Re-envisioning the Cultural Groups and Women’s Graduation Requirement in the Context of Semester Conversion

Cultural Groups and Women’s Subcommittee of CIC
Approved on February 25, 2015
Charge to the Committee

• 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? (Nov. 2014)
Committee Members
Embrace the Charge

• Nicholas Baham (Ethnic Studies) and Eileen Barrett (English) co-chairs; Michele Korb (Teacher Education) secretary.

• 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).
Step 1: Review the Requirement
First Introduced in AY1981-82

- 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.
Step 2: Review Student Learning Outcomes Developed in AY 2003-2004

- 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.
What We Learned and Believe

1. CSU East Bay (then Hayward) was among the first campuses to implement a CGW graduation requirement, which we have had in place for thirty-three years;

2. Eleven years ago, the Cultural Groups and Women’s subcommittee developed the first campus student learning outcomes;

3. We have been and should continue to be proud leaders committed to the diversification of curriculum.
Step 3: Survey Chairs in Departments with CGW Courses

• 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?
Results: Continue to Focus on Ethnic and Cultural Diversity but also

- Focus more explicitly on women, gender, sexuality/sexual identity and power dynamics;
- address labor and economic issues of social justice;
- consider privilege and oppression, including internalized oppression;
- Acknowledge non-native speakers of English/those with accents;
- Include knowledge developed in the field of disabilities studies;
- be more explicit about religion and oppression;
- consider how all these topics relate to one another—i.e. what are the intersectionalities?
Step 4: Revise/Enhance the SLOs

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.
• Can one course accomplish all these important outcomes?

• What can we learn from other campuses and other models?
Step 5: Examine Models from CSUs

• Chico 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 two courses: one in Self, Society and Equality, and one in Culture, Civilization, and Global Understanding.

• Long Beach’s GE for 2012 website includes Global Issues (3 Units) and Human Diversity in The United States (3 units).
San Francisco State’s **GE package has four overlays** (courses that can also count towards other GE or major requirements):

1. American Ethnic and Racial Minority
2. Social Justice
3. Global Perspectives
4. Environmental Sustainability.
CSU LA’s new semester conversion GE includes two certified diversity courses with these specifications:

1. at least one of the two courses focuses on race and ethnicity;

2. diversity courses must explore the intersectionality between race and ethnicity, with other social categories that structure inequality in society.
Step 6: Return to Themes in Institutional Learning Outcomes

1. apply knowledge of diversity and multicultural competencies;

2. promote equity and social justice in our communities;

3. act responsibly and sustainably at local, national, and global levels.
Our Conclusions

• Because we are one of the most diverse educational institutions in the country our curriculum should clearly and explicitly reflect a commitment to the study of diversity, multiculturalism, and social justice.

• We should continue to be leaders in the teaching and learning of diversity and multiculturalism.

• We should be leaders in the teaching and learning of social justice and equity.

• We should be leaders in the teaching and learning of sustainability.

• We should be leaders in the intersectionalities among these topics.
Step 7: Proposal

• Replace Cultural Groups and Women’s graduation requirement with a model that aligns the three upper-division general education requirements with the CSUEB Institutional Learning Outcomes:
  – Students continue to take one upper-division course in Arts and Humanities, one in Science, and one in Social Science;
  – But each of these courses will now focus on one of these areas: Social Justice & Equity, Diversity & Multiculturalism, and Sustainability.
### Step 8: Alignment

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<thead>
<tr>
<th>TOPIC: SOCIAL JUSTICE &amp; EQUITY</th>
<th>TOPIC: DIVERSITY &amp; MULTICULTURALISM</th>
<th>TOPIC: SUSTAINABILITY</th>
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Flexibility for Students

• Students choose their own combinations as long as they have one course in each of the three GE areas, and one course in each of the ILO themes.

• Here are some of the possibilities for student pathways to complete the proposed upper-division GE.
One from Each Column; One from Each Row

<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>
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<tbody>
<tr>
<td>ARTS &amp; HUMANITIES</td>
<td>PHIL 3510 Human Rights and Global Justice</td>
<td>DANC 3300 Sex, Race, and Body Politics in Dance</td>
<td>ENGL 3xxx Literature of Sustainability</td>
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<tr>
<td>SCIENCE</td>
<td>CHEM 3xxx Impact of Toxins on Low-income Neighborhood</td>
<td>HSC 3800 Multicultural Issues in Health Care</td>
<td>ENSC 38xx Global Environmental Issues</td>
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<td>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>
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Use Symbols in Catalog to Identify Courses

- promote equity and social justice in our communities;
- apply knowledge of diversity and multicultural competencies;
- act responsibly and sustainably at local, national, and global levels.
Arts & Humanities Courses

• COMM 4515
  Critical Discourse in Multicultural America

• ES 4300
  Queer of Color Subjects and Critical Theory

• HIST 3505
  California Environmental History
Science

BIOL 34xx
Diversity in Science

MATH 3xxx
Math and Social Justice

GEOG 3320
Food Culture and the Environment
Social Science

CRJ 4710
Race, Gender, and U. S. Drug Policy

SOC 3420
Social Inequality

ECON 4306
Environmental Economics
Finally

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.

*The subcommittee acknowledges that high unit or externally accredited program may request exemptions to accommodate the demands of the program.