The Diversity Mural Project

The Diversity Mural Project provided nine local teens with the opportunity to work in a diverse group to design and paint a diversity-inspired mural, and resulted in the addition of a colorful mural to the Community Resources for Independent Living (CRIL) building at 439 A St. in Hayward. I collaborated on the Diversity Mural Project in 2009 with Human Development major Karon Fleming, a community artist who has painted utility boxes for the City of Hayward. At the time, Karon provided administrative support to the Department of Human Development and Women’s Studies. When she shared her idea for the Diversity Mural Project with me in the department office, I was excited about the research opportunities. I specialize in studying the social and emotional benefits of arts participation for youth, and was also curious to learn about the process of mural creation. Karon introduced me to Sylvia Min, a lecturer in the Art Department who shared Karon’s vision of empowering teenagers through art. Sylvia and I applied together successfully for a faculty grant from CSU East Bay to support the Diversity Mural Project.

The nine high school participants learned about mural painting techniques from Karon, design and art history from Sylvia, and the history of the Hayward area from Associate Professor of History Robert Phelps. The teenage artists then generated several possible mural designs, and CRIL chose a design submitted by Eric Nunez - a giant eye with a globe as the iris, and people holding up the globe. All of the teens participated in the painting of the mural, supervised by Karon and Sylvia. The City of Hayward, which had found the mural site, also provided the anti-graffiti coating. CRIL, which serves and advocates for individuals with disabilities, hosted a ribbon-cutting ceremony for the mural as part of their 30th anniversary celebration. The university-community partnership of the Diversity Mural Project was represented at the ribbon-cutting by President Mohammed Qayoumi and the Mayor of Hayward, Michael Sweeney. Some of my research findings were that participants enjoyed meeting people different from themselves, and the experience of working together as a team. Karon, Sylvia and I are seeking grant funding in order to paint another mural.

- Professor Christina Chin-Newman

Professor Christina Chin-Newman

The nine high school participants learned about mural painting techniques from Karon, design and art history from Sylvia, and the history of the Hayward area from Associate Professor of History Robert Phelps. The teenage artists then generated several possible mural designs, and CRIL chose a design submitted by Eric Nunez - a giant eye with a globe as the iris, and people holding up the globe. All of the teens participated in the painting of the mural, supervised by Karon and Sylvia. The City of Hayward, which had found the mural site, also provided the anti-graffiti coating. CRIL, which serves and advocates for individuals with disabilities, hosted a ribbon-cutting ceremony for the mural as part of their 30th anniversary celebration. The university-community partnership of the Diversity Mural Project was represented at the ribbon-cutting by President Mohammed Qayoumi and the Mayor of Hayward, Michael Sweeney. Some of my research findings were that participants enjoyed meeting people different from themselves, and the experience of working together as a team. Karon, Sylvia and I are seeking grant funding in order to paint another mural.

- Professor Christina Chin-Newman

The nine high school participants learned about mural painting techniques from Karon, design and art history from Sylvia, and the history of the Hayward area from Associate Professor of History Robert Phelps. The teenage artists then generated several possible mural designs, and CRIL chose a design submitted by Eric Nunez - a giant eye with a globe as the iris, and people holding up the globe. All of the teens participated in the painting of the mural, supervised by Karon and Sylvia. The City of Hayward, which had found the mural site, also provided the anti-graffiti coating. CRIL, which serves and advocates for individuals with disabilities, hosted a ribbon-cutting ceremony for the mural as part of their 30th anniversary celebration. The university-community partnership of the Diversity Mural Project was represented at the ribbon-cutting by President Mohammed Qayoumi and the Mayor of Hayward, Michael Sweeney. Some of my research findings were that participants enjoyed meeting people different from themselves, and the experience of working together as a team. Karon, Sylvia and I are seeking grant funding in order to paint another mural.

- Professor Christina Chin-Newman
Lynn Comerford, Director, Women’s Studies, is pictured in her role as coach of a Brookside Elementary, Lincoln Unified School District, 2011 Science Olympics team at the 25th annual San Joaquin County Science Olympiad Competition for grades 3-6. Thirty-five schools and 59 teams from across San Joaquin County participated in 24 different science events throughout the competition. Of the 59 teams, the Brookside Elementary blue team, overall, came in first, and the Brookside Elementary white team, overall, came in second. Go Brookside Bobcats! And, no, you are not seeing double … those are identical twins at either end of the photo. - Professor Lynn Comerford

Faculty Learning Community On Service Learning & Community Engagement

As a social worker, I have a longstanding interest in and commitment to service learning and community engagement. At CSUEB, this enthusiasm plays a role in my teaching, my research and my service to the University and surrounding community. As a result, I’ve had the opportunity to serve as the CSUEB Faculty in Residence for Faculty Learning Communities on Service Learning and Community Engagement twice, in 2008-2009 and 2010-2011.

I have found these FLC experiences an especially valuable way to meet and dialogue with faculty in diverse departments who share an interest in service learning and community engagement but whose experiences and expertise are different from my own. FLCs provide time and space for me to read and talk about new ideas and methods for employing service learning in my teaching and community engagement in my research and they have helped generate new collaborations and projects that I hope will benefit the entire CSUEB community.

This year, our FLC had an initial meeting at which we discussed theoretical readings about service learning and community engagement. After that, each FLC member had the opportunity to facilitate one meeting by contributing “assigned” readings for that meeting, presenting information on a specific service learning-related project, and facilitate discussion and get feedback on that project. In this way, each FLC member’s participation contributed to the direction and quality of our work together. Based on our readings and discussions, we created an annotated bibliography about service learning and community engagement, intended to serve as a resource for faculty interested in but not familiar with the principles of engaged scholarship. In it, we focused on literature related to using service learning in institutions that don’t serve a “traditional” student population, and on methods for evaluating the effectiveness of and accomplishments related to service learning and community engagement.

In addition, every member of our FLC was able to further develop some new projects or proposal and several new collaborations developed among FLC participants. Our own Dr. Steven Borish is collaborating with Drs. Stephen Morewitz and Oscar Wambuguh of Nursing and Health Sciences to develop a new service learning project at CSUEB based on the “Intergenerational Conversation Project” at Dominican University.

Article Continued
Our FLC is also in the process of developing a book proposal about the use of service learning in non-traditional University environments and diverse disciplines, to be submitted to Verlag-Springer in the coming months, with Dr. Morewitz and myself serving as co-editors. All of these developments keep me excited about the possibilities for service learning and community engagement at CSUEB and highlight ways in which I hope I can contribute to the University community in future years.

- - Professor E. Maxwell Davis

The Intergenerational Conversation

Professor Steven Borish

For the past two years I have been both designer and active participant in The Intergenerational Conversation Project. This innovative service learning project matches diverse older adults for weekly get-togethers with pre-med students at Dominican University. Students visit older adult clients in their homes for social interaction and conversations. Clients may also meet with the students at the university campus for morning strolls and sharing of meals at the cafeteria. The project provides an opportunity to impress upon future doctors and health care professionals the experience in communicating with the elderly and improving their understanding of the life of older adults.

Lessons learned from this project can be shared with organizations serving older persons as well as academic institutions. The goal is to build strategies to bridge communication between generations, prevent social isolation of elders, and inspire future healthcare professionals to pursue careers in geriatric care.

As a result of my participation in the Spring 2011 Faculty Learning Community devoted to Service Learning and Community Engagement, I can share three very positive developments. First, I presented a poster with text and PowerPoint slides of the Intergenerational Conversation Project to the CSUEB community on Diversity Day, which led to stimulating discussions with other faculty and community members. Second, inspired by the Intergenerational Conversation Project, Dr. Stephen Morewitz of the Department of Nursing and Health Sciences is working, together with his colleague Dr. Oscar Wambu- gunu, to see whether the approach of the ICP (as it is called) can be transplanted to the CSUEB campus and be made part of the service learning experience of students in their Department. Third, Dr. Morewitz and our own Dr. E. Maxwell Davis (who chaired our Spring 2011 Faculty Learning Community) are putting together a book proposal for an edited volume on Service Learning and Community Engagement to be submitted to Springer-Verlag in the very near future. These are exciting developments.

- -Professor Steven Borish

Article Continued
Faculty Forum:

The Scandal Of Maternal Mortality

By Professor Lynn Comerford

This past year I wrote a book chapter on a new topic for me: maternal mortality. Maternal mortality is rightly described as the health scandal of our time. I was stunned to discover the rates at which the world’s poorest women die in pregnancy and childbirth.

I found out that half of the world’s women today give birth with no pain relief, no drugs to speed delivery or thwart infections, and no ambulance service.

I learned that more than 500,000 women die each year as a result of pregnancy-related complications: 10,000 every week; 1 every minute. According to the World Health Organization, more than 90 percent of maternal deaths occur in developing countries and approximately 80 percent of maternal deaths can be avoided by effective intervention. Easily treatable problems like high blood pressure, infection, obstructed labor, or heavy bleeding needlessly kill mothers every day in developing nations. Women die while giving birth because there are no clamps to stop a mother’s bleeding or no health worker to hold them. Even where a woman has access to a cesarean section, the sutures that are needed to sew her up may not be available. Women die because there is no one to dispense the three cents worth of magnesium sulfate required to stop death due to high blood pressure associated with pre-eclampsia. Because of a dearth of clinics in remote areas, poor transportation, and poverty, women often end up giving birth on the roadside in the dark with no trained assistant: many bleed to death.

Since the vast majority of maternal mortality is needless, I believe this problem must be seen as a gross violation of human rights and the worst form of discrimination against women.

Professor Patricia Drew: On Motherhood

In early October 2010, I welcomed my daughter into the world. As a new mom, I was (and am!) thrilled to get to know my little girl. We've been busy bonding and, simultaneously, I’ve been learning about her skills as a newborn: cuddling, sleeping, eating, and pooping. We’re developing a solid mother/daughter attachment that will last a lifetime.

In addition to my new, personal role as “mom,” I’ve also been noting how cultural norms affect motherhood experiences. I’ve recently had interpersonal interactions that seem unique to pregnancy and early parenting. These occurrences have made me wonder how society evaluates this phase of life. For instance, in the United States we typically engage in “civil inattention;” that is, we politely ignore strangers. An example: when walking down the street, we generally avoid making eye contact and engaging in conversations with passersby. People who are overly friendly are thought to be odd or maybe even dangerous.

Yet, in the latter months of my pregnancy, strangers began to talk to me. This happened all of the time! At Home Depot, on BART, in the grocery store, on the street, and at the pool of my gym, people constantly wanted to discuss my pregnancy, my upcoming labor, and my parenting expectations. They were typically solicitous and curious, and I enjoyed the interactions; it made me feel like part of a friendly community. However, it was also jarring to not to be an anonymous society member. Now that my daughter has arrived, I continue to have frequent interactions with strangers. People love to comment about her; I am only ignored when I am out alone.

What can be done, you ask? You can vote for political leaders who believe in increasing economic aid to the world’s most vulnerable people. And, perhaps you could consider deducting a bit of money from your upcoming Mother’s Day budget and donate it to an international organization working to reduce these staggering maternal mortality numbers. Consider celebrating all mothers!
This distinct difference between being routinely invisible and constantly acknowledged has made me more aware of tacit social norms. Clearly, there is something about pregnancy and new babies that encourages a breakdown in “civil inattention.” People are no longer afraid of seeming weird when talking to an unknown pregnant woman or a person with a brand new baby. Rather, many people seem to think they are being rude if they do not overtly acknowledge me.

This shift in interactions indicates that impending and new parenthood are life phases where our generally anonymous society knits itself closer together.

The temporary decline in civil inattention is just one example of how cultural norms shape women’s new motherhood experiences and perceptions. Other examples include:

- The frequent assumption that mothers should only return to work if their salary significantly exceeds the cost of childcare. This assumption often presumes that mothers: a) are coupled; b) are in heterosexual relationships; and, c) earn less than their male partners. This assumption also presumes that childcare is to be paid out of a woman’s salary rather than the household income.

- A social expectation that pregnancy is a completely joyful experience. This neglects to acknowledge the complex range of physical and emotional characteristics of pregnancy a woman is likely to experience.

- A common expectation that individuals want exactly two children. Mothers and/or fathers that have (or profess wanting) two children are rarely asked to explain their desires. However, families that have just one child or that have three or more children are often expected to justify their decisions. This expectation validates and reinforces two child families as normative.

- Our society simultaneously celebrates motherhood while downplaying fatherhood. There are myriad resources for new mothers in the Bay Area – including many, many mom’s groups – but far fewer resources for fathers.

- Moreover, mothers are expected to take the maximum time allotted for parental leave, but fathers are often disparaged if they take more than two weeks of paternity leave. Finally, this social expectation often assumes that a child must have a mother; this disregards the existence of single and/or homosexual fathers.

All of these instances demonstrate how the social milieu we live in shapes our personal lives. I know that many Human Development and Women’s Studies students are parents. I’d love to know how your parenting views and experiences have been influenced by social interactions and cultural norms. I welcome you to share your experiences with me at: patricia.drew@csueastbay.edu

I am thrilled to report the Chancellor’s Office, as well as Western Association of Schools and Colleges (WASC), has approved my proposal for the Online B.A. Degree Completion Program in Women’s Studies. Yahoo! It has been a two-year effort to write the proposal and shepherd it through all of our campus committees and WASC. We plan to offer our Women’s Studies major completely online beginning Fall Quarter 2012. Spread the word! Perhaps your cousin in North Dakota is in need of a feminist awakening but the nearest college campus is 200 miles away. Or, your sister, who works full-time in order to feed her family, can’t imagine how she could attend class. How could these individuals earn their B.A.? You can now tell them that our online doors will soon be open and that we look forward to welcoming new and continuing students to our Women’s Studies B.A. Program. And, remember, CSUEB is a “not for profit” institution.

- Professor Lynn Comerford
  Director, Women’s Studies
Dr. Jiansheng Guo: Interim Associate Dean

Fall 2010 is a major turning point in my career experience. Starting from September 15, 2010, I was “loaned” to the CLASS College office to serve as an Interim Associate Dean of CLASS for the 2010-2011 Academic Year. This transition is exciting, refreshing, and enriching, but at the same time challenging, disorienting, and sometimes even uncertain. For most part of my life, I’ve been an academic, and not much of an administrator. From this transition, I’ve learned that there are so many new things people have to learn around us, from the most trivial to the most fundamental. Although I have worked at CSUEB for 11 years, since 1999, and I thought I was a veteran now, I found that there were so many things that I didn’t know and needed to learn. Trivial things to learn include how to use the office phone, how to jointly construct my electronic calendar with our administrative support coordinators, and where to find the past records, files, and documents. More substantial things include the various regulations and policies, past practices and decisions, and the diversity of the programs, curricula, and research programs. Small things like staying in the office the whole day from 8 to 5, 5 days a week and finding where all the 18 department offices are, took me a while to learn and get used to.

From this transition, I also learned that we have such a great group of people in the College. Everyone, from office secretaries, department chairs, to fellow faculty colleagues, gave me their best wishes. They were extremely helpful and supportive. Most importantly, they are very well informed, and highly skilled for many things that keep the daily operations of the university running normally and smoothly. I learned from them about the different types of class categories, who to contact for what issues, where the special expertise is across the campus, and what forms to use for curriculum, programs, and administration.

One of the most rewarding experience of the new job is to get to learn many things that people have been doing across the campus, and their talents, achievements, and dedication. I found that a faculty member in Music does research on Mongolian horse-head fiddler music, and that was my favorite because I worked in Inner Mongolia for 5 years during my adolescent years, and that music was my major companion when I was herding the sheep on the grass land. I learned that our Art Department was full of modern digital art majors, not just painters, photographers, and sculptors. I learned that many programs have million-dollar grants to deliver education to our local community, not only including programs like Social Work, but also including programs like History, and Geology. I also learned that many of my colleagues across all disciplines work so hard to reach out to the community to promote our university, to recruit new students, and to help our students on campus, in addition to their busy teaching schedules.

Life is not all rosy, and the new job is full of challenges. It is busy, busy, and busy. Just reading and responding to emails consume much of the day’s time. Since the start of the job, I write about 30 some emails everyone on average, with 20 as the lowest day, and 53 as the highest day. There are normally 2 or 3 meetings a day almost every day. And this does not include the phones I make and answer. On top of that, we are at a challenging period, with high expectations and demands for our work, but dwindling resources. And as a member of the administrative team, we need to think of feasible and satisfactory solutions to survive and thrive during this time of hardship and challenges.
Trained as a researcher and educator, I love working hard to meet new challenges, solve nutty problems, and explore new ways of doing thing. So far, I’m surviving my new job and enjoying it.

I guess my experience must be very similar to the students who come back to school for the first quarter, embracing all the challenges but at the same time enjoying the sense of achievement after overcoming all the difficulties. Let’s try to inspire each other, and move forward together to achieve our goals.

-Dr. Jiansheng Guo: Interim Associate Dean

The Senior Research Seminars are practice-oriented courses. Enrollments are limited to 25 students per section. The instructor gives students extensive feedback at different stages of their projects. Each student has the opportunity to conduct empirical research at a site chosen by the student and approved by the instructor. The student may use quantitative, qualitative, or mixed research methods; develops relationships with prospective research participants; obtains permission to collect data; and maintains a detailed record of the research. Depending on the type of data and the specific aims of the research, different students may use different methods for analyzing their data.

The capstone courses deepen students’ knowledge of the field of human development. In the prerequisite courses, students learn to synthesize and interpret existing knowledge of human development. In the capstone courses, students strengthen these abilities and also become proficient in the application of existing knowledge to new problems. By designing their own individual projects and conducting their own empirical research in the field, students gain insights into the process by which new knowledge is created. This is an empowering experience. It serves our graduates well in a wide range of occupations, graduate-school programs, and other future endeavors.

-Professor Rainer Bauer

Tips For A Smooth Ride To A Human Development B.A. Degree

Declare your Option: You should also declare your option in HDEV. We offer 5 Options, and you should choose one, so that you can select the courses correctly. You declare your Option the same way as you declare your major.
**Consult with a Faculty Advisor:** Make sure you have discussed your academic plan with a HDEV faculty advisor at least once as soon as you decide to take HDEV as your major. Also get a HDEV Program Description from the Dept. office, which contains a degree roadmap for course enrollment guidance. Go to this link for advisors’ office hours: [http://class.csueastbay.edu/humandev/Current%20Advising%20Office%20Hours.pdf](http://class.csueastbay.edu/humandev/Current%20Advising%20Office%20Hours.pdf)

**Major and Upper Division G.E. Units:** In addition to 68 upper division HDEV units for the major requirements, you also need to take 3 courses (12 units) for upper division G.E. requirements. Discuss what courses to take for upper division G.E. with a general academic advisor at the Academic Advising and Career Education Center, Student Administration Bldg. SA 2300.

4812 requires successful completion of HDEV 4811. So plan to take HDEV 4811 in the second to the last quarter before you graduate, and take HDEV 4812 in the last quarter. You cannot take both in the same quarter.

**For Graduating HDEV Students:**

**File for Graduation:** If you only have two more quarters to finish all your required courses, then you should file for graduation. The deadline for filing graduation is the 2nd week of the quarter before your graduation quarter (if you plan to graduate by the end of Spring, then the deadline to file is 2nd week of Winter). Filing is EASY. Do it in MyCSUEB, filling the information, and pay $45. Then you are a “graduating senior”. You have course enrollment priorities as a graduating senior.

**Do your Major Check:** You must do a “major check” as soon as you filed for graduation. See a HDEV faculty advisor, fill out the Major Check Form, and it is done. Bring your CSUEB unofficial transcript and a copy of your junior college transcript (computer printout is fine) when you see the advisor.

**Commencement (To Walk in June):** Regardless whether you have completed all the required courses for the degree, you may WALK at the Commencement in June, as long as 1) you wear the formal regalia, and 2) you have filed for graduation and paid the $45 fee (which guarantees your name to be printed on the Commencement Program. If you have not completed all the courses by then, you just need to take these classes and finish them, and then you will have your degree certificate. For detailed information about graduation, visit this link: [http://www20.csueastbay.edu/students/academic-and-studying/graduation-commencement/index.html](http://www20.csueastbay.edu/students/academic-and-studying/graduation-commencement/index.html)

**Course Enrollment for All Students:**

**Junior Foundation & Lifespan Survey Courses (HDEV 3101-3304):** Those courses are normally offered only ONCE a year. HDEV 3101 & 3201 are normally offered in Fall, HDEV 3102, 3202, & 3302 in Winter, and HDEV 3103, 3203, 3303 in Spring. When you enroll, make sure to take them as your first priority when they are offered. Otherwise you will have to wait for another year. HDEV 3203 also requires successful completion of HDEV 3101, 3102. So plan accordingly. HDEV 3301 and 3304 are offered in most quarters.

**HDEV 4811 & 4812:** HDEV 4811 requires completion of 16 upper division HDEV courses. HDEV 4812 requires successful completion of HDEV 4811. So plan to take HDEV 4811 in the second to the last quarter before you graduate, and take HDEV 4812 in the last quarter. You cannot take both in the same quarter.

Courses Requiring Department Approval: If a HDEV course requires departmental approval, it simply means it has some restriction. Simply call HDEV Department office (510) 885-3076, and you will be enrolled if our record shows that you are qualified to take that class (i.e., you have met the prerequisites). Have any other questions or problems?

Call the HDEV Department office (510) 885-3076; or Email or call any HDEV faculty advisor.

**-Dr. Jiansheng Guo: Interim Associate Dean**
Tips About Asking for Letters of Recommendation From Faculty

You might want to think about letters of recommendation from your first day as a student in the Human Development department. When you are taking courses, be aware that every professor might be someone who you may want to write you such a letter when you are nearing the end of your degree work. Cultivate a relationship with professors from whom you have taken more than one course, in whose courses you have done well, or with whom you feel a particular rapport. That makes your course of study more rewarding, and it makes it easier both for you and for them when the time comes that you need a letter of recommendation.

Please don’t wait until the last minute, the day before your letter is due. Give us at least two full weeks notice. We are sometimes away at conferences or meeting our own deadlines, and we will be grateful for the advance notice to aid us in writing letters for you.

Be sure to provide all necessary information about the requirements for the letter. This ought to include names, institutions, dates due, title of the degree, the scholarship, the position for which you are applying. It is a very good idea to actually come in and see us, bringing a resume and a statement of purpose, in connection with your request for a letter. If there is a specific form or forms that are required, such as a waiver or a recommendation checklist grid, make sure that you sign it and give it to faculty well in advance of the date the recommendation is due.

If you don’t hear from us after you have given us the forms and information, it is not only acceptable but advisable for you to email us to follow up and politely inquire to make sure that the letter you requested has been sent.

--Professors Christina Chin-Newman & Steven Borish