



ANTI-BLACK RACISM
INITIATIVE



THE COLLEGE OF
BEHAVIORAL & SOCIAL SCIENCES
ANTI-BLACK
RACISM
INITIATIVE
AT THE UNIVERSITY OF MARYLAND

Final Report 2022-2023

ABRI Report Preface

I would like to thank Dr. Rashawn Ray, Dr. Jeanette Snider and all the faculty, staff, and students who continue to collaborate with the Anti-Black Racism Initiative (ABRI) to strengthen the College of Behavioral and Social Sciences. The efforts of this important initiative have resonated campus-wide and echo with my own priorities as the new Dean of the college. My own background as a first-generation Latina scholar makes the work of the ABRI especially meaningful to me.

Striving for academic excellence requires that we approach the grand challenges of the behavioral and social sciences from many different angles and perspectives. Bringing diversity in knowledge and experience to bear on teaching and research is key to driving ideas forward, moving us closer to successfully addressing our most pressing social problems. If asked to summarize my view, I gravitate toward the term ‘inclusive excellence:’ the idea that excellence *requires* inclusivity—that we cannot achieve excellence in the absence of diversity. To answer the most challenging questions, we must bring many diverse perspectives to the table, allowing us to come up with smarter, more innovative and more informed solutions.

This is why in one of my first actions as dean, I was proud to complete the final stages of a bold, college-wide, concerted effort to hire several faculty members focused on racial inequality. As indicated in this report, as a result of this cluster hire, BSOS has hired several talented faculty in the Departments of African American Studies, Criminology and Criminal Justice, Government and Politics, Psychology, and Sociology. In addition, I was able to encourage and support several new hires through UMD’s FAMILIE program. As noted in the report, these hires are having a significant impact in enhancing the diversity of our college.

I am pursuing additional steps to ensure the success of these new faculty members by forming a Vision Team for Faculty Success (VTFS). The VTFS will be a relatively small group of BSOS tenured faculty leaders who have demonstrated commitments to, and excellence in, mentoring others, as well as track records for applying best practices for developing successful faculty careers within and across disciplines. Hence, the VTFS will serve as an important visionary body for the overall faculty success mentoring program we plan to develop – including helping to craft individual mentoring teams for assistant professors, planning mentoring and community-building activities and programs, assessing our progress, and making changes or adjustments when necessary.

Beyond strategic hiring, BSOS is committing appropriate resources in a number of areas that are necessary to sustain efforts at incorporating diversity and inclusivity into all that we do in the college. As noted in the report, we have hired an ABRI coordinator, supported by graduate research assistants, to ensure greater continuity in the future organization and coordination of relevant activities (from data collection and analyses to the organization of lecture series). We have created an interdisciplinary anti-Black racism minor hosted by BSOS’ Department of African American Studies, in collaboration with other faculty across BSOS, ARHU, EDUC, PLCY, and SPHL, which will launch in fall 2023. We have been working with colleagues and

units across the college to critically assess hiring and promotion procedures and to identify more productive ways of enhancing our efforts to attain greater diversity. Lastly, we have continued to support academic events and faculty aimed at pursuing greater racial justice.

Through ABRI, faculty, staff, and students across the college continue to provide valuable insights into how to advance racial equity and social justice concerns within BSOS and on our campus more broadly. I sincerely value their recommendations and look forward to our continuing collaboration.

Sincerely,

Susan Rivera
Dean of the College of Behavioral and Social Sciences

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EXECUTIVE SUMMARY

In 2020, following the murder of George Floyd, The College of Behavioral and Social Sciences (BSOS) at the University of Maryland launched the Anti-Black Racism Initiative (ABRI). Over 40 faculty, staff, and students in BSOS joined ABRI to advance racial equity in the college, on campus, and throughout local communities. Following the formation of subcommittees focused on research, community engagement and policy, pedagogy, and professional development, ABRI made a series of recommendations to the college including:

- Encouraging departments to make commitments and investments in hiring and retaining Black faculty
- Hiring staff members to coordinate ABRI tasks
- Developing an ABRI minor
- Providing resources for overtaxed faculty
- Taking a more active role to strengthen relationship with Prince George's County
- Bolstering partnerships with other colleges/schools on campus

In the past three years, ABRI has yielded numerous achievements that have accomplished these recommendations. ABRI accomplishments include:

- Helping to facilitate a college-level cluster hire for faculty conducting research on racial inequality
- Hiring a full-time faculty member and graduate assistant to coordinate different tasks of ABRI
- Launching a campuswide Anti-Black Racism Minor (ABRM)
- Receiving a \$1.2M Grand Challenges grant awarded to support research, professional development, and community engagement to address anti-Black racism

This report will detail the above achievements in greater detail and highlight where ABRI plans to grow and expand in the future.

INTRODUCTION

Fifteen Black and underrepresented scholars were hired during the 2022-2023 academic year, many through the BSOS [racial inequality cluster](#) and UMD's FAMILIE and Presidential Postdoctoral Programs. Faculty will be supported by the Vision Team for Faculty Success (VTFS), a group of senior BSOS faculty who are designing a framework for robust mentoring, networking and professional development opportunities for junior faculty in the college. In spring and summer 2022, BSOS, in conjunction with the Provost's Office, hired Dr. Jeanette Snider as the inaugural Assistant Research Professor in Anti-Black Racism and Social Justice to coordinate research activities, curricula advancements, and professional development events to advance racial equity on campus and in the local community.

In fall 2023, the University of Maryland will launch the first ever Anti-Black Racism Minor at the University of Maryland with two new signature courses including:

- ABRM330: Introduction to Anti-Black Racism
- ABRM450: Applied Anti-Black Racism

The minor is a campus wide initiative and includes courses from BSOS, College of Arts and Humanities, School of Education, School of Public Health, and School of Public Policy.

ABRI was awarded a \$1.2M UMD Grand Challenges grant over three years (2023-2026) to expand efforts to eradicate anti-Black racism to include three additional colleges across campus to engage in: 1) Research with faculty and students across campus, 2) Public events, and 3) Professional development workshops for faculty. In addition to BSOS, this grant is in collaboration with professors in the College of Arts and Humanities, School of Education, and School of Public Health.

Following these accomplishments, we asked ABRI co-chairs to reflect on how the work of ABRI helped to support or encourage an increase in diversity in the institution or their department. Below are some of their responses.

Dr. Isabella Alcaniz, Department of Government and Politics

ABRI Co-Chair of Community Development and Policy

"The Anti-Black Racism Initiative (ABRI) has been instrumental in fostering a more inclusive and diverse environment within the College of Behavioral and Social Sciences. Members of the Subcommittee on Community Engagement and Policy have been actively involved in restorative justice efforts originating in the historic Lakeland neighborhood of the city of College Park. ABRI has not only helped expand diverse representation in our college but also strengthened our commitment to continually challenge and dismantle systemic racism in the community."

Dr. Joseph B Richardson, Department of African American Studies

ABRI Co-Chair of Community Development and Policy

"Through the ABRI we were able to establish the Anti-Black Racism Minor which will be housed in the Department of African-American Studies. My co-chair, Isabella Alcaniz and I, played an

integral role in the Restorative Justice Steering Committee and the Restorative Justice Commission for the historically African-American Lakeland community in the City of College Park. Through ABRI, the Department of African-American Studies facilitated a year-long reparations lecture series to raise the visibility of reparations on the state and federal level. ABRI was a much needed initiative to uplift these issues.”

**Dr. Nazish M. Salahuddin, Department of Psychology
ABRI Co-Chair of Professional Development**

“The ABRI has been instrumental in advancing anti-racism in the Department of Psychology, BSOS, and beyond. ABRI's events, conversations, curriculum, reports, and support for anti-racist initiatives have facilitated important structural changes, such as the hiring of more Black faculty, the creation of a BSOS Graduate Student of Color Collective, and the development of the Anti-Black Racism Minor. Overall, these initiatives played a significant role in creating a more welcoming and inclusive environment in our department and college.”

Clearly, ABRI has had a substantial impact on our college, culture, and community. Below is a list of new colleagues in the college who have joined as part of ABRI-related efforts.

ABRI HIRES

Per the ABRI's recommendations in 2020-2021, BSOS allocated partial funding to hire an Assistant Research Professor for the Social Justice Alliance and Anti-Black Racism Initiative as well as a Graduate Assistant. They are charged with executing and coordinating various tasks and programs to amplify work to advance racial equity on campus and throughout the community.

Jeanette Snider, PhD, is the new Assistant Research Professor with the [Social Justice Alliance](#) and [Anti-Black Racism Initiative](#), and Adjunct Professor at the Robert H. Smith School of Business at the University of Maryland. Formerly, Snider served as Associate Director for the Robert H. Smith School of Business Undergraduate Program Office. She has a passion for working with students and helping them reach their full potential at all levels of their educational journey. This is reflected in her programs, initiatives, conference presentations, publications, and consulting experiences. Snider's research interests center around Multiracial/Biracial student experiences and mentoring relationships as well as issues of social justice, race, and equity more broadly. Specifically, Snider has examined the racialized experiences of Multiracial women student involvement in social Greek letter organizations utilizing a Critical Race Theory and Critical Multiracial Theory (MultiCrit) lens. She is a proud member of Alpha Kappa Alpha Sorority, Incorporated, National Association of Student Personnel Administrators (NASPA) and the Association for the Study of Higher Education (ASHE).

Victoria Alexander is a third year doctoral student in the UMD Student Affairs program. She is a public speaker, PhD candidate, and third-generation educator focused on racial justice. Her work centers anti-racist pedagogy, critical consciousness building, and the liberation of Black people and other people of color. Victoria serves as the first ever Graduate Assistant for the Anti-Black Racism Initiative.

During their tenure, Alexander and Snider obtained approval for the Anti-Black Racism minor and two new courses launching in fall 2023. Additionally the Grand Challenges grant was submitted and awarded to ABRI.

INTENTIONAL NEW HIRES

The ABRI Professional Development subcommittee recommended BSOS departments make commitments and investments in hiring and retaining Black faculty. The number of Black faculty decreased in the 2000s through the early 2010s. Around 2018, the percentage started to increase and, in 2023, reached an over 20 year high with a percentage that matches 1999. The percentage of Latino faculty stayed stagnant in the early 2000s and started to increase in the late 2000s making a steady incline to 2023. BSOS is thrilled to announce the intentional increase in the number of Black and underrepresented faculty through the racial inequality cluster and other college and university efforts, such as the Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) program and the President's Postdoctoral Fellowship Program (PPFP). The Vision Team for Faculty Success (VTFS) will provide mentoring guidance, support, and professional development to the junior faculty members. Below are the profiles of each new hire by department. Additionally, each department developed equity focused mentoring plans.

AFAM

Periloux Peay
(Oklahoma)

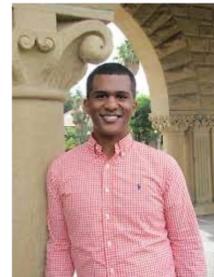
*(Assistant Professor
Georgia State)*

Assistant
Professor



Beka Guluma
(Stanford)

Postdoc



ANTH



Miguel Vilar
(Binghamton)

Assistant
Professor

Demar F. Lewis IV
(Yale)

Assistant
Professor



CCJS

ECON

Pablo Ottonello
(Columbia)

(Associate Professor,
Michigan)

Associate
Professor
(FAMILE)



Catherine Nakalembe
(UMD)

Assistant
Professor
(FAMILE)

GEOG



GVPT

Breanna Gray
(Penn)

Assistant
Professor



Fiona Shen-Bayh
(Berkeley)

(Assistant Professor,
William and Mary)

Assistant Professor
(Joint ISchool)



HESP

Jose Ortiz
(UMD)

Assistant
Professor



Jonet Artis
(NYU)

FAMILE Postdoc



PSYC

Terrill Taylor
(North Dakota)

(Scholar in Residence,
Boston College)

Assistant
Professor



Desiree Jones
(Texas-Dallas)

PPFP



SOCY

Nicholas Smith
(Indiana)

Assistant Professor



Muna Adem
(Indiana)

Assistant Professor



Kate Khanna
(Columbia)

PPFP



BSOS 2023 New Colleagues

Racial Inequality Cluster Hires:

African American Studies (AFAM) | Assistant Professor | [Periloux Peay](#)

Criminology (CCJS) | Assistant Professor | [Demar F. Lewis IV](#)

Government and Politics (GVPT) | Assistant Professor | [Breanna C. Gray](#)

Psychology (PSYC) | Assistant Professor | [Terrill Taylor](#)

Sociology (SOCY) | Assistant Professor | [Nicholas Smith](#)

FAMILE Hires:

Economics (ECON) | Assistant Professor | [Pablo Ottonello](#)

Geography (GEOG) | Assistant Professor | [Catherine Nakalembe](#)

Other Faculty Hires:

Anthropology (ANTH) | Assistant Professor | [Miguel Vilar](#)

Government and Politics (GVPT) | Assistant Professor | [Fiona Shen-Byah](#)**

Hearing and Speech Sciences (HESP) | Assistant Professor | [José A. Ortiz](#)

Sociology (SOCY) | Assistant Professor | [Muna Adem](#)

Presidential Postdoctoral Fellowships:

Psychology (PSYC) | [Desiree Jones](#)

Sociology (SOCY) | [Kate Khanna](#)

Other Postdoctoral Fellowships:

African American Studies (AFAM) | [Beka Guluma](#)

Hearing and Speech Sciences (HESP) | [Jonet Artis](#) (FAMILE program)

** Joint appointment with Department of Government and Politics and College of Information Studies

Quotes from New Colleagues

Dr. Beka Guluma

What is the significance of your appointment to the college/department?

“As a second-generation African immigrant, I represent the tremendous diversity of the U.S. and the growing diversity of Black America. I am thankful to be joining BSOS and the Department of African American Studies at this moment in U.S. and world history because a great opportunity exists for us to more strongly consider anti-Black racism in a global perspective and to strengthen global solidarity against it. Black Africa and Black America have always been connected, and I feel fortunate to be one of the people straddling those two worlds. Hopefully my vantage point and perspective adds something unique to the work of ABRI and helps move us one step closer to achieving our goals.”

Why is faculty diversity so important?

“For the same reason diversity is important in all aspects of life. An ecosystem without diversity is an unfit one—it simply cannot survive in the long run. In academia, we need diversity of people, thoughts, life experiences, methods, etc. to advance our learning and growth. It may be a trite observation but it’s true. Without diversity, we become siloed and risk stunting not only our own intellectual development, but also the advancement of knowledge. Simply put, embracing and promoting diversity is in the best interest of our individual selves and the collective whole.”

Dr. Catherine Lilian Nakalembe

What is the significance of your appointment to the college/department?

“The significance of my appointment to the Department of Geographical Sciences is profound. As the first Black tenure-track faculty and a Black woman in our department, it marks a historic milestone. It showcases the department’s commitment to fostering diversity and inclusivity, particularly in a field as diverse and globally interconnected as Geography. Having been part of the research faculty in the department, my tenure-track appointment opens opportunities to mentor PhDs and teach through my perspectives, experiences, and insights contributing to a more comprehensive understanding of geographical phenomena and challenges and student interest in my work.”

Why is faculty diversity so important?

“Faculty diversity plays a vital role in our department for several reasons. Firstly, it enhances education by offering diverse perspectives and knowledge to our students. As a tenure-track faculty member, I am dedicated to mentoring and supporting students from underrepresented backgrounds, providing them with the necessary tools and guidance to excel in their academic and professional journeys. Secondly, faculty diversity fosters inclusivity within our department. When students see faculty members who look like them and share similar backgrounds, it

creates a sense of belonging and validation. This representation is instrumental in inspiring and empowering students, particularly those from marginalized communities. Moreover, faculty diversity in Geographical Sciences is essential because it allows us to tackle complex global challenges more comprehensively and inclusively. As a discipline, geography examines the connections between people, places, and environments. By embracing diverse perspectives and experiences, we can develop innovative solutions to address environmental justice, social inequalities, and sustainable development.”

Dr. Demar Lewis

What is the significance of your appointment to the college/department?

“I am very excited to be joining the College of Behavioral and Social Sciences at the University of Maryland community at this time. My colleagues in the Department of Criminology and Criminal Justice are doing extremely important research that is highlighting fundamental inequities in the U.S. criminal-legal system and challenging decision makers to address inherently racist, classist, and sexist practices. Likewise, witnessing BSOS’ genuine commitment to eliminating racial inequality and supporting interdisciplinary research (including the work of the Anti-Black Racism Initiative) to create a more just future is inspiring.”

Why is faculty diversity so important?

“I believe that everyone deserves equitable access to the resources they need to live happy, healthy, and productive lives. It is no secret that education is a critical resource that is unevenly distributed throughout the world. Thus, faculty diversity matters in part because we as faculty must be able to help the globally diverse student populations who are in our classrooms today achieve their professional aspirations. Prior to becoming a McNair Scholar and presenting at the National Conference for McNair Scholars and Undergraduate Research at the University of Maryland in 2010, I never fathomed that a career in the professoriate was possible for me. I am elated that the University of Maryland continues to support programs like the Ronald E. McNair Scholars Program, the Summer Research Initiative, and other initiatives around campus that expand access to graduate education for non-traditional and under-represented students. These critical investments play an important role in eliminating educational inequities and enriching the professional development of UMD students/alumni who will become the faculty of tomorrow.”

ANTI-BLACK RACISM MINOR

The ABRI Pedagogy subcommittee proposed the development of an Anti-Black Racism minor with African American Studies leading to work with American Studies in the College of Arts and Humanities. They insisted that a Professional Track (PTK) faculty member be hired or appointed to help develop, organize, and implement minor. The Assistant Research Professor for Anti-Black Racism and Social Justice submitted the proposal for the minor along with two new course offerings in the summer of 2022 and earned approval in spring 2023. The minor is a collaboration of FIVE colleges rather than just two. The College of Education, School of Public Health and School of Public Policy are also collaborating on the minor and will help the team teach the introductory course. The minor is set to launch in fall 2023. The [website](#) and [Maryland Today news article](#) highlight the details and impact this minor will have on our campus, state and nation.

The Anti-Black Racism Minor directly aligns with the University's expressed commitment to address and combat anti-Black racism both on campus and beyond. This proposal directly answers the University's 2020 Anti-Racism Action Plan which calls for a reevaluation of "curriculum, recruitment and retention, training, collaboration and accountability." By taking an interdisciplinary approach, the Anti-Black Racism minor will transform curriculum, aid in recruiting students interested in complementing what they are learning in their respective majors.

The minor offers students from any academic discipline an opportunity to learn about Anti-Black Racism from academic experts through an interdisciplinary program of study. Students are also able to apply what they have learned in a specific professional or personal experiential learning capstone course, including research, internship, or community engagement opportunities. By bringing together a coalition of faculty who will teach academic courses and experiential capstone courses across traditional arts & sciences AND pre-professional domains, the ABRM will make direct links for students in exploring how Anti-Black Racism has influenced their chosen future professional and personal environments.

Faculty from all five participating colleges will collaborate to develop and execute the introductory course and again to lead students through their capstone experience along with their faculty mentors from their respective colleges and departments. The innovative interdisciplinary approach to this minor coupled with the core learning objectives directly addresses the first two pillars in our strategic plan: 1) Reimagine learning and 2) Take on humanity's grand challenges. In the spirit of collaboration, restorative justice, social responsibility and community building, this minor will also forge new and foster existing local community relationships with anti-racism organizations and local businesses through knowledge sharing and networking opportunities. Lastly, we envision the Anti-Black Racism Minor playing a key role in advancing the goals of TerrapinStrong in meaningful and structural ways.

Anti-Black Racism Minor (ABRM) Curriculum (15 credits)

Students in the minor will choose one of five tracks by their 2nd semester in the minor. This will allow students to customize their experience in the minor based on their academic and professional interests. The key components are a common introductory course (ABRM330), three disciplinary track courses, and a capstone course that will feature an opportunity to participate in experiential learning that is mentored by a faculty member from one of the participating colleges/schools.

ABRM330 Introduction to Anti-Black Racism (3 Credits) - [sample syllabus](#)

This interdisciplinary course seeks to provide a broad overview of this rich and dynamic history. Built around the expertise of top UMD faculty in five colleges, this course will introduce students to the history and legacy of anti-Black racism from the perspective of multiple disciplines. In this course you will examine the development, spread, and articulations of anti-Black racism in the United States.

ABRM450 Applied Anti-Black Racism (3 Credits) - [sample syllabus](#)

The purpose of this course is to apply knowledge rooted in Anti-Black Racism to a real-world problem or issue within your chosen discipline or planned career path. You will meet with the course instructor and each other to discuss the readings, ideas and frameworks of anti-Black racism. The rest of the course will operate similar to an independent study; you will choose a mentor from your home department to work with on a self-directed, practice-oriented project. Beginning with a framework rooted in understanding anti-Black racism, you will identify issues of anti-Black racism specific to your discipline, select one of those issues within which to explore current solutions and their shortcomings, and draft a proposal that addresses the anti-Black racism embedded within the issue itself.

Track	Introductory Course	Track Course #1*	Track Courses #2 & #3*	Capstone Course (mentored experiential learning)
BSOS Track	ABRM330	AASP101	2nd & 3rd track course from list	ABRM450
ARHU Track	ABRM330	AMST310	2nd & 3rd track course from list	ABRM450
SPHL Track	ABRM330	HLTH460	2nd & 3rd track course from list	ABRM450
PLCY Track	ABRM330	PLCY288A	2nd & 3rd track course from list	ABRM450
EDUC Track	ABRM330	TLPL202	2nd & 3rd track course from list	ABRM450

**At least 1 track course must be at the 300-400 level so that a minimum of 9 cr in the minor are at the 300-400 level.*

Track Course #2 & #3 Options:

Students will have a choice to enroll in second and third track courses from a list of options. At least one track course must be at the 300 or 400 level. .

AASP100 Introduction to African American Studies
AASP187 The New Jim Crow: African-Americans, Mass Incarceration and the Prison Industrial Complex
AASP202 Black Culture in the United States
AASP210 Intro to Research Design and Analysis in African American Studies
AASP211 Get Out: The Sunken Place of Race Relations in the Post Racial Era
AASP230 Social (In)Justice and African-American Health and Well-Being
AASP298 Martin Luther King Jr.
AASP298B Constructions of Manhood and Womanhood in the Black Community
AASP298C African-American History to 1865
AASP298L African-American Literature and Culture
AASP301 Applied Policy Analysis and the Black Community
AASP310 African Slave Trade
AASP313 Black Women in United States History
AASP320 Poverty and African American Children

AASP377 Baldwin and the Black Atlantic
AASP413 Gentrification: Have You Met the New Neighbors?: Issues of Belonging and Displacement in Urban Areas
AASP443 Blacks and the Law
AASP498R Race and Sports
AMST290 Shifting Sands: Constructing Cultural Mainstreams and Margins in the U.S.
AMST328E/USLT320: "Perspectives on Identity and Culture; Afro-Latinx Diasporas"
ANTH412 Hypermarginality and Urban Health
ANTH433 Archaeology of Slavery: Classical, Caribbean and North American Contexts
ARTH362 Presently Black: Contemporary African American Art
CCJS370 Race, Crime and Criminal Justice
CMLT235 Black Diaspora Literature and Culture
CMLT277 Literatures of the Americas
COMM360 The Rhetoric of Black America
ENGL130 Race and the Cultural Politics of Blood: A Historical Perspective
ENGL234 African-American Literature and Culture
ENGL360 African, Indian and Caribbean Writers
ENGL368 Special Topics in African American, African, and African Diaspora Literatures
ENGL378B Special Topics in English: African American Graphic Novels
ENGL438B Selected Topics in Media Studies: Black Digitalities
ENGL448C Literature by Women of Color; Literature, Visual Culture and Art by Women of Color
ENGL459B Selected Topics in LGBTQ+ Literatures and Media: Black Sexuality in Literature and Film
ENGL470 African-American Literature: From Slavery to Freedom
ENGL471 African-American Literature: 1910-1945
ENGL472 African-American Literature: 1945 to Present
ENGL479B Selected Topics in Literature after 1800: Black Performance: From Slavery to Hip-Hop
FMSC381 - Family Inequality
FMSC420 African American Families
HESI202 Race and Diversity in Higher Education
HESI220 Adaptive Strategies for Multicultural Leadership and Dialogue
HESI418D Special Topics in Leadership: Leadership and Ethnicity

HLTH240 Am I Not a Man?: Contemporary Issues in Black Men's Health
HLTH460 Multicultural Population Health
JOUR453 News Coverage of Racial Issues
KNES401 Zip Code: Prediction of Physical Activity and Health
LGBT 448L - Black Queer Studies
MIEH330 Environmental Justice, Racism, and Environmental Health Disparities: How where you live can kill you
PLCY288B - The Impact of Discriminatory Housing Policies
PLCY288L - Introduction to Public Policy Topics: Law and Public Policy - Organizing and Advocating for Justice
PLCY388Z - Race, Capitalism and the Wealth Gap
PSYC354 Multicultural Psychology in the U.S.
SOCY224 Why are We Still Talking About Race?
SOCY424 Sociology of Race Relations
TLPL288R Critical Race Counter-storytelling
TLPL475 Equitable Classrooms
TLPL476 Equity and Pedagogy
TLPL481 Embracing Diversity in the Classroom Community
URSP372 Diversity and the City
USLT403 Citizens, Refugees, and Immigrants
WGSS 370 - Black Feminist Theories
WGSS 428J - Black Feminist Science Studies
WGSS 428L - 21st Century Black Feminisms

ABRI GRAND CHALLENGES GRANT

In fall 2022, the University of Maryland awarded \$30 Million to 50 projects addressing humanity's grand challenges. "The Grand Challenges Grants Program — the largest and most comprehensive program of its type ever introduced at the University of Maryland — will support projects that address emerging societal issues, including climate change, social injustice, global health, and education disparities."

The Anti-Black Racism Initiative was awarded a [\\$1.2M Team Project Grant](#) composed of College of Behavioral and Social Sciences (including the Department of African American Studies and the Department of Sociology), College of Education, College of Arts and Humanities (including Department of American Studies) and School of Public Health. Team Project Grants support projects advanced by research teams that are targeted toward a specific component of a grand challenge topic or theme.

This project builds upon the state of Maryland's legacy of racial equity and social justice and will position the University of Maryland as a leading institution standing in opposition to anti-Black racism through three strategic and institutional initiatives: 1) develop faculty-student cross departmental anti-Black racism focused research projects; 2) develop and execute anti-Black racism teach-in workshops for faculty, staff, students, and community members, and 3) present research findings to the wider campus and local community through an annual symposia and networking event. These three interconnected and innovative projects will amplify the new anti-Black racism (ABR) minor (beginning fall 2023) hosted by five colleges (College of Behavioral and Social Sciences, College of Arts and Humanities, College of Education, School of Public Health, and School of Public Policy). We will produce multi-disciplinary and transformative scholarship that advances conversations on anti-Black racism, equip faculty to teach with an anti-Black racism lens to further diversify the academic curriculum at the University, and create a larger anti-racist ecosystem to ensure the University of Maryland is at the forefront of moving us towards a future free from anti-Black racism.

APPENDIX



DEPARTMENT OF
AFRICAN AMERICAN
STUDIES

Anti-Black Racism Minor

Offering students from any academic discipline an opportunity to learn about Anti-Black racism from academic experts through an interdisciplinary program of study



**Register Now
On Testudo!**

open to all UMD undergrads

Anti-Black racism is conceptualized as policies and practices rooted in social institutions (i.e. education, health care, criminal justice system, housing) that reinforce prejudice and discrimination towards people of African descent in the US and globally.

This minor will give students a deeper understanding of these policies, practices, behaviors and outcomes as well as ways to work to ensure they can be inclusive leaders in line with what it means to be Terrapin Strong.



COLLEGE OF
BEHAVIORAL &
SOCIAL SCIENCES



COLLEGE OF
ARTS & HUMANITIES



SCHOOL OF
PUBLIC HEALTH



SCHOOL OF
PUBLIC POLICY



COLLEGE OF
EDUCATION

Visit go.umd.edu/abrm or email abrm@umd.edu to learn more



DEPARTMENT OF
AFRICAN AMERICAN
STUDIES

ABRM330: Introduction to Anti-Black Racism

Anti-Black racism is conceptualized as policies and practices rooted in social institutions (i.e. education, health care, criminal justice system, housing) that reinforce prejudice and discrimination towards people of African descent in the US and globally.



This interdisciplinary course seeks to provide a broad overview of this rich and dynamic history. Built around the expertise of top UMD faculty in five colleges, this course will introduce students to the history and legacy of anti-Black racism from the perspective of multiple disciplines. In this course you will examine the development, spread, and articulations of anti-Black racism in the United States and globally.

**Register Now
On Testudo!**

open to all UMD undergrads



COLLEGE OF
BEHAVIORAL &
SOCIAL SCIENCES



COLLEGE OF
ARTS & HUMANITIES



SCHOOL OF
PUBLIC HEALTH



SCHOOL OF
PUBLIC POLICY



COLLEGE OF
EDUCATION



Tues. & Thurs.
11-12:15pm

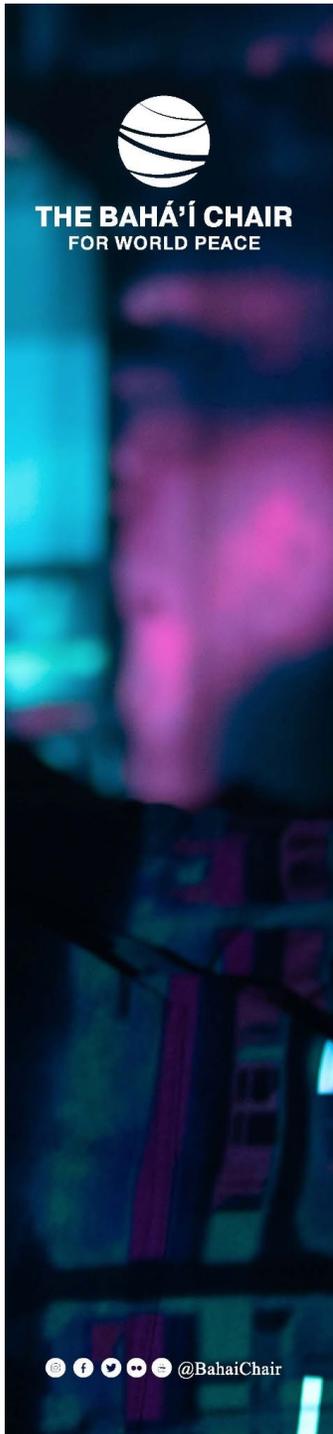


ASY 1213

Visit go.umd.edu/abrm to learn more

APPENDIX: Co-Sponsored Events

ABRI has been collaborating with the Baha'i Chair for World Peace to provide research engagements and events that address these core issues and ways to move forward. Below are some of the events that happened over the past two years.



Variants in the Machine: Mothering and Other-mothering Toward Afrofutures



KRIS F SEALEY

Professor of Philosophy and Department Chair,
Fairfield University

ABSTRACT

What if we saw the end of property relations, settler colonialism and racial capitalism in our lifetime? What if we were called to return to (or begin again) a different kind of living in our 'now'? Could we answer that call? Would we be ready to bring, or bring back into existence these otherwise futures? I want to consider such questions as central to theories and practices of mothering, other-mothering and caretaking that unfold within totalizing atmospheres of anti-blackness. They chart what Eve Tuck calls the "desire-based research" that is just as needed as the more "damage-centered" work of critiquing/resisting the constellation of world-ending systems that make for the impossibility of black life. In other words, these are questions that orient our imaginative energies toward the worlds we seek to build, even as an atmosphere of antiblackness (and its accompanying settler conquest and capital accumulation) says that there is no other alternative. My claim, here, is that the work of black mothering, other-mothering and caretaking have these generative orientations at its center, exceeding mere resistance against white supremacy and its futurity. In this excess, caretaking for black life rehearses in the 'now' what is 'not yet', inserts variant and otherwise futurities into a machinery of black death-making. As such, this work of mothering, other-mothering and caretaking always unfolds as if a different future is now.

April 25, 2023
2:00pm–3:30pm EST • Virtual

Register: tinyurl.com/bahai-sealy





THE BAHÁ'Í CHAIR
FOR WORLD PEACE

@BahaiChair

The Interplay of Technology, Ethics, and Policy

May 2, 2023
2:00pm–3:30pm EST • Virtual

Technology is often designed and deployed without critical reflection of the values that it embodies. Value trade-offs—between security and privacy, free speech and dignity, autonomy and human agency, and different conceptions of fairness—abound in many technologies that are now achieving great scale in commonly used tech platforms. The decisions made by the people inside the companies deploying those technologies impose their value choices upon millions of users, often with negative externalities that are now on full display.

In our new book, *System Error: Where Big Tech Went Wrong and How We Can Reboot*, we provide a multidisciplinary view—the perspectives of a philosopher, a political scientist, and a computer scientist, respectively—to disentangle the systematic drivers that we believe have led to the ethical reckoning that Big Tech is now facing. We examine the value trade-offs arising in systems for algorithmic decision-making, questions related to data gathering and privacy, the impacts of AI and automation, and the power of private platforms to control our information eco-system. We then discuss the ways we can all play a role in helping to shape technology and the policies that govern it with an eye toward achieving better outcomes for society.



PROFESSOR ROB REICH
Professor of Political Science, director of the Center for Ethics in Society, co-director of the Center on Philanthropy and Civil Society, and associate director of the Institute for Human-Centered AI, Stanford University



PROFESSOR MEHRAN SAHAMI
James and Ellenor Chesebrough Professorship in Engineering, Associate Chair for Education in the computer science department, Stanford University



PROFESSOR JEREMY M. WEINSTEIN
Professor of Political Science, Fisher Family Director of Stanford Global Studies, and Senior Fellow Freeman Spogli Institute for International Studies and Stanford Institute for Economic Policy Research, Stanford University

Register: tinyurl.com/bahai-tech





The Tenacity of Antisemitism: From the Global to the Emotional



PROFESSOR SUSANNA HESCHEL

Eli M. Black Distinguished Professor and Chair,
Jewish Studies Program, Dartmouth College

ABSTRACT

Antisemitism has extraordinary longevity and global reach, able to adhere to political positions of the Left and the Right and expand from verbal denigration to visual symbols, from physical assault to mass murder. Exploring the tenacity of antisemitism and its ability to elude destruction, the lecture will also examine the strategies of antisemitic propaganda, especially the efforts to devise antisemitic emotional appeal from medieval Christian rhetoric to Hitler's Mein Kampf to the internet. The expansiveness of antisemitism to include Blacks, Asians, trans, LGBTQ, feminists, and leftists makes its danger relevant to all, particularly in an era of democratic fragility. How should we respond?

Susannah Heschel is the Eli M. Black Distinguished Professor and chair of the Jewish Studies Program at Dartmouth College. Her scholarship focuses on the history of Jewish and Protestant religious thought in Germany during the nineteenth and twentieth centuries, and she has brought post-colonial theory and feminist theory to her analyses.

November 1, 2022
2:00pm–3:30pm EST • In Person + Online
Register: tinyurl.com/bahai-heschel

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FOR WORLD PEACE

ANNUAL LECTURE

Democracy, Voting Rights and Black Women as the Vanguard



PROFESSOR MARTHA JONES

Society of Black Alumni Presidential Professor, Professor of History, Professor at the SNF Agora Institute at The Johns Hopkins University

Professor Martha S. Jones is a legal and cultural historian whose work examines how black Americans have shaped the story of American democracy. Professor Jones is the author of *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All* (2020), selected as one of Time's 100 must-read books for 2020.

ABSTRACT

At the core of democracy in the United States is a long debate over voting rights. Martin Luther King, Jr. echoed abolitionist Theodore Parker when he adopted the metaphor of the arc, as in "the arc of the moral universe is long, but it bends toward justice." Barack Obama, borrowing from the U.S. Constitution, anticipated progress for a nation that was on "the path to a more perfect union." What these framings elide is how, across our past as a nearly 250-year-old nation, debate rather than progress has best characterized American democracy. Contests over voting rights troubled the United States from its very start. And, today this foundational facet of our democracy continue to generate debate—and change—in our own time. Black women's leadership on the right to vote reveals how contests over the character of the body politic have challenged every generation. History strongly suggests that our future will include much more of the same.

September 13, 2022

1:00pm–2:30pm EST • Online

Register: tinyurl.com/bahai-jones

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ROUNDTABLE

Systemic Racism in America



PROFESSOR PRUDENCE CARTER

Sarah and Joseph Jr. Dowling Professor of Sociology,
Brown University



PROFESSOR ODIS JOHNSON

Bloomberg Distinguished Professor; Executive Director, Johns
Hopkins Center for Safe and Healthy Schools,
Johns Hopkins University



PROFESSOR HODA MAHMOUDI

Research Professor and Chair, Bahá'í Chair for World Peace,
University of Maryland



PROFESSOR RASHAWN RAY

Professor of Sociology, Executive Director Lab for Applied Social
Science Research, University of Maryland

ABSTRACT

This roundtable discussion features the editors, and two contributors, to the volume *Systemic Racism in America: Sociological Theory, Education Inequality, and Social Change*. The volume situates our contemporary moment within a historical framework and works to identify forms, occurrences, and consequences of racism as well as argue for concrete solutions to address it.

September 8, 2022

7:00pm–9:00pm EST • In Person + Online

COLONY BALLROOM, STAMP STUDENT UNION
UNIVERSITY OF MARYLAND, COLLEGE PARK, MD - MASKS REQUIRED

Register: tinyurl.com/bahai-roundtable

