

Cultural Diversity in the US Subcommittee Report

Date: 04/23/18

To: General Studies Council

From: Cultural Diversity in the US Subcommittee:

Deepak Chhabra, Chair
Megan Gorvin Short

Re: Recommendations for Course Proposals C designation

Recommend for Approval

From ASU: None

From MCCCCD:

HUM/WST 209: Women and Films

This course aims to analyze images of women in films using both historical and political viewpoints. There is ample evidence that this course contributes to an understanding of the status of women in the U.S. media using critical perspectives. It demonstrates how women of diverse cultures (lesbian, transgender, people of color, etc.) are portrayed in and contribute to contemporary films within the contemporary U.S. society (criteria 1). There is also evidence that it meets all parts of criteria 2 by examining films from women filmmakers (criteria 2a), comparing cultural contributions/experiences/world views of women, people of color, and lesbian and transgender persons through films (criteria 2b) and studying the relations between these groups in the U.S. (criteria 2c). We recommend approval.

Recommend for Revise/Resubmit

From ASU:

CEL 294 Women in Political Thought and Leadership

This course aims to examine the role of women in contemporary political thought and the feminist movement in America. It also aims to focus on early American feminists and highlights various aspects of feminist notions in the U.S. and other parts of the west. The syllabus lists several readings that will discuss how women have been represented in various societies from ancient Greece through to the present day. However, much of the syllabus is just a description of these readings; it does not include enough detail on how students will be interacting with these texts and in ways that fulfill the cultural diversity criteria. Since many of the readings appear to study women through a historical and/or international lens, it would be beneficial to see more

comprehensive evidence (such as is evident in readings for weeks 1 and 6) of how this course will contribute to an understanding of women in the contemporary U.S. Society (criteria 1). Also, criteria 2b is partially fulfilled. In other words, the syllabus makes it seem that the course would be an in-depth study of women in politics, but does not give clear evidence on how this will be covered in the course. It would also be helpful to have more information on the final project as the project allows students to choose a woman in a leadership role on whom they will do a case study. Since the students are required to select a woman in leadership role, the syllabus will benefit with more clear evidence of how the third paper and the take home final exam will fulfill the criteria of advancing understanding of cultural diversity within the U.S.

HUL 360 U.S. Challenges I

This course aims to study the issue of sexual violence in the modern U.S. by looking at how diverse groups (different genders, races, minority groups) within the U.S. are affected by and view/interact with sexual violence (criteria 1). Although the reading list and assignment descriptions provide evidence that students will compare how sexual violence is viewed in relation to minority status (women, transgender individuals, African Americans, etc.) (criteria 2c), the topics are too broad and need to clearly show relevance to socio-economic, political or psychological dimensions of relations, between and among gender, within the contemporary US society (2c criteria).

HUL 361 U.S. Challenges II

This course studies the issue of sexual violence in the modern U.S. within the context of how diverse groups (different genders, races, minority groups) within the U.S. are affected by/view/interact with sexual violence and how that can lead to other types of violence (criteria 1). Although the reading list and assignment descriptions, to some extent, supply evidence that students will compare how sexual violence is viewed in relation to minority status (Native Americans, African Americans, etc.) (Criteria 2c), the course description does not specify the U.S. context. First learning outcome highlights the contemporary U.S. society, but the second outcome is not clear about specific cultural groups of reference. The course content and list of readings are commendable but most of the weekly course schedule titles in the syllabus do not clearly juxtapose sexual violence issues within the context of contemporary U.S. society. Only one reading in Weeks Four and Ten modules clearly refer to gender violence within the U.S. context. Although the course strongly connects to Criteria 2c (study of different dimensions between and among gender), more clear examples should be presented in the syllabus. For instance, the reading titles can be broad, but the content narratives need a detailed description of the manner they relate to criteria 2c.

From MCCU: None

Recommended to Deny

From ASU: None

From MCCC: None

