CIC Subcommittee Meeting on Cultural Groups and Women - Minutes

Wed. Jan 14, 2015 2:00 pm – 4 pm, SA 2200

Starting time: 2:08 pm

Attendance:
Sara Smith
Eileen Barrett
Nicholas Bahan
Christian Gaedicke
Michele Korb

GUEST: Sally Murphy

Absent: Jung Yu

NOTES OVERALL:
1. Eileen reports that Nicholas Bahan has agreed to co-lead the CIC committee
2. Review of the recommendations from the December 2014 meeting
3. Confirmation of this CIC Subcommittee Meeting every 2nd and 4th Wednesday of the month (adjusting for other interferences) (2-4 pm- location TBA)
4. Review that this committee is reviewing the IOLs
5. Sara Smith checked Lynn Comerford in Women’s Studies – would like to attend meeting/ review of her notes on the suggestions for CGW CIC Subcommittee’s examination of IOLs (see minutes from December 2014 meeting)
6. Chris Mormen – would like to include a religious studies/ cultural category in the CGW categories.
7. Sally would like to see the themes or integrated experiences laid out very clearly.

8. Review of “Homework from last time” – CGW at other CSU campuses (see attached notes at the end of the minutes for each committee member’s report of CGW programs at other CSU campuses):
The investigation of other CSUs was a broad overview – difficult to tell what each course covers in detail, but gives an idea of groupings of topics. Included with these minutes, attached documents from the committee (E. Barrett, M. Korb). Review of what we found at other CSUs

Nicholas – likes the idea/ themes at CSULA on race, diversity and justice versus gender in the diversity of human experience. SFSU – differentiation versus American ethnic and racial minorities and other international ethnic issues/ environmental / social justice/ activism. Look at overlay concepts at SFSU. Sac State – examination of race and ethnicity/ mention gender – how this shapes the United States. SJSU- Self- society and equality in the US. Equality and structured equality; cultural and global
understanding, includes a rubric for these requirements. (See link that Nicholas provides for rubric to SJSU requirements, Sally Murphy will read this and see how it aligns with CSUEB GE requirements). This is important now that GE Subcommittee is holding forums to discuss the GE requirements – this will be important for the involvement of CGW in the revision of curriculum in a semester system.

http://www.sjsu.edu/ugs/docs/assess_report/GE_Objective_Assess_Table.pdf

Christian- Fresno State – upper division courses, cultural groups, women's resource center – nothing in courses; CSU-Fullerton – 51 units in GE/ 3 in cultural diversity – no specifics in what they are to take. Humboldt State – could not find anything specific (area D- human social behavior/ human experience/ cultural behaviors/ historical background – none specific in women studies). Cal Poly (SLO) – foundational learning, arts and humanities, society and the individual, etc.

See Michele's links to other campuses

See Eileen's notes on CSU campuses

Sally can follow up on details of the groupings at some of the other universities.

Sally reminds us that CGW courses could/ should fulfill GE, major or elective requirements. There are 48 units of GE requirements established by the Chancellor’s office. We must also pay attention to institutional learning outcomes.

9. Suggestions made/ things to consider/ points raised:
More forums on these topics across campus to include more voices to inform revisions/ CGW requirements is encouraged/ important.

Need to be strategic about how we integrate ILO's across the campus in more courses. Christian recommends an overview course that covers the various components of the CGW topics. Then there is an option to take classes in depth. This topic gains debate and could use more attention?

Nicholas suggested CSUEB requires 2 semesters of CGW topics that include the categories needed with multiple exposures to these topics. A struggle is breadth versus depth. Another issue of FTEs is important to consider.

Sally reminds: Cross-listing classes the fulfill requirements (overlays) is helpful. Also consider SB1440 student requirements.

Eileen suggests three courses for overlay – sustainability, social justice, gender/ ethnicity.
Creating some model co-teaching examples could be helpful to faculty who are re-envisioning curricular changes and overlay courses. Nicholas has taught freshman clusters - could be a good model for CGW classes.

Sally reminds us that ILOs for CGW should be updated in order to include the definitions of CGW groups (Asian Americans, American Indians, Pacific Islanders, Muslim Americans, Neurologically diverse groups/ ability diversity (learning difference), immigrant groups, age, LGBT, etc.). To insure quality of courses, definitions should align with ILOs.

**FUTURE STEPS:**
1. Eileen will compile a summary of the GE requirements in CGW for CSU campuses
2. Sara will focus on the disability/diversity definitions – working with Katie Brown
3. Work on a recommendation on ILOs and SLOs for CGW/ language, etc. Sally will compile some from GE in the various areas. This will help us plan for motions for the Academic Senate. Develop a clear plan this quarter – keep people on point in further discussions – articulate the requirements at GE forums in a written form to distribute at GE forums coming up.
4. Members of this CIC subcommittee- pass the word in our colleges that we are making these changes – report this to our colleagues. Encourage people to attend forums.

**Meeting adjourned:** 4:05pm

**NEXT MEETING:** Wednesday January 28th, 2015, 2-4 pm (Room TBA)
San Francisco State University  
General Education Requirements of all baccalaureate degrees.  
(Students entering Fall 2014 or later)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course level</th>
<th>Units</th>
<th>Area designation</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>LD</td>
<td>3</td>
<td>A1</td>
</tr>
<tr>
<td>Written English Communication I</td>
<td>LD</td>
<td>3</td>
<td>A2</td>
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<tr>
<td>Critical Thinking</td>
<td>LD</td>
<td>3</td>
<td>A3</td>
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<tr>
<td>Written English Communication II</td>
<td>LD</td>
<td>3</td>
<td>A4</td>
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<tr>
<td>Physical Science</td>
<td>LD</td>
<td>3</td>
<td>B1</td>
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<tr>
<td>Life Science</td>
<td>LD</td>
<td>3</td>
<td>B2</td>
</tr>
<tr>
<td>Lab Science</td>
<td>LD</td>
<td>1*</td>
<td>B3</td>
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<tr>
<td>Mathematics/Quantitative Reasoning</td>
<td>LD</td>
<td>3</td>
<td>B4</td>
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<tr>
<td>Arts</td>
<td>LD</td>
<td>3</td>
<td>C1</td>
</tr>
<tr>
<td>Humanities</td>
<td>LD</td>
<td>3</td>
<td>C2</td>
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<tr>
<td>Humanities: Literature</td>
<td>LD</td>
<td>3</td>
<td>C3</td>
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<tr>
<td>Social Sciences</td>
<td>LD</td>
<td>3</td>
<td>D1</td>
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<tr>
<td>Social Sciences: US History</td>
<td>LD</td>
<td>3</td>
<td>D2</td>
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<tr>
<td>Social Sciences: US &amp; CA Government</td>
<td>LD</td>
<td>3</td>
<td>D3</td>
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<tr>
<td>Lifelong Learning and Self-Development (LLD)</td>
<td>LD or UD</td>
<td>3*</td>
<td>E</td>
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<td>Physical and/or Life Science</td>
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<td>Arts and/or Humanities</td>
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<td>3</td>
<td>UD-C</td>
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<td>Social Sciences</td>
<td>UD</td>
<td>3</td>
<td>UD-D</td>
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<td>American Ethnic and Racial Minorities (AERM)</td>
<td>LD or UD</td>
<td>3*</td>
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<td>Environmental Sustainability (ES)</td>
<td>LD or UD</td>
<td>3*</td>
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<td>Global Perspectives (GP)</td>
<td>LD or UD</td>
<td>3*</td>
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<tr>
<td>Social Justice (SJ)</td>
<td>LD or UD</td>
<td>3*</td>
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Lower Division General Education
1. General Education: Area Requirements
2. Freshman Students
3. Transfer Students
4. Overlay Requirements
5. Area A: English Language Communication and Critical Thinking
6. Area B: Scientific Inquiry and Quantitative Reasoning
7. Area C: Arts and Humanities
8. Area D: Social Sciences
9. Area E: Lifelong Learning and Self-development (LLD)

Upper Division General Education
General Requirements
Topical Perspectives
Topical Perspectives Course Lists
Creativity, Innovation and Invention
Enduring Ideas, Values and Achievements
Environmental Interconnections
Ethical Reasoning and Action
Human Diversity
Life in San Francisco Bay Area and/or California
Personal and Community Well-Being
Social Justice and Civic Knowledge/Engagement
World Perspectives

General Education Overlays
- American Ethnic and Racial Minorities Overlay
- Environmental Sustainability Overlay
- Global Perspectives Overlay
- Social Justice Overlay

General Education: AERM Overlay
Courses approved for the American Ethnic and Racial Minorities Requirement should: present views of one or more groups of American Ethnic and Racial Minorities both from the perspective of the group and as an integral part of American society; encourage the study of values, attitudes, behaviors and/or creative endeavors that acknowledge and respect the dignity of all groups; and present a thorough analysis of the historical experiences, social stratification processes, political activism, basic cultural patterns, aesthetic experiences and/or ideologies, and include one or more of the oppressed groups of color: African Americans, American Indians, Asian Americans, Pacific Islander Americans, US Latinas/Latinos, South West Asian/North African Americans, and people of mixed racialized heritages.

San Jose State University
http://www.sjsu.edu/ugs/docs/assess_report/GE_Objective_Assess_Table.pdf

Sacramento State University
Race and Ethnicity in America requirement
A. Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.
B. Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.
C. Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.
D. Includes an examination of such factors as race, class, gender, age, sexual
preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)
E. Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

II. Area D Learning Outcomes
1. Describe and evaluate ethical and social values in their historical and cultural contexts.
2. Explain and apply the principles and methods of academic disciplines to the study of social and individual behavior.
3. Demonstrate an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.
4. Explain and critically examine social dynamics and issues in their historical and cultural contexts.

California State University Los Angeles
Upper Division themes –
theme a. challenge of change in the developing world
theme b. perspective on violence
theme c. gender in the diversity of human experience
This theme provides an integrated inquiry into the implication of gender, exploring its meaning, significance, and status within the diversity of human experience and representations of sex and gender specific to the multitude of cultures and societies making up the human experience, both historically and today.
theme d. urban life and environment
theme e. the diversity of human emotions
theme f. human maturity and aging processes and problems
theme g. the global environment: past, present, and future
theme h. race, diversity, and justice
"Race, Diversity and Justice" is a theme that integrates the investigation of contemporary issues of racism and social injustice with the goal of understanding what attitudes and behaviors prevent equal treatment for all peoples. This theme presents the conceptual and historical background necessary for responsible and moral judgment, subsequent action, and the embrace of cultural diversity in a world that is composed of many cultures and societies.

theme i. ancients and moderns

Diversity Requirement (2 courses)
Students will be required to complete two courses certified as diversity courses. These courses can be completed either at the lower division or upper division level from among courses satisfying G.E. requirements. It is the intent of the diversity requirement to promote understanding of diversity and encourage tolerance and
acceptance of others. Therefore, students should be encouraged by their advisors to take courses reflecting the life experiences of people with whom they are less familiar.

Members of CIC Subcommittee will inquire as to ILOs and meeting CGW requirements: will survey sister CSU campuses on how they address CGW (by looking on their GE websites):

**CSUN**
**General Education:**
http://www.csun.edu/catalog/general-education/

**Other more specific requirements:**
http://www.csun.edu/gsearch/Cultural%2BGroups%2Band%2BWomen%2527s%2BStudies

http://www.csun.edu/catalog/academics/soc/courses/

http://www.csun.edu/humanities/central-american-studies/central-american-studies-courses

Religion
http://www.csun.edu/catalog/academics/rs/courses/

Asian American Studies
http://www.csun.edu/catalog/academics/aas/courses/

African American Studies
http://www.csun.edu/catalog/academics/afrs/courses/

**Long Beach**

http://google.calstate.edu/search?access=p&site=csulb&output=xml_no_dtd&client=csulb-edu&sort=date%3Ad%3AL%3Ad1&proxystylesheet=csulb-edu&oe=UTF-8&q=cultural+groups+and+women%27s+studies+courses&btnG.x=34&btnG.y=10

See PDF on Women’s studies as an example

http://www.csulb.edu/colleges/cla/departments/aaas/undergraduate/

**San Bernadino**
Cultural Groups and Women or Similar Requirement at other CSUs.

**Bakersfield GE:** One course in “Gender, Race, Ethnicity”

Maritime Academy GE: (a very different kind of institution).

**Pomona GE:** One “American Cultural Perspective” requirement (at least one 4 unit course)

**San Diego State GE** Does not include a CGW requirement.

**San Francisco State GE** Includes SF State Overlays or other graduation requirements in four areas: American Ethnic and Racial Minorities, Environmental Sustainability, Global Perspective, and Social Justice. [Explained here](#).

**San Jose State GE** Includes overlays—Earth and Environment, Self, Society, and Equality in the U. S., Culture, Civilization, and Global Understanding,