

Twitter Thread by Christopher F. Rufo ■■



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The University of South Florida has adopted radical DEI programming that segregates students by race and promotes the idea that white students should think "I feel bad for being white" and "it's not my fault I'm white" as part of their "racial identity development."

Thread.■■

I have obtained a trove of public documents exposing USF's radical DEI programming, much of which, according to the Wayback Machine, the university tried to delete from its website following Florida governor Ron DeSantis's recent request for information about university DEI.

UNIVERSITY OF SOUTH FLORIDA MyUSF Directory

ANTI-RACISM

GIVE NOW

WHO WE ARE FACULTY AND STAFF STUDENT SUCCESS OUTREACH AND ENGAGEMENT NEWS RESOURCES

Resources

Anti-Racism / Resources / Anti-Racist Resources

ANTI-RACIST RESOURCES

- OFFICE OF DIVERSITY, EQUITY, AND INCLUSION
- OFFICE OF SUPPLIER DIVERSITY
- CENTERS & INSTITUTES
- ENLIGHTENMENT WORKSHOP SERIES
- GET INVOLVED
- SHARE NEWS & IDEAS
- A COMMON LANGUAGE
- REPORTS & PLANS
- COVID-19 AND ANTI-RACISM
- SCHOLARSHIPS

ANTI-RACIST RESOURCES

At USF, there are a number of resources and opportunities available related to anti-racism, equity and inclusion for faculty, staff and students.

RESOURCES TO RESEARCH, EDUCATE AND TAKE ACTION

- Reimagining the STEM Education Pipeline for Teachers of Color
- Anti-Racist Reading List from Nelson Poynter Memorial Library
- Anti-Racist Resources: The Unlearning of Racism and White Supremacy (PDF)
- Anti-Racist Resources from USF Libraries
- College of Behavioral and Community Sciences Anti-Racism Initiative Resources
- Diversity, Inclusion and Equity Resources from USF Libraries
- Trusteeship: Increasing Board Diversity (Sep-Oct 2020) (PDF)
- Uncomfortable Conversations With A Black Man
- The Black Experience in Higher Education (PDF)
- Academic Article: An Actionable Anti-racism Plan for Geoscience Organizations
- Humanities Institute Faculty Fellowship Program
- The Competitive Advantage of Racial Equity (PDF)
- The Business Case for Racial Equity (PDF)
- Economic Impact of Closing the Minority Earnings Gap (PDF)
- A Framework for Advancing Anti-Racism Strategy on Campus
- Equity-Minded Faculty Workloads: What We Can and Should Do Now

RESOURCES FROM THE UNIVERSITY

- USF Counseling Center
- Office of Diversity, Equity, and Inclusion (ODEI)
- How to Report Bias
- Ombuds Office For Faculty and Staff

The first step in this programming is the condemnation of American society. Following the death of George Floyd, nearly every appendage of USF condemned the United States for its supposed "systemic racism," "white supremacy," and "interlocking systems of oppression."

Anti-Racism Statements

Anti-Racism / Who We Are / Anti-Racism Statements / From Colleges & Departments

FROM THE PRESIDENT

FROM UNIVERSITY
UNITS

FROM COLLEGES &
DEPARTMENTS

FROM COLLEGES & DEPARTMENTS

COLLEGE OF ARTS & SCIENCES

- Department of Anthropology
- Department of English
 - Statement Against Anti-Asian Racism
- Diversity Committee
- Humanities Institute
- School of Interdisciplinary Global Studies (PDF)
 - Statement on January 6 Capitol Riot Attacks (PDF)
- Sociology and Interdisciplinary Social Sciences (PDF)
- Department of Women's and Gender Studies

COLLEGE OF EDUCATION

<https://web.archive.org/web/20210925041831/https://www.usf.edu/president/anti-racism/who-we-are/statements/from-colleges-departments.aspx>

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From Colleges & Departments | Anti-Racist Statements | Anti-Racism | University of South Florida

- Literacy Studies

COLLEGE OF ENGINEERING

- Sloan University Center of Exemplary Mentoring

USF HEALTH

- Morsani College of Medicine
- College of Nursing
- Taneja College of Pharmacy
- College of Public Health

USF LIBRARIES

CHECK BACK FOR MORE FROM OUR USF COLLEGES:

- College of The Arts
- College of Behavioral & Community Sciences
- Muma College of Business
- Patel College of Global Sustainability
- Judy Genshaft Honors College
- College of Marine Science

The university's DEI administrators offered the solution: racial reeducation. USF offered racially segregated counseling sessions and promoted "white identity development" materials for white students to confront their "white privilege," "white guilt," and "white fragility."

Making Sense of NOW

Unique Support Forums to Discuss Current & Ongoing Events



Reuben Faloughi, Ph.D.



Lisa Ferdinand, Ph.D.



Josephine Chu, Psy.D.



Madeline Colon, MSW



Darleen J. Gracia-Housman, Psy.D.



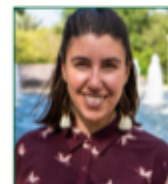
Vinny Dehilli, Ph.D.



Meghan Butler, Ph.D.



Lashley Marks, Psy.D.



Dani Rosenkrantz, Ph.D.

USF Counseling Center is offering multiple, facilitated spaces to support the variety of needs of our diverse Bulls community. These forums are offered to students in response to recent and on-going events @ USF and in the United States impacting various communities including, but not limited to: COVID-19, xenophobia, killings of unarmed Black people, systemic racism, privilege, oppression, and institutional challenges.

These forums will last for 60 minutes and will offer space to discuss reactions to recent and on-going events, self-care, and relevant resources. Students will have options to select a forum based on their self-identified racial group: **1) Black/African-American, 2) People of Color, 3) White students.** Students interested in an all-inclusive forum should join the **4) All Bulls Inclusive Forum**, open to All Racial groups.

Select a forum that best matches your self-identified racial group or join the All Bulls inclusive forum at usf.edu/counsel

1) BLACK & AFRICAN AMERICAN BULLS

Exclusive for self-identified Black/African-Americans – a healing space of care and support for the Black community

Dates/Times:

Thu 6/4 – 12:30pm; Mon 6/8 – 3pm; Wed 6/10 – 1pm

4) ALL BULLS INCLUSIVE FORUM

Inclusive of All Racial groups – a uniting space for both allies and marginalized groups

Dates/Times:

Fri 6/5 – 1pm; Tue 6/9 – 3pm; Thu 6/11 – 11am

2) PEOPLE OF COLOR BULLS

Exclusive for all self-identified People of Color – a healing space for POC to discuss unique impacts of systemic racism

Dates/Times:

Fri 6/5 – 4pm; Tue 6/9 – 11am; Thu 6/11 – 2pm

3) WHITE BULLS

Exclusive for self-identified White Students – a connecting space for allies to share experiences and identify ways to take action against racism, including supporting peers and friends who identify as Black/POC

Dates/Times:

Thu 6/4 – 3pm; Mon 6/8 – 11am; Wed 6/10 – 3pm



COUNSELING CENTER
813-974-2831 · usf.edu/counsel
SVC2124



UNIVERSITY of
SOUTH FLORIDA
Student Success

According to these materials, whites must first enter the process of "disintegration," experiencing "white guilt" and thinking, "I feel bad for being white." Next, after their identity is broken down, they enter a phase of "reintegration," thinking, "it's not my fault I'm white."

<p>How folks move from this stage: by being confronted with active racism or real-world experiences that highlight their whiteness.</p>	<ol style="list-style-type: none"> 1. "Walking While Black" (Garnette Cadogan) <p><i>Books:</i></p> <ol style="list-style-type: none"> 1. Why Are All the Black Kids Sitting Together in the Cafeteria (Beverly Tatum) 2. I'm Still Here (Austin Channing Brown) 3. Whistling Vivaldi (Claude Steel) 4. White Awake (Daniel Hill) 	<p>Reject the desire to ask Black folks, Indigineous folks or people of color (BIPOC) to explain racism for you. Instead, find resources created by BIPOC to help educate yourself, or offer to financially compensate BIPOC folks who are educating you!</p>
<p>DISINTEGRATION</p> <ul style="list-style-type: none"> - "I feel bad for being white." - May feel like you're stuck. <p>How folks move from this stage: by participating in anti-racist work.</p> <p>*Big caution for this stage: be aware that sitting in guilt or shame might move us to the <i>reintegration</i> stage.</p>	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Racial Bias Test (Harvard) -- this will help you understand what your biases might be <p><i>Videos:</i></p> <ol style="list-style-type: none"> 1. "Why Are White People So Bad at Talking About Race?" - short video summarizing the book by Robin DiAngelo 	<p>Do not let guilt (<i>white guilt</i>) or shame stop you from doing anti-racist work.</p> <p>Find a way to do the work of anti-racism. Some examples might include attending a training, joining an allies group, participating in a protest. Keep working to grow, instead of settling into shame, and ask folks how you can grow.</p>
<p>REINTEGRATION</p> <ul style="list-style-type: none"> - "It's not my fault I'm white." - "I have a black friend/child/relative, etc." - May notice yourself feeling defensive when talking about race. 	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Look over the graph below and reflect on your past, current thoughts/beliefs, and implications of these convictions. 	<p>Remember that moving forward is important. <i>It might be helpful to revisit some of the previous resources</i> to help remind you of why this work is important.</p>

Finally, as whites move through the stages of "pseudo-independence" and "immersion," they will begin to "work against systems of oppression" and "use [their] privilege to support anti-racist work." At the end, their psychology should conform entirely to political ideology.

<ul style="list-style-type: none"> - Belief that privilege is not based on merit, but on bias & racism. - Rely on BIPOC to address racism. - Might affirm or seek to comfort the BIPOC who is addressing racism. 	<p><i>Books:</i></p> <ol style="list-style-type: none"> 1. So You Want to Talk About Race by Ijeoma Oluo 2. Why I No Longer Talk to White People about Race by Reni Eddo-Loge 3. The Fire This Time by Jesmyn Ward <p><i>Documentary:</i></p> <ol style="list-style-type: none"> 1. 13th (Ava DuVernay) <p><i>Poem</i></p> <ol style="list-style-type: none"> 1. White Privilege (Kyla Lacey) <p><i>Videos</i></p> <ol style="list-style-type: none"> 1. How Can We Win (David Jones) 	<p>Begin to think about how you might use your privilege to support anti-racist work.</p>
<p>IMMERSION</p> <ul style="list-style-type: none"> - Begins to work against systems of oppression, rather than seeing racism as individual actions. - Is able to embrace their own white identity & what their whiteness means, while also working alongside BIPOC - Works actively to be anti-racist. 	<p><i>Activities:</i></p> <p>Reflective Journal Prompts</p> <ol style="list-style-type: none"> a. Think about the country that you live in. What are some of the national racial stereotypes—spoken and unspoken, historic and modern—associated with Black women? Black men? b. How do you see colorism at work in this country? How do you see colorism at work in your own prejudicial thoughts? c. How have you expected Black women to serve or soothe you? d. How have you reacted in the presence of Black women who are unapologetic in their confidence, self-expression, boundaries, and refusal to submit to the white gaze? <p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. Kaepernick (Still Processing) 2. White Lies (NPR) <p><i>Articles:</i></p> <ol style="list-style-type: none"> 1. "The Case for Reparations" (Ta-Nehisi Coates) 2. "Why Seeing Yourself Represented on Screen Is So Important" (Kimberley Lawson) 	<p>Complete the journal prompts and consider completing some of the action items laid out in these resources!</p>

As the final step, whites must answer various loyalty tests. "Does your solidarity last longer than a news cycle?" the training asks. "Does your solidarity make you lose sleep at night? Does your solidarity put you in danger? Does your solidarity cost you relationships?"

1. The New Negro	
<p>AUTONOMY</p> <ul style="list-style-type: none"> - Embodied anti-racism: being willing to step in the way of racism when possible, engage in protests - Has done the work to recognize their own identity, so that they can effectively be anti-racist. - Recognizes that growth is continual, and they might need to revisit previous stages. 	<p><i>Activities:</i></p> <p>Answer these questions (written by Nii Addo Abrahams, M.A., M. Div. / Twitter & Instagram @_nickyflash_)</p> <ul style="list-style-type: none"> • Does your solidarity last longer than a news cycle? • Does your solidarity make you lose sleep at night? • Does your solidarity put you in danger? • Does your solidarity cost you relationships? • Does your solidarity take away time from other things you could be doing? • Does your solidarity change the way you spend your money? • Does your solidarity make you a disruptive presence in white spaces? • Does your solidarity challenge your country's values? • Does your solidarity make you think you're not racist? • Does your solidarity change how you read your Bible? • Does your solidarity change how you preach?

The endpoint of USF's DEI programming is left-wing political activism. As part of the university's official "anti-racist" guidebook, diversity officials included materials promoting "reparations," "defund the police," "prison abolition," and rejecting "White, capitalist Jesus."

7. Understand and share what “defund the police” really means. It’s about a new, smarter approach to public safety, wherein we demilitarize the police and allocate resources into education, social services, and other root causes of crimes. What we’re doing now isn’t working — There are so many innocent people who have been

s://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234

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106 Things White People Can Do for Racial Justice | by Corinne Shutack | Equality Includes You | Medium

harassed or killed by the police unjustly, and nearly every Black American has experienced some form of harassment by the police. Some good resources for this are [this video by BLM](#) and [this Washington Post article](#).

Finally, USF promotes a range of racially segregated scholarship programs that explicitly exclude white students. As University of Michigan professor emeritus Mark Perry has shown, these programs are a direct violation of Title VI of the Civil Rights Act.

FLORIDA FUND FOR MINORITY TEACHERS (FFMT)

Grants are need based money that does not have to be repaid, and are funded by Federal, state or institutional resources.

PURPOSE:

To increase the number of minority teachers in Florida public schools

FINANCIAL AWARD:

\$2,000 per semester (Fall and Spring)

ELIGIBILITY CRITERIA:

- Be a resident of the state of Florida.
- Be a member of one of the following racial groups: African American/Black, Hispanic/Latino, Asian American/Pacific Islander, or American Indian/Alaskan Native.

Here's the full story, including a link to 396 pages of original source material, at City Journal:

<https://t.co/3DKjPrx6tv>

I also made this video going through the documents and explaining the ideology that drives radical DEI programming:
<https://t.co/c1rg7OnUI3>