CIC Subcommittee Meeting on Cultural Groups and Women - Minutes

Wed. Feb. 25th, 2015 2:00 pm – 4 pm, SA 2200A

Starting time: 2:15 pm

Attendance:
Sara Smith (call in)
Eileen Barrett
Nicholas Bahan
Cristian Gaedicke
Michele Korb
Ying Guo
Sally Murphy

Approval of agenda (Sally/ Christian)
Review of minutes *need to be posted from 02-11-15

NOTES OVERALL:
1. Eileen reviews the goals of the committee based on GE forum meetings and proposals.
2. Review of documents (see DRAFT below, Pathways draft and CIC Subcommittee Report) – Mitch Watnik, Statistics courses would count for social justice.
3. Eileen spoke to Caron Inouye, Erika Wildy and Danika LeDuc about science courses that would fit the pathway.
4. The Provost likes the pathway plan and recommendations for GE options and intersectionality.
5. Nicholas proposed that there should be retreats for discussing these options with other CIC committees, departments, describe the purpose and rationale for these pathways.
6. Engineering has the most built-in GE requirements of all departments. Eileen reminds us that the CGW CIC subcommittee does not recommend or approve exemptions.
7. Cristian suggests that we pose clarifications about what areas of flexibility programs have (i.e accreditation constraints, i.e. engineering, nursing, education, etc). The idea of exemptions will have to move through Senate and there may be a discussion.
8. Sally – wants us to consider moving with the GE Subcommittee to move these ideas through Senate together (send to CIC to endorse or attend March 9 meeting). Sally reminds us to look at new ILOs based on semester systems – we have to look ahead to new structures and course structures. These ILOs should apply to all majors *including the sciences. She reminds us that we need to consider the constraints of state or national requirements and CSU requirements. These ideas need to be included in the GE subcommittee memos moving forward and who might
gain exemptions. Learning outcomes need to be revised/revisited in this process as well.
9. Eileen proposes changes to the document (Nicholas/Cristian move and second). The committee spent time revising the draft to submit a document to CIC. Eileen will make changes to the document for endorsement from the GE Subcommittee proposals for upper division requirements for inclusion in the overall GE proposal (see changes to draft document from Eileen).
10. GE subcommittee meeting – (2-4 pm, LI2250, Mon March 9th) several of us will attend to “sell” these ideas. The committee members should also discuss these ideas with their college Senate members.
11. Sally will review the draft and send a final vote as she has to leave the meeting early.
12. The CGW Subcommittee voted to add the following clarification (Cristian moves, Nicholas seconds): “The subcommittee acknowledges that high unit or externally accredited programs may request exemptions to accommodate the demands of the program.” All were in favor of this motion.
13. All in favor of the option: 6 were in favor/yes, 1 abstention.

NEXT STEPS:
1. Attend GE subcommittee meetings
2. Clarify some high unit sample pathways.

Meeting adjourned (move to adjourn Michele/Eileen): 3:35 pm

NEXT MEETING: Wednesday March 11th, 2015, 2-4 pm (SA 2200A)

DRAFT DOCUMENT prior to 02-25-15 meeting
......Eileen has the updated version to move forward to GE Subcommittee
CULTURAL GROUPS AND WOMEN’S SUBCOMMITTEE OF CIC

Wednesday, 2/25/15

TO: Committee on Curriculum and Instruction (CIC)

FROM: Subcommittee on Cultural Groups and Women (CGW) Graduation Requirement

SUBJECT: Proposal for re-envisioning the Cultural Groups and Women’s graduation requirement in the context of semester conversion.
PURPOSE: Approval of CIC

ACTION REQUESTED: That CIC approve recommendations for re-envisioning the Cultural Groups and Women’s General Education requirement in the context of semester conversion and request approval of the Academic Senate.

Recommendation #1
We propose replacing the current Cultural Groups and Women’s single requirement and instead aligning our three upper-division general education requirements in the following way:

Take one from each area and one from each theme – Upper Division GE

<table>
<thead>
<tr>
<th>Topic: Social Justice &amp; Equity</th>
<th>Topic: Diversity &amp; Multiculturalism</th>
<th>Topic: Sustainability</th>
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<tbody>
<tr>
<td>Humanities Area C</td>
<td>Humanities</td>
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<tr>
<td>Science Area B</td>
<td>Science</td>
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<td>Social Science Area D</td>
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Recommendation #2
We propose modifying the current Student Learning Outcomes (SLOs) of the Cultural Groups and Women’s General Education requirement to read as follows:

1. Knowledge of, and respect for women, and one or more of the cultural groups and their contributions to U.S. society, including, but not limited to, three or more of the following aspects-historical, linguistic, cultural, economic (paid and unpaid labor), political, literary;
2. Ability to analyze critically the relationships between women and cultural groups and the dominant society, as both individuals and group members;
3. Working knowledge of the socio-cultural and historical construction of gender and cultural groups, their 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;
4. 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 privilege and oppression, including internalized oppression.
5. Knowledge of the intersectionality of race, gender, ethnicity, religion, class, sexuality, and nation.

BACKGROUND INFORMATION
When the CGW subcommittee of CIC was convened by CIC Chair Mitch Watnik, we were 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 Yu (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). 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. 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 systemwide 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 Cultural Groups and Women requirement that would provide students the opportunity to take courses on the three themes of Social Justice & Equity, Diversity, and Sustainability. Further, our proposed revisions of the Student Learning Outcomes (SLOs) for a 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.