CIC Subcommittee Meeting on Cultural Groups and Women - Minutes

Wed. April 1st, 2015 2:00 pm – 4 pm, SA 3200A

Starting time: 2:05pm

Attendance:
Sara Smith
Eileen Barrett
Nicholas Bahan
Cristian Gaedicke
Ying Guo
Michele Korb

Guest: Gale Young and Sharon Radcliff (from FDEC), Jillian Buckholz and Karina Garbesi

NOTES OVERALL:
1. Introductions:
2. We reviewed Lynn Comerford’s email regarding the inclusion of women and gender in the power points presented by Eileen and Nicholas in their presentation to CIC (Re-envisioning the CGW Requirements.....). The CIC subcommittee spent time revising/discussing the language of the ILOs versus the SLOs. It may be helpful to add parenthetically (CGW) after Social Justice, Equity, etc. Change the “topics” to “themes”. Some of the logos need revisiting.
Gail recommends specific definitions of social justice, equity, etc. accompany proposals and SLO.
3. The subcommittee agreed to include more language in the overview documents as well as clearly stated in the SLOs’
4. Nicholas mentioned the need for some assistance in writing SLOs. There is money for students to help write SLOs.
5. Review SLOs from other institutions. (Attached) This may help with definitions. Eileen highlights the definitions on which we concur as a committee.
6. How to we approach writing SLOs? (Nicholas). Karina suggests that we meet as a larger group as much as possible- or the ambassadors from each committee attend each others’ meetings.
7. Eileen proposes that CGW works on the SLOs as a small committee and look at what the Sustainability group composes and then compare. (around 3pm Cristian, Michele, and Karina must leave; Eileen takes notes)
8. We discuss approaching SLOs from the perspective of knowledge gained, skills acquired, and action taken (based on the knowledge and using the skills). Interesting debate about what we mean by action, activism, practice, engagement.
9. We follow our energetic and thoughtful conversation about student learning outcomes with group work--two pairs and one triad--that focus on learning outcomes for social justice and equity. Here are our drafts organized around Knowledge, Skills, and Actions. Attached as appendix is the information from other CSUs and universities that was our starting place. We did not have time to re-gather and revise.

KNOWLEDGE
knowledge of the intersection of socially and culturally constructed identities such as race, ethnicity, gender and gender expression, sexuality, class, age, ability, and religion;

knowledge of how to critically assess issues of inequality from a multicultural perspective.

knowledge of discrimination—including but not limited to racism, sexism, heterosexism, and classism—and methods of combating their effects;

knowledge of social movements, the contexts in which they emerge, and the methods they have used to combat discrimination of all kinds;

knowledge of theories that analyze the dismantling of unearned privilege, the challenges of being an effective ally, and the advantages of difference.

SKILLS

Students recognize, self-reflect on, critically assess, and develop a sense of agency about: social, economic, cultural, historical, political, national and global inequalities, become familiar with a range of past and present major issues affecting women and men in society and are able to communicate their ideas and argue effectively on these topics orally, in written format, and/or in visual or internet related media.

ACTION

Be able to articulate, reflect, and critique to others the principles of social activism;

Be able to use multiple forms of communication (e.g. on the ground, social media, television, radio, etc.) to investigate, participate in, and critique social justice movements;

Develop a plan to take action to preserve and promote human and civil rights, dignity, and freedom;

Partner with community members to identify a community problem and apply principles of social activism to address this community problem.

Meeting adjourned (move to adjourn):

NEXT MEETING: Wednesday APRIL 8, 2015, 2-4 pm (SA2200)

ATTACHMENTS / OTHER INFORMATION:

Other SLO notes from other institutions:
Students will be required to complete two courses (six units) certified as diversity courses. At
least one of these courses must focus on issues of race and ethnicity and their intersectionality with other social categories that structure inequality in society. These courses can be completed either at the lower division or upper division level from among courses satisfying GE requirements. It is the intent of the diversity requirement to promote understanding of diversity and encourage tolerance and acceptance of others. General diversity courses will be designated with (d) in the catalog. Those courses focusing on race and ethnicity will be designated with (re) in the catalog.

Student Learning Outcomes
Students successfully completing a diversity course will be able to:

• Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender, identity, socioeconomic class, disability, sexuality, religion, or age.

• Demonstrate understanding of the intersectionality of these factors, with particular attention paid to race, ethnicity, gender, and socioeconomic class.

• Demonstrate understanding of the diversity of intercultural and intracultural relationships.

• Demonstrate civic literacy and an awareness of social justice that would enable effective participation in a diverse society.

VI. Civic Learning/Community Engagement Requirement (3 units)
Students are required to complete at least one course (three units) containing a Civic Learning or Community Engagement component at the upper division level. Civic Learning/Community Engagement courses will be designated as (CL) in the catalog.

Students who successfully complete the Civic Learning/Community Engagement courses will be able to:

• Demonstrate understanding of the connection between academic learning/disciplinary knowledge and civic participation.

• Demonstrate understanding of their impact on their respective physical, social and cultural environments and how such environments impact them.

• Demonstrate knowledge of ways to make change in local and global communities.

• Demonstrate the ability to collaborate in order to develop and implement an approach to a civic issue.

Eileen’s notes for the CGW meeting April 1 (attachments).

CULTURAL GROUPS AND WOMEN’S GRADUATION REQUIREMENT: CURRENT STUDENT LEARNING OUTCOMES.

Upon completion of your Cultural Groups/Women requirement, you should have developed the following competencies:

1. 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;

2. ability to analyze critically the relationships between the groups and the dominant society, between the groups themselves, and between members of the same group;
3. 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;
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 discrimination.

COMMITTEE’S INITIAL REVISIONS
Upon completion of your Cultural Groups/Women requirement, you should have developed the following competencies:
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, between the groups themselves and between members of the same group as both individuals and group members;
3. working knowledge of the groups’ histories and contemporary the socio-cultural and historical construction of gender and 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, disability studies, class, sexuality, language, and nation.

SAMPLE STUDENT LEARNING OUTCOMES FROM CSU AND OTHER CAMPUSES
(Placed within our proposed themes: Diversity & Multiculturalism, Equity & Social Justice, Sustainability)

DIVERSITY AND MULTICULTURALISM
Diversity SLO, Chico

Diversity: Demonstrates an understanding of and facility with different intellectual viewpoints as well as the unique perspectives of others based on varied experiences, identities and social attributes.

Diversity, CSU LA
Diversity shall be incorporated to the extent possible and appropriate into GE courses, and all students shall complete at least two GE courses that address diversity explicitly and substantially (designated as D in the catalog). The intersectionality of gender, race, ethnicity, and socioeconomic class shall be substantially incorporated to the extent possible into GE courses.

Human Diversity, SF State
Students will focus on multiple forms and variations of human diversity, from the physiological to the cultural, and will situate these in relation to time and place. Courses encourage a
respectful appreciation of differences among individuals and groups of people. Human Diversity courses address such subjects as variations in age, ability, ethnic and racial categorization, gender and sexual orientation, psychological makeup, religion, ideology, worldview and epistemological framework, custom and tradition, creative expression, socioeconomic status, and family and community organization.

**Diversity Learning Objectives**, San Luis Obispo

All Students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity as defined in the Cal Poly Statement on Diversity, which is included in the catalog. They should be able to:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
- Consider perspectives of diverse groups when making decisions
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

**Multiversity Project**, University of Delaware

**Diversity and Global Consciousness**, UMASS, Amherst

Success in a diverse world requires a broad understanding of and appreciation of cultural and human differences as viewed from an interconnected framework. These learning outcomes increase openness to ideas different from or in conflict with one's own including those rooted in different cultures and awareness of societal and institutional factors influencing assumptions, prejudices, and privileges. Inherent to these outcomes is the development a life-long zest for engaging in opportunities for cross-cultural interaction with those who differ from oneself and a commitment to work toward achieving a more just and equitable society.

- Define one’s identity in relation to cultural and social differences
- Understand and analyzes the interconnectedness of societies worldwide
- Engage in opportunities for cross-cultural interaction with those who differ from oneself in beliefs, behaviors, values, or views
- Demonstrate interpersonal skills to allow effective functioning in diverse groups
- Understand the impact of power and privilege on self and society
- Identify systematic barriers to equality and inclusiveness
- Contributes to achieving a more just and equitable society

**Engaging Diversity Learning Outcomes**, Stanford

Students should be able to

- evaluate how existing social arrangements create and maintain social differences among people;
- acquire an understanding of the history and traditions of diverse groups of people and how social differences have changed over time;
manipulate challenges that surface in interactions between people with different backgrounds, worldviews, environmental opportunities, and how social contexts exacerbate or reduce these challenges; explore power relationships within social, racial, gendered and cultural contexts and how those relationships have changed over time; assess and synthesize evidence about programs and interventions designed to promote diversity and inclusion.

**Multicultural Competencies**, Wright State University
Multicultural competence is the ability in personal and professional contexts to interact respectfully and effectively with diverse individuals and groups in a manner that recognizes, affirms, and values the worth, and protects the rights and dignity, of all. To foster multicultural competence, the goals of the curriculum should include (a) increasing students’ understanding of issues of race, gender, age, language, socioeconomic status, ethnicity, religion, ability or disability, sexual orientation, nationality, national origin, and other factors of diversity and hierarchy; and (b) developing their ability to recognize, analyze, and work to transform social relations favoring some groups and subjugating other groups, while understanding their own position in these relationships. “Developing such skills requires exposure to, knowledge of, and appreciation for cultural, economic, social, and racial diversities within the United States and throughout the world” (Wright State Core Proposal, p. 2). The expected outcome is that students will graduate with the ability to interact with others productively in their communities, jobs, nation, and the world.

To foster multicultural competence, the curriculum needs to provide opportunities for students to be able to:

- Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world.
- Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity.
- Demonstrate an understanding of contemporary social or ethical issues related to diversity.
- Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures, and histories.

**Cultural Diversity**, Association of American Colleges & Universities
Understanding Cultural Diversity: The ability to recognize the origins and influences of one’s own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be unjustly marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

**SOCIAL JUSTICE AND EQUITY**

**STUDENT LEARNING OUTCOMES**, CSU Northridge
The Gender and Women’s Studies Department at CSUN teaches students to view the world with a critical analytical approach grounded in a social justice framework.

Students will obtain a level of proficiency in the discipline of Gender and Women’s Studies which can include but are not limited to knowledge of feminist movements, intersectionality, queer and trans* studies, imperialism and coloniality, transnational feminisms, feminist theories, and/or feminist research methods.

Students recognize the gender dimension of social, economic, cultural, historical, political, national and global inequalities, become familiar with a range of past and present major issues affecting women and men in society and learn how to critically assess these issues from a feminist perspective.

Students articulate ethical propositions, demonstrate self-reflexivity about their ideas and social and political positions, and practice empathetic listening with each other and with the underprivileged that promote gender, race, class, and sexual justice, and democratic values.

Students develop a sense of agency grounded in the development of their skills in oral and written communication. They learn to express ideas effectively, tailoring arguments and presentation styles to audience and context.

Students obtain media literacy and information competency by learning how to use visual media and new technologies to assess, interpret and generate information from a variety of sources, including print and electronic media, film and video, and internet technologies.

**Social Justice and Civic Knowledge/Engagement, SF State**

Students will explore their responsibility to work toward social justice and equity by contributing purposefully to the well-being of their local communities, their nations, and the people of the world. Social Justice and Civic Knowledge/Engagement courses address such subjects as social power and privilege, characteristics and dynamics of systemic oppression, economic exploitation within societies and beyond their borders, the personal and social consequences of phenomena like racism or sexism, scientific and pseudoscientific accounts of racial or gender differences, art or literature that represents or resists social injustice, liberation movements and political strategies aimed at eradicating injustice, freedom of the press and civic knowledge/engagement, and community activism and advocacy.

**Student Learning Outcomes for Social Justice, University of Wisconsin, Oshkosh**

Students graduating with a minor in Social Justice should demonstrate knowledge of the following concepts and issues:

- the intersection of socially and culturally constructed identities based on race, ethnicity, gender and gender expression, sexuality, class, age, ability, and religion;
- the categories of discrimination and their effects, including but not limited to racism, sexism, heterosexism, and classism;
- societal granting of unearned privilege;
- how local action connects with regional, national, and international conditions;
- the contexts in which mass movements in societies emerge.

Students graduating with an emphasis in Prejudice and Discrimination should demonstrate knowledge of the following additional concepts and issues:
the effects of societal granting of unearned privilege and the effects of the lack of such privilege; bias incidents and hate crimes and methods of combating them; how prejudice and discrimination exist at both the micro, mezzo, and macro levels; theories that analyze the dismantling of unearned privilege, the challenges of being an effective ally, and the advantages of difference.

Students graduating with an emphasis in Poverty should demonstrate knowledge of the following additional concepts and issues:

the varied ways in which poverty is defined, measured, and applied to the formulation of a poverty perspective; the causes of poverty, the historical influences which shaped perceptions of them, and their connection to resources, location, and privilege; the values and ethics which underpin a commitment to assist low income and impoverished persons, groups, organizations, and communities; the particular impact of poverty on oppressed and discriminated-against groups, particularly persons of color, women, and children; connections between and differences among global issues of poverty and US issues of poverty; theories addressing effective methods to combat poverty and the impact of current poverty policies and programs on the poor.

Students graduating with an emphasis in Human Rights should demonstrate knowledge of the following additional concepts and issues:

the different theories of human rights and their derivation; the distinction between rights-based discourse and justice-based discourse; comparison of rights-based discourses in a global context; theories of human rights activism.

Students graduating with a minor in Social Justice should be competently able to

understand the principles of social activism; take action to preserve and promote human rights, human dignity, and human freedom; partner with community members to identify a community problem and to develop a plan of action to address this community problem; make ongoing connections to social justice groups.

Students graduating with an emphasis in Social Activism should demonstrate knowledge of the following additional concepts and issues:

the levels of activism from grass roots to institutional; theories and history of Social Activism; the influence of social activism on large scale social movements; the institutionalization of social movements into law and policy; the role of marginalized groups and social activism.
Sustainability SLO, Chico

Sustainability: Describes and explains the environmental dynamics associated with human activities, and assesses the value of balancing social and economic demands with the Earth’s ability to sustain physical and biological resources and cultural diversity.

Environmental Interconnections, SF State
Students will examine interconnections among humans and other aspects of the natural world. Environmental Interconnections courses address such subjects as environmental influences on human experiences, abuse and restoration of the environment, bioethics, ecosystems, environmental stability and change, sustainable designs and processes in a global world, environmental racism and justice, environmental laws and policies, green business practices, ecotourism, global consequences of environmental crises, artistic or literary representations of human connections to the rest of the natural world, and environmental ethics.

Student Learning Outcomes for Social Justice, University of Wisconsin, Oshkosh
Students graduating with an emphasis in Environment and Social Justice should demonstrate knowledge of the following additional concepts and issues:

- how racial, gender, and class concerns intersect with environmental issues;
- how environmental risks are distributed unequally, and across racial, social, and class lines;
- how the amenities of health—clean air, water, and greenspace—need to be distributed equitably in places of work and residence;
- the participation of historically marginalized social groups in decision-making about environmental issues;
- the history and theory of environmental justice activism.