TO:  Ge Subcommittee via the Committee on Instruction and Curriculum (CIC)  
FROM: The Cultural Groups and Women’s Subcommittee of CIC  
SUBJECT:  14-15 CIC 24: Proposal for re-envisioning the Cultural Groups and Women’s graduation requirement in the context of semester conversion.  
PURPOSE:  Request for Referral to GE Subcommittee  
ACTION REQUESTED: That CIC refer the CGW document to the GE subcommittee for inclusion in the overall GE proposal for quarter to semester conversion.

This CGW document proposes replacing the current Cultural Groups and Women’s 3-unit course graduation requirement with a model that aligns the three upper-division general education requirements with the CSUEB Institutional Learning Outcomes in the following way:

Proposed Model for Upper-Division GE and Cultural Groups and Women’s Requirement:

<table>
<thead>
<tr>
<th>Topic: Social Justice &amp; Equity</th>
<th>Topic: Diversity &amp; Multiculturalism</th>
<th>Topic: Sustainability</th>
</tr>
</thead>
</table>
| Humanities  
Area C                     | Humanities  
Humanities                    | Humanities  
Humanities                  |
| Science  
Area B                     | Science  
Science                        | Science                |
| Social Science  
Area D                     | Social Science  
Social Science                  | Social Science          |

See Appendix A: Sample Pathways and Courses for Upper-Division GE Completion.

BACKGROUND INFORMATION
In fall 2014, the CGW subcommittee of CIC was convened by CIC Chair Mitch Watnik and given the following charge:

Recommend to CIC by mid-Winter 2015 term the requirements in GE for Cultural Groups and Women (CGW) curriculum. When considering the shift from terms to semesters, should these requirements continue as they are or change to accommodate for new semester structures?

CGW committee members elected Nicholas Baham (Ethnic Studies) and Eileen Barrett (English) as co-chairs and Michele Korb (Teacher Education) as secretary; together with members Cristian Gaedicke (Engineering), Ying Guo (Accounting, winter quarter), Sally Murphy (General Education and Presidential Appointee), Sara Smith (Human Development and Women’s...
Studies), Jung You (Economics, fall quarter), we embraced the charge to discuss how the campus conversion to semesters might affect the Cultural Groups and Women’s (CGW) graduation requirement. We have been meeting every other Wednesday throughout the remainder of the fall and the winter quarters. Our minutes are posted on the CGW site.

Currently CSU East Bay requires that all students complete as a requirement of graduation a minimum of 3-quarter units of coursework that recognizes the contributions to American civilization and knowledge that members of various cultural groups and women have made (See Cultural Groups and Women’s Requirement). This requirement may be completed with an elective, major, or general education course. The purpose of this requirement is to provide students with an introduction to the research, literature, and methodologies of the disciplines of Ethnic Studies and Gender/Women's studies from historical, cultural, social, and economic perspectives.

The Student Learning Outcomes for this requirement are as follows: Upon completion of your Cultural Groups/Women requirement, you should have developed the following competencies:

- knowledge of, and respect for, one or more of the groups and their contributions to U.S. society, including, but not limited to, three or more of the following aspects-historical, linguistic, cultural, economic, political, literary;

- ability to analyze critically the relationships between the groups and the dominant society, between the groups themselves, and between members of the same group;

- working knowledge of the groups' histories and contemporary experiences as subjects (as opposed to objects or victims) and of their voices and expressions, including, but not limited to, oral traditions, writings, and art forms;

- comprehension of the origins and functions of discrimination, exploitation, and oppression of the groups, both historically and in the present, and ability to identify various patterns of discrimination.

The CGW Committee conducted an informal survey of department chairs in academic departments that offer courses that meet the current CGW General Education requirement. California State University East Bay currently offers approximately fifty courses that meet the CGW General Education requirement. Our survey included the following questions:

- When considering the shift from quarters to semesters, should the learning outcomes for this requirement continue as they are or change to accommodate new semester structures?

- What aspects of this curricular requirement are important to continue and what to revise?

- How can we support your views for continuing your courses or in adapting/ re-envisioning them for change?

In light of the information we received, we revisited the requirement and thoughtfully considered how to revise and expand the learning outcomes to include ideas and concepts that emerged in the survey (See Minutes of 2/25/15). The majority of department chairs surveyed suggested that the CGW General Education requirement should focus more explicitly on women, gender,
sexuality and power dynamics; include labor and economic issues of social justice; consider privilege and oppression, including internalized oppression; include language about neurological as well as biological differences; be more explicit about religion and oppression; and consider how the aforementioned topics relate to one another—i.e. what are the intersectionalities?

We further collected information from other CSU campuses in order to determine whether our current CGW General Education requirement was in alignment with system-wide curricular developments and innovations. Although some have no diversity requirement, seven campuses require something similar to our CGW course. Bakersfield’s approved GE program for their semester conversion requires one course. At Fullerton there is a cultural diversity requirement that may be double counted with other GE. Northridge’s Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies provides students with an introduction to the cultures and languages of other nations and peoples, the contributions and perspectives of cultures other than their own and how gender is viewed in these cultures.

San Bernardino requires one multicultural/gender course that may count elsewhere in the GE. Sac State requires a course on race and ethnicity in American Society. Sonoma State’s GE package requires one Ethnic Studies course; the Stanislaus GE includes one multicultural general education requirement which may meet other requirements.

However, given that CSU East Bay is one of the most diverse campuses in the United States, we should be more focused on our commitment to infuse diversity throughout our curriculum. Throughout our process, we returned to our own Institutional Learning Outcomes, which were developed in 2012, long after this graduation requirement was developed in 1981-1982 (See DSJ website). We noted that these outcomes include writing, critical thinking, quantitative reasoning skills and themes about diversity and multiculturalism, social justice and equity, and sustainability.

We also discovered that five other CSUs offer more thoughtful models of diversity requirements. The Chico campus organizes its GE package around pathways that include 1) Diversity Studies, 2) Ethics, Justice, and Policy, 3) Food Studies, 4) Gender and Sexuality, and 5) Global Development Studies. San José State’s GE package requires a course in Self, Society and Equality and in Culture, Civilization, and Global Understanding. Long Beach’s GE for 2012 website include Global Issues (3 Units) and Human Diversity in The United States (3 units).

The new GE developed for LA’s semester conversion includes two certified as diversity courses; at least one of the two courses focuses on race and ethnicity, and diversity courses must explore the intersectionality between race and ethnicity, with other social categories that structure inequality in society. Their Provost and GE director published a joint statement about GE. San Francisco State’s GE package has four overlays (or courses that can also count towards other GE or major requirements), two of which address diversity: American Ethnic and Racial Minority and Social Justice. The other two are Global Perspectives and Environmental Sustainability.

In light of responses to our informal survey of department chairs, our thorough survey of similar General Education requirements throughout the CSU system, and consideration of the institutional learning outcomes on our own campus, the CGW General Education subcommittee developed a proposal for a 3-course upper division requirement that would provide students the opportunity to take courses on the three themes of Social Justice & Equity; Diversity & Multiculturalism, and Sustainability. Further, we propose that the Student Learning Outcomes
(SLOs) that will be developed for this 3-course CGW General Education requirement reflect themes of intersectionality and agency that are more consistent with contemporary scholarship and pedagogy.

A 3-course upper division CGW requirement would offer students a number of interesting options for engagement with the University’s Institutional Learning Outcomes (ILOs) across the curriculum. Students would have choice and flexibility among the current 50 available CGW courses in determining how they would best satisfy the CGW General Education requirement.

A sample student might complete this requirement by taking an Area B (Science) upper division course that focused on Sustainability, an Area C (Humanities) upper division course that focused on Diversity, and an Area D (Social Science) upper division course that focused on Social Justice & Equity.

The subcommittee acknowledges that high unit or externally accredited program may request exemptions to accommodate the demands of the program. We approved our proposal (6 yes, 0 no, 1 abstain) at our February 25, 2015 meeting.
APPENDIX A
Re-envisioning Upper Division General Education:
A Proposal from the Cultural Groups and Women’s Subcommittee

Proposed Model

<table>
<thead>
<tr>
<th>Topic: Social Justice &amp; Equity</th>
<th>Topic: Diversity &amp; Multiculturalism</th>
<th>Topic: Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>Area C</td>
<td>Area B</td>
<td>Science</td>
</tr>
<tr>
<td>Science</td>
<td>Social Science</td>
<td>Social Science</td>
</tr>
<tr>
<td>Area D</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample of possible pathways for completion

<table>
<thead>
<tr>
<th>UPPER DIVISION GE</th>
<th>SOCIAL JUSTICE &amp; EQUITY THEME</th>
<th>DIVERSITY &amp; MULTICULTURALISM THEME</th>
<th>SUSTAINABILITY THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPPER DIVISION ARTS &amp; HUMANITIES</td>
<td>PHIL 3510 Human Rights and Social Justice</td>
<td>DANC 3300 Sex, Race, and Body Politics in Dance</td>
<td>English 3xxx Literature of Sustainability (ctd)</td>
</tr>
<tr>
<td>UPPER DIVISION SOCIAL SCIENCE</td>
<td>WOST 3900 Violence against Women</td>
<td>KIN 3735 Sport, Racism, &amp; Ethnicity</td>
<td>POSC 4171 Public Policy and the Environment</td>
</tr>
<tr>
<td>UPPER DIVISION SCIENCE</td>
<td>CHEM 3xxx Impact of Toxins on Low-income Neighborhood</td>
<td>HSC 3800 Multicultural Issues in Health Care</td>
<td>GEOG 4330 Sustainable Development</td>
</tr>
</tbody>
</table>

Sample of possible courses:

**Arts & Humanities/Diversity & Multiculturalism**
- COMM 4500 Gender Identity and Representation in Media
- COMM 4515 Critical Discourse in Multicultural America
- ENGL 3050 Language and Gender
- ENGL 4660 Ethnic American Autobiography
- ES 3000 Ethnic Writers
- ES 3165 African American Sexuality
- THEA 3209 Sex, Love, and Women on Stage and in Film

**Arts & Humanities/Social Justice & Equity**
- ENGL 3071 Writing Women’s Lives
- PHIL 3511 Human Rights and Global Justice
- PHIL 3515 Race and Social Justice
- THEA 3220 History of Black Theatre
Arts & Humanities/Sustainability
HIST 3505 California Environmental History
PHIL 3151 Environmental Ethics

Social Science/Diversity & Multiculturalism
CRJ 4710 Drugs, Law, and Society: Race, Gender, and U.S. Drug Policy
ECON 3551 Managerial Economics and Business Strategy
GEOG 3200 Asian Americans: Spatial Disparity & Multiculturalism

Social Science/Social Justice & Equity
CRJ 4730 Restorative Justice
ECON 3xxx Urban Economics: Equity, Affordable Housing, and Community Development (see 3500 Urban Economics)
ES 3330 American India Revitalization Movements
ES Latino Politics and Public Policy
MGMT 3680 Employee and Labor Relations
POSC 3418 U.S. Immigration Policy and Law
REC 4050 Social Justice in Leisure and Hospitality
SOC 3420: Social Inequality
SOC 3425 Prejudice and Discrimination

Social Science/ Sustainability
ECON 4306 Environmental Economics
HSC 3200 Environmental Health
POSC 4171 Public Policy and the Environment

Science/Diversity & Multiculturalism
BIOL 3065 Humans and Sex
BIOL 34xx Diversity in Science
HSC 3800 Multicultural Issues in Health Care
PSYC 3410 Psychology of Women

Science/Social Justice & Equity
BIOL 3xxx Social Justice and Biological Issues
BIOL 4355 Global Change Biology
CHEM 32xx Toxins and Global Inequality
STAT 3050 From Data to Decisions
STAT 4000 Analysis of Variance in the Behavioral Sciences

Science/Sustainability
BIOL 3110 Principles of Ecology (revise for GE)
BIOL 3216 Fresh Water Environments (revise for GE)
CHEM 3010 The Making of Wine: Sustainable Agriculture (adding sustainability)
GEOG 3320 Food Culture and the Environment