

Proposal for Race/Racism Education Across the Curriculum

Second Reading – March 12, 2021

Questions:

1. Clarify differences between I and R1/2.

The description for the “I” (International/Multicultural) subscript states that a course “must have as a primary focus at least two of the following subject areas: international issues, class issues, gender issues, ethnicity issues, and/or race issues.” It further states that “in an I-course which focuses on one nation or one area, an effort should be made to discuss or consider the spheres of influence that have affected the fate of that nation or area. This will make the course truly international, by putting that nation or area into a regional or global context.” Additionally, a “critical examination of, and comparison to, other cultures is integral to this goal.”

Examples of courses that currently include an ‘I’ subscript are:

GLOBAL MARKETING

Exposes students to the theoretical and political considerations of marketing goods and services on a global basis. An analysis is made of the social, cultural, and economic impact of multinational operations on strategic market planning. The problems in obtaining and analyzing international market data are explored in depth.

INTERNATIONAL TRADE

The causes and consequences of international trade. Examines the various arguments proposing interference with free trade as well as the economic effects of such barriers to trade as tariffs and quotas. Also the impact of trade on economic development will be discussed.

INTRODUCTION TO LATIN AMERICA AND THE CARIBBEAN

This course introduces the students to the cultural geography of Latin America and the Caribbean. It focuses on the contemporary, social, economic, political and cultural realities in the region as a whole, and in a selection of specific nations. The course compares and contrasts Latin America with the non-Hispanic Caribbean.

CRIME: CROSS-CULTURAL CONSIDERATION

This course provides an interdisciplinary and cross-cultural examination of the causes of criminality and its control. It explores historical, cultural, social, economic, political, religious, and psychological factors that contribute to criminal behaviors. It also reviews variations in the formal

and informal crime control mechanisms, and suggests more comprehensive and affective approaches to fighting against crime. The USA, Japan, and China, which represent three very different types of societies, are used as examples to discuss the course topics.

MULTICULTURAL CHILDREN'S LITERATURE

An overview of the theories and practices in multicultural education and a study of trends and developments in multicultural literature written for children. Specific works will be examined in light of their cultural as well as universal themes. Participants will be expected to develop a study unit that could be used in a home, community or school setting.

BEGINNING SPANISH II

Continuation of studies in elementary spoken and written Spanish.

INTRODUCTION TO PUBLIC HEALTH

The purpose of this course is to familiarize undergraduate public health students with current knowledge, issues, and skills that are important to public health practice. The competencies necessary to perform essential public health services which impact the health of the population as well as an appreciation of the interdisciplinary nature of public health practice will be emphasized. The role of international, federal, state, and local governments as well as the private sector will be addressed.

RACE, ETHNICITY, DIVERSITY

Explores the unique cultural characteristics of ethnic, racial, and other minority groups in the U.S. Examines the concepts of diversity, multiculturalism, social domination, ethnicity, sexism, and racism. Explores how ethnic-group awareness affects human interaction and social functioning.

Based on their descriptions, most of the courses above would only qualify for an 'I' subscript, but not an R designation, because most of the courses above purport to examine cultures, languages, and societies, but not necessarily the impact on race and racism on those cultures, languages and societies. Only the course, *Race, Ethnicity and Diversity*, based on its description, would qualify for both an 'I' and an 'R' designation. This does not mean, however, that the above courses couldn't be modified in order to qualify for both. For instance, *Introduction to Public Health* could certainly be modified to spend 25-30% of its class time examining the ways in which race and racism contribute to disparities in health care. Then, the course would qualify for both an 'I' and an 'R2' designation. Similarly, *Introduction to Latin America and the Caribbean* could certainly

spend time exploring the deep racial divides in those countries and how Afro-Latinx and/or Afro-Caribbean groups often experience differing treatment and differing opportunities.

2. What other colleges/universities or school districts are doing with their curricula to address race and racism?

Here are a few examples:

- At the University of Pittsburgh, first-year students are now required to take a new one-credit class called “Anti-Black Racism: History, Ideology, and Resistance.”
- Beginning fall 2021, California State University campuses will require incoming students to complete a 3-unit course in Ethnic Studies as part of their baccalaureate degree.
- In February 2021, the Cherry Hill School Board voted unanimously that beginning fall 2021, Cherry Hill public school students will be required to take a course on African American history in order to graduate.
- Emory College, in Atlanta, GA, has voted to mandate a race and ethnicity course starting Fall 2021.
- Public high school students in Bridgeport, Conn. will be required to take a course in African American Studies, Latin American Studies or “Perspectives on Race” to earn a diploma beginning in the 2021-2022 school year.
- Beginning fall 2016, Metropolitan State University in Minnesota issued a requirement that all new or readmitted undergraduate students complete an approved learning experience (at least 3 credits) with a significant focus on race and racism to graduate with a bachelor's degree from the university.
- At the University of Michigan, “at some point before graduation, students must receive credit for one course of at least three credits chosen from a list of Race and Ethnicity (R&E) courses offered each term in the LSA Course Guide.”

3. For R1 the entire course must focus on race and racism, and for R2, 25-30% of class time must be devoted to race and racism. Are there any more specific criteria?

THE INSTITUTIONALIZATION OF ANTI-BLACK RACISM is a course that might qualify for an R1 designation, as the course does a comprehensive and chronological examination of the ways in which racism has been imbedded in a variety of institutions in the U.S. in order to impede Black progress. The course description states:

This course will examine the origins of race and racism, and the ways it has been used specifically to stall the progress of people of African descent in the United States. The course will begin with the buying and selling of Black bodies to build this nation, then examine the continued systematic racism post-enslavement sewn into the fabric of nation in the political system, criminal justice system, banking and finance, the educational system, sports, entertainment, business ownership, home ownership, and more.

For an R2 designation, as previously noted above, a course like INTRODUCTION TO PUBLIC HEALTH can spend 25-30% of its time examining racism in healthcare. This might equate to 4 – 5 weeks spent on racism and racial disparities.

More specific ways to add such content for this and other courses will be discussed at the Summer Institute on Teaching Race and Racism, June 1 – 4, 2021 <https://stockton.edu/academic-affairs/summer-institutes.html>.