, Sociocultural Anthropology, Integrated Anthropological Sciences), and then brought to a Faculty Meeting for review and ratification, where it received comments, revisions, and unanimous support.

The UCSB Anthropology Action Plan on Race, Racism and Anti-racism is a program of 5 concrete actions that we as a Department commit to taking over the next four years (M20-S24) to address the problems that are so painfully visible, once again, in this country. They are interrelated, and form a sequential process of reflection and building that will permanently change the composition of Department faculty, students, committee work and curricula. The Anthropology Action Plan is an integrated and structural commitment: of resources to research and teaching at graduate and undergraduate levels; to strengthening a departmental culture of anti-racism and ethical professionalism; and to the recruitment and retention of professors and students of color.

### **1) The Anthropology Department Colloquium.**

For at least the next year (2020-21), the ongoing Departmental Colloquium will be dedicated entirely to reading and discussing key texts on race, racism and anti-racism. Once a month (3 times a quarter) we expect all faculty and students to meet to reflect on these topics, and consider how to incorporate them into our research, teaching, daily relationships, and institutional departmental change. The Graduate Committee will be responsible for identifying the texts and organizing the discussion. The Department also makes a permanent commitment to hosting scholars of color in our Colloquium, and to ensuring that it is an open, welcoming space of critical conversation about these topics. We invite those engaging in similar efforts in other departments at UCSB to contribute to our Colloquium.

The required graduate proseminar (Anth 232 and 277) will serve as an additional space of discussion and writing about the content of the Colloquium, overseen by the Chair of the Graduate Committee (Faculty Graduate Advisor). The collective discussion of race, racism and anti-racism in the Anthropology Department Colloquium and proseminar will lay the foundation for faculty to reconsider the content of our existing courses (item #3), to prepare and teach a new required Graduate Seminar on Race, Racism and Anti-Racism (item #2), as well as an upper division undergraduate course on the topic (item #4). The Colloquium will serve as a space for inviting scholars of color, including President's and Chancellor's Postdoctoral Fellows (Action #5).

## **2) Graduate Seminar on the Anthropology of Race, Racism and Anti-racism**

The Department will create a new required graduate course on race, racism and antiracism that integrates perspectives from the three traditional sub disciplines of Archaeology, Cultural Anthropology and Biological Anthropology. It will emerge from the Colloquium and replace the Proseminar series (232 and 277). We will develop the course during the 2020-21 year and teach it yearly, beginning in 2021-22. It will be taught by a team of professors, with a faculty member from each of the three wings of the Department (archaeology, sociocultural, integrated anthropological sciences). The course will be critical in orientation, covering the history of Anthropology in larger contexts of colonialism and imperialism. It will be rooted in data. The intersection of racisms with other axes of social inequality (class, gender, etc.) will be considered.

The Department imagines this new required Graduate Seminar in “The Anthropology of Race, Racism and Anti-racism” as the cornerstone of a new Department-wide Graduate core curriculum shared by students from all three wings. The other required team-taught seminar, “Ethics and Professionalism in Anthropology,” will critically assess the relations anthropologists have had among themselves and with the people whose cultural practices, artifacts, bodies, and biological origins they study, and explore alternate models of professional and scientific practice. The Department will seek support for developing these courses from CITRAL, Instructional Development, and other campus sources. To ensure the continued collaboration of teams of professors across the wings, the Department will commit ½ of a course credit to each of the 3 professors for each Seminar taught.

**3) Course Content Revision.** The Anthropology Department will review and reconsider the content of our courses, to identify and eliminate racist and colonial content and approaches and incorporate critical perspectives on race, racism and anti-racism. Our collective goal is to teach cutting-edge content in a safe and encouraging space for students. This revision will interrogate the forms of authority and marginalization we embed in our citational practices and our selection of readings, and make an active effort to include scholars of color in our course content. We are committed to understanding and addressing the challenges faced by students of color in a largely white department.

We will engage in this critical conversation very locally, making use of relationships of intellectual engagement and trust among faculty and graduate students that we hope will be strengthened in the Colloquium (#1). Interlocutors might also include affiliates in other departments, and campus resources for course development and instruction will also be sought.

Especially important to this revision are the large, Introductory courses: Anth 2 (cultural), Anth 3 (archaeology) and Anth 5 (biological). These courses are required for the major in anthropology, and they fulfill a number of GE requirements. We routinely enroll 2000 students a year in these courses, and so the impact of our revision will be widely felt at the University. The professors who teach these courses will work together to present a coherent and critical analysis of race, racism and anti-racism across the Department’s three subdisciplines.

TA training in these large lower division courses will build on the Colloquium (#1) and Graduate Seminar (#2) discussed above, to ensure that all TAs of these Anthropology courses are prepared to deal constructively in a classroom setting with challenging questions of race and racism. Professors of these courses will expand their discussions of course content with their TAs in TA meetings to prepare them. The Department will make use of existing TA-training resources, as well as those offered by CITRAL.

#### **4) Undergraduate Lecture Course on the Anthropology of Race, Racisms and Anti-racism.**

The Department of Anthropology will create a large (100-seat) upper-division course on Race, Racisms and Anti-Racism. This course will mirror the content of the Graduate Seminar (#2), but will be directed toward: 1) UCSB Anthropology majors/minors already familiarized with these issues in the revised (#3) lower division requirements: Anth 2, Anth 3 and Anth 5; 2) Transfer student anthropology majors/minors; 3) students from other disciplines. The course will integrate a discussion of race, racism and anti-racism across the three subfields in the Anthropology Department, with a focus on the topical strengths of the Department. This course will be taught by a trained scholar recruited over the next three years.

#### **5) Recruitment and Retention of Students and Faculty of Color**

The faculty and graduate students of the Anthropology Department are overwhelmingly white, very much out of sync with the demographics of UCSB as a whole, as well as our own undergraduate Anthropology majors. We know that this reduces the quality of our research and teaching. The goal of the Anthropology Action Plan: Race, Racism and Anti-racism is to build a diverse multiracial Department that produces innovative, integrative research across the range of approaches in the discipline, offers an inclusive and safe learning environment for all students and faculty, and provides a base for work in society that addresses increasing inequality organized by notions of race that intersect with sexuality, gender, geography and other vectors of difference. To do this we need to recruit and retain faculty and students of color, and all five elements of this Action Plan constitute our commitment to creating an environment in which that is possible.

The Anthropology Department will revise its FTE plans, beginning in the 2020-21 cycle, to identify strategic areas of excellence and growth across the Department, and prioritize the recruitment of faculty of color into those areas. We will utilize the President's Postdoctoral Fellowship Program and identify scholars whose research strengthens our Department and furthers the vision of this Action Plan. Before undertaking any future hires, faculty serving on search committees will seek training on how to recognize implicit bias in hiring decisions. Until the graduate student body resembles the wider demographics of the state of California, faculty will prioritize underrepresented minority and diversity candidates in the recruitment of graduate students,

Retention of graduate students and faculty of color is essential. The Department will host a Colloquium speaker(s) to learn about the challenges faculty of color face in acquiring tenure, and potential avenues for mitigating these adversities. The Department Faculty will give greater weight in the Merit and Promotion process to the work and impact of service that addresses racialized inequality within our Department, our University and other professional settings, and the Department's Faculty Legislature

Representative will promote this in the Academic Senate. The Department will insist on recruitment packages that fund tools for junior faculty of color to overcome barriers to publishing - for example: course relief, writing workshops and training offered by the National Center for Faculty Development and Diversity. The Graduate Committee will ensure, through its graduate student selection process, that students of color are postulated for Central Fellowships and that all graduate students are awarded six years of funding.

## **Calendar**

### 2020-21:

- Colloquium on Race, Racism and Anti-racism (Action #1) -
- Develop Grad Seminars (Action #2)
- Review Lower Division Courses: Anth 2, Anth 3, Anth 5 (Action #3)
- Review FTE Plans for the IAS and SAAB Units (Action #5)
- Individual faculty make efforts to encourage grad applications from URM students
- Diversity Statement on the department website
- Action Plan on the department website

### 2021-22:

- Colloquium on Race, Racism and Anti-racism (Action #1)
- Implement Grad Seminars (Action #2)
- Review Upper Division Courses and revamp course catalogue (Action #3) - deadline June 2021.
- Recruit Students and Faculty of Color (Action #5)

### 2022-23:

- Develop large Upper Division course on Race, Racism and Anti-racism (Action #4)
- Recruit Students and Faculty of Color (Action #5)

### 2023-24:

- Implement large Upper Division course on Race, Racism and Anti-racism (Action #4)
- Recruit Students and Faculty of Color (Action #5)

## **Department Committees and Action Plan Service**

### Graduate Committee:

- Coordinate Colloquium and Proseminar
- Oversee recruitment of students of color and diversity students

### Undergraduate Committee:

- Review of courses in course catalogue
- Oversee Lower Division course content review (done by individual faculty)
- Oversee Upper Division course content review (done by individual faculty)
- Oversee creation of New Upper Div course

### Diversity and Outreach Committee:

- Oversee Action Plan Implementation in other Committees
- Coordinate with other Departments and University
- Oversee website/social media
  - Elizabeth Agey to help

### Associate Chairs of Units:

- Revise FTE Plans

### Development Committee:

- Generate funding aimed at providing paid research internships for students of color

### Faculty Legislature Representative:

- Work with Academic Senate to increase recognition of the work and impact of diversity service in the Merit-Promotion process

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### UPDATES AND ACHIEVEMENTS (7-20-22)

In the two years since the faculty of the Anthropology Department voted to embark on an "Action Plan: Race, Racism and Anti-racism in Anthropology (2020-24), we have worked in a sustained manner on the actions outlined in the plan we committed to in 2020. It has been a challenging and rewarding process of learning and building, and while there is much that remains to be done, we have achieved or made progress toward most of the goals in this Action Plan:

#### **1) Anthropology Department Colloquium**

- a) In 2020-21 the Anthropology Faculty met in the Colloquium setting to discuss key works in the Anthropology of race, racism and anti-racism:
  - a. Antón, Susan C., Ripan S. Malhi, and Agustín Fuentes. "Race and diversity in US Biological Anthropology: A decade of AAPA initiatives." *American journal of physical anthropology* 165 (2018): 158-180.
  - b. Beliso-De Jesus, Aisha M., and Jemima Pierre. "Anthropology of White Supremacy INTRODUCTION." *American anthropologist* 122.1 (2020): 65-75.
  - c. Brodtkin, Karen, Sandra Morgen, and Janis Hutchinson. "Anthropology as White Public Space?." *American anthropologist* 113.4 (2011): 545-556.
  - d. White, William and Catherine Draycott. Why the Whiteness of Archaeology is a Problem. *Sapiens*, July 7 2020 <https://www.sapiens.org/archaeology/archaeology-diversity/>
- b) In 2021-22, the Department Colloquium became a setting to showcase the work of BIPOC scholars, and scholars working on issues of race and racial justice. Guests included: Fatimah Jackson, Shirley Weber, Jessica Lopez-Espino, Elizabeth Rubio, Nishita Trisal, Anila Daulatzai, Ather Zia, Nancy Postero, Emiko Saldivar, Jaime Alves, Tathagatan Ravindran, Elana Resnick, Camila Pierobon, Elizabeth Chin, and Kristina Douglass.

#### **2) Graduate Seminar on the Anthropology of Race, Racism and Anti-racism**

In Spring 2022 the Department offered a new required graduate seminar "ANTH 203: Race, Racism and Anti-racism in Anthropology" (Boddy, Walsh, Smith). In addition, a sister course was created – "ANTH 205: Ethics and the Profession of Anthropology" (VanDerwarker, Gurven, Hoelle), which is also required of all graduate students in the Department, and will be offered for the first time in Winter 2023.

#### **3) Course content revision**

All three wings of the Department – Sociocultural, Biocultural, Archaeological - reviewed our course titles and descriptions in the UCSB Catalogue, eliminating some courses, and changing titles and descriptions of others. Professors who regularly teach the Introductory courses - Anth 2, 3 and 5 –

explored ways to incorporate discussions of race, racism and anti-racism into their course content. In addition, a number of professors reported that reforms were made to course content:

ANTH 2 (Walsh): *"assigned an ethnography that focused on race, class and white privilege. Chose exam questions and journal prompts that asked students to discuss race and class and their experience."*

ANTH 3 (Smith): *"added additional material on a post colonial critique of the early history of archaeology, including archaeology's entanglement with racism and eugenics. I also added highlights on early and contemporary archaeologists of color, as well as the often overlooked contribution of women to the field. I also added content on Classical Archaeology's connections to White Supremacy and expanded a discussion of monumentality and its relationship to the statues controversy (e.g., Confederate monuments, but also others connected with European colonialism like Juípero Serra). I also expanded the discussion of the archaeology of enslaved people in the Americas."*

ANTH 197GI (Gidding): *"I introduced modules that highlight geographic differences based on race for students to work through the structural implications of those differences"*

ANTH 277 (Lawson): *"explicitly focus on diversity and research ethics in Anthropology ... created a forum for students to reflect on their own commitments to antiracism, diversity, equity and inclusion during 2020/21"*

ANTH 235A (Hancock): *"revised the syllabus to include more work by authors of color, women and colonial subjects who challenged the social theory canon contemporaneously (i.e., at the time that the major works of the canon were composed over the 19th and early 20th century). This was done to show the debates in which various thinkers engaged and the ways that those debates shaped the canon -- not as received truth, but as a field of questions and debates. I also explicitly built in discussion exercises/topics that raised questions about the politics of knowledge that affect what comes to be known as a foundational canon in our field."*

#### **4) Undergraduate Lecture Course on the Anthropology of Race, Racisms and Anti-racism.**

We have not yet created this course, as we imagine it linked to the recruitment of a scholar who is an expert in the topic across the subfields of anthropology.

#### **5) Recruitment and Retention of Students and Faculty of Color**

Our efforts to recruit students and faculty of color have been successful in this limited time. All three wings revised their contributions to the FTE plans to incorporate issues of social inequality around race and racism and associated topics. In 2021-22 an open national search for a scholar of health disparities resulted in the hiring of a Latina woman with an exceptional record of DEI activity into the Biocultural anthropology wing of the department. The 2022-23 entering class of graduate students is: 30% international; 30% domestic Latinx; 10% domestic Asian-American; 30% domestic white. This recruitment significantly expands the diversity of our graduate students.