CIC Subcommittee Meeting on Cultural Groups and Women Minutes

Wed. Jan 28, 2015 2:00 pm – 4 pm, SA 2200A

Starting time: 2:10 pm

Attendance:
Sara Smith
Eileen Barrett
Nicholas Baham
Michele Korb
Sally Murphy (Presidential Appointee)

GUEST: Sweety Law

Absent: Cristian Gaedicke, Jung Yu (for the quarter because of class conflict)

NOTES OVERALL:
1. Eileen reviews the report she created for the CGW CIC and reviews the purpose of this subcommittee for the benefit for new member, Sweety Law. Also reviews the GE requirements that Sally Murphy provided to faculty. Review of past activities of this committee (looking at other GE requirements at other CSUs, etc) – see Eileen report on this. This is important for our semester conversion process.
2. Eileen mentions there are possibilities of using the “course overlay” concept for CGW to demonstrate that our students meet Institutional Learning Outcomes. Other discussions occurring around how students will meet our Institutional Learning Outcome for sustainability/environmental sustainability, and the CRW requirement has been a model.
3. Sally -This subcommittee could make recommendations to other upper division requirements or laying out the parameters of requirements here. Clarity on how we create balance with breadth and depth in GE is important. Distinguishing between lower and upper division requirements and how ILOs are addressed is imperative. After brainstorming among the members, we crafted this model:

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

**Eileen suggests there be an upper level writing requirement that incorporate these themes or shift the upper level composition classes – writing about these issues – writing within disciplines, etc. More writing within the disciplines....**
4. Practical suggestions for how this would work: The CRG committee would conduct course reviews each three years (reinstate this process). Perhaps create a faculty development workshop to train and evaluate courses – gaining expertise to teach/design a CGW course. Create FLCs (get $1000 – design a course) (Sara). Experts in the field would run the FLCs.

5. Perhaps some ongoing professional development via this FLC should be required.

6. Creating a requirement to design any course in these areas (B, C and D) needs discussion with the GE subcommittee.

7. Review email from Luz Calvo (Ethnic Studies) that raises these important issues about the CGW requirement:

   **Concept:** In the current CGW requirement, a course must address one of the cultural "groups." This allows for courses to get CGW approval, even if they have a very superficial engagement with the knotty, complex, intersectional ways that any of the "groups" are constructed, are oppressed, engage in resistance, etc. To deepen the students’ engagement with the complexity of what we call "diversity," Luz proposes that we require courses to be intersectional.

   **Proposal:** To qualify for CGW a course must address one of existing groups (100% of course) and the course must address one or more intersections with race, class, gender, sexuality, ability, or religion.

   **Examples of courses that would not qualify:**

   1. A course on Af Am history that gives only a male, heterosexual, middle class, Christian perspective on that history.

   2. A course on feminist theory that only assigns/addresses heterosexual, white women theorists and concerns.

   3. A course on gay literature that only reads white, male, middle class authors.

   As luz concludes, “this intersectional analysis has to be integrated throughout the course and not confined to one or two weeks.”

8. Nicholas reviews what we need:

   a. FLCs – training and then train the trainer possibilities
   b. To determine “Exempt” departments
   c. Define “intersectionality” (race/gender definition – see CSULA example from Eileen’s report)
   d. See chart above that Sally proposed that includes the themes where some overlay could exist.

9. Business (BUS3551) and Engineering courses (high unit majors) have created courses that satisfy requirements – external creditors that bind their flexibility (some are cross-listed).

10. How does the CGW subcommittee ensure that these overlays/intersectionality get met in courses? Can we adapt the definition from CSULA to make a tighter fit to our needs?
11. Revival of graduate writing assistants is possible.

**Suggestions made/ things to consider/ points raised:**
This Subcommittee should work on the Learning Outcomes for the CGW areas.

Joint meeting with the GE subcommittee to have conversations regarding ILOs and overlays at lower and upper division courses is possible. Perhaps have some informal discussions with members ahead of time with the GE subcommittee members.

*14-15 Members:*
- Lawrence Bliss, AACE
- Jennifer Eagan, CLASS, CHAIR
- Julie Glass, CSCI
- Zach Hallab, CEAS
- Linda Ivey, CLASS
- Yi Karnes, CBE
- Rita Liberti, CEAS
- Sally Murphy, Director of GE
- Diane Satin, CBE
- Aline Soules, Library
- Mitch Watnik, CSCI

Propose to the Provost that an external curriculum expert/ evaluator/ developer as a consultant to help faculty to see how these intersectional designs could exist in new courses.

**FUTURE STEPS:**
2. Review the IOLs for CGW concepts for upcoming course revisions- how do these match with institutional learning outcomes.
3. Investigate how we address religious issues and topics – how is this reflected in our courses?
4. Divide discussing with GE Subcommittee the ideas we have generated before joint meeting with them. Boilerplate language for this will be provided (Nicholas and Eileen will produce).
5. We appreciate Sweety Law’s contributions to today’s meeting. Unfortunately she will not be able to continue as a replacement member. Need to find a faculty member from business to join the CGW committee until the end of the Winter, 2015 term (Sara Smith is checking with two faculty in Business that may be a good fit).

**REMININDER of CIC Subcommittee Meeting every 2nd and 4th Wednesday of the month (adjusting for other interferences) (2-4 pm- location TBA)**

**NEXT MEETING: Wednesday February 11th, 2015, 2-4 pm (Room SA2200A)**
Meeting adjourned: 3:45 pm

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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>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Critical Thinking</td>
<td>LD</td>
<td>3</td>
<td>A3</td>
</tr>
<tr>
<td>Written English Communication II</td>
<td>LD</td>
<td>3</td>
<td>A4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>LD</td>
<td>3</td>
<td>B1</td>
</tr>
<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>
</tr>
<tr>
<td>Mathematics/Quantitative Reasoning</td>
<td>LD</td>
<td>3</td>
<td>B4</td>
</tr>
<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>
</tr>
<tr>
<td>Humanities: Literature</td>
<td>LD</td>
<td>3</td>
<td>C3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>LD</td>
<td>3</td>
<td>D1</td>
</tr>
<tr>
<td>Social Sciences: US History</td>
<td>LD</td>
<td>3</td>
<td>D2</td>
</tr>
<tr>
<td>Social Sciences: US &amp; CA Government</td>
<td>LD</td>
<td>3</td>
<td>D3</td>
</tr>
<tr>
<td>Lifelong Learning and Self-Development (LLD)</td>
<td>LD or UD 3*</td>
<td>E</td>
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</tr>
<tr>
<td>Physical and/or Life Science</td>
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<td>UD-B</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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<tr>
<td>Social Sciences</td>
<td>UD</td>
<td>3</td>
<td>UD-D</td>
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<tr>
<td>American Ethnic and Racial Minorities (AERM)</td>
<td>LD or UD</td>
<td>3*</td>
<td></td>
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<td>Environmental Sustainability (ES)</td>
<td>LD or UD</td>
<td>3*</td>
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<tr>
<td>Global Perspectives (GP)</td>
<td>LD or UD</td>
<td>3*</td>
<td></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 embracement 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
African American Studies
http://www.csun.edu/catalog/academics/aas/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

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

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,