ASCC Race, Ethnicity, and Gender Diversity Panel

Approved Minutes

Monday, February 20th, 2023 12:30 PM-2:00 PM

Carmen Zoom

Attendees: Abrams, Fletcher, Ponce, Pradhan, Price-Townsand, Steele, Vankeerbergen

**Agenda**

1. Approval of 02-06-2023 minutes
	1. Abrams, Ponce; unanimously approved
2. Classics 3205 (return) (tabled from last time)
	1. *Recommendation*: The Panel recommends that the department provide more information in the syllabus about the Response Essays (syllabus pg. 4 and pg. 7), including guidance on how the essays will be evaluated and how they connect to the REGD topics. To this end, the Panel notes that the department’s response to ELO 1.2 on the GE Form has some excellent language surrounding these assignments that could be incorporated into the syllabus.
	2. *Recommendation*: The Panel recommends that the department correct the name of the general education category in the preamble to the general education goals and ELOs (syllabus, pg. 3); it should be amended to read “As part of the Race, Ethnicity and Gender Diversity category of the New General Education (GEN) curriculum…”.
	3. *Recommendation:* The Panel recommends that the department include in the course schedule additional consideration of topics surrounding gender, so that the course’s intersectional approach remains prominent and is evident to students throughout the semester.
	4. Ponce, Pradhan; unanimously approved with *three recommendations* (in italics above)
3. Psych 1375 (return)
	1. Comment: The Panel thanks the department for their efforts and acknowledges and appreciates the work that has gone into developing the course and honing its content to better align it with the goals and ELO’s of the REGD category.
	2. **Contingency**: The Panel asks that the department reconsider and revise the course’s approach to ELO 1.3 and to intersectionality more generally. They note that the course seems to focus on a psychology-specific interpretation of intersectionality (i.e. that all individuals are intersectional) rather than focusing on broader scholarly ideas surrounding the interplay of the history of institutionalized inequalities like racism and misogyny, the imbalance of power among different groups, and how these inequities are embedded in the framework of our social system. For example, the assignment involving the IAT (GE Form ELO 1.3; syllabus pg. 19) asks students to “pick any category of interest” to test their own implicit biases. This seems to push students to focus on one aspect of identity rather than encouraging them to consider how a variety of different categories interact. To this end, the Panel asks that the department make the following changes:
		1. The Panel asks that the department briefly address the difference between the psychological approach to intersectionality and the broader scholarly approach (as discussed above) in the introduction on pg. 2 of the syllabus, and/or incorporate this contrast throughout the course, addressing questions such as “How has intersectionality been introduced into psychology?” and “How has the discipline of psychology changed and evolved to encompass the ideas surrounding intersectionality from other disciplines?”
		2. The Panel asks that the department alter the introduction of intersectionality in the syllabus (pg. 2 under “and intersections thereof"), removing the references to “linguistic” and “nonsensical” groups and focusing instead on race, gender and ethnicity.
	3. **Contingency**: The Panel thanks the department for their excellent work in clarifying the concepts that will be covered by this course. However, in many weeks/units/modules, the Panel struggled to see the connection between the readings, the lecture topics and the expanded explanation of what will be covered in that part of the course. The Panel asks that the department condense the weekly, dated schedule of topics on pg. 18, the “but what does that even mean?” section on pgs. 19-23, and the “reading list and schedule” on pg. 25-28 into a single course schedule for students so that there is a clearer link and greater continuity between all components of the course.
4. Abrams, Ponce; approved with **two contingencies** (in bold above) and one comment.