WSU Curriculum Committee Minutes
9/26/13

Attendance: Heidi Bohler, John Ohotnicky, Joe Camilleri, Eric Bressler, Heather Brown, Liam Harte, Megan Kennedy, Hillary Sackett, Tarin Weiss, Brian Jennings, Marsha Moratta, Carsten Braun, Steven Mailloux (Student), Adam Lamontagne (Student)3:45. After 3:52: Jennifer DiGrazia, Emily Todd (not included in approval of minutes).

Guests: Gabe Aquino, Enrique Morales-Diaz, Margot Hennessy, Kathleen McIntosh

1. Approval of minutes of 5/13/13 and 9/10/13.
   a. 5/13/13- motion to approve/second – approved by all (12)
   b. 9/10/13 – motion to approve/second – approved by all (12)

2. Chair’s Remarks:
   a. Portal group. Thanks to Carsten!
   b. Proposed replacement forms for CAR.
      a. Liam is raising this to put a hold on it. 11-1 concerns adding something to CAR. We need to look at it before we approve new CAR. Liam will put it on portal group and we should look at it before next Tuesday.
   c. Ad-hoc committee.
      a. Liam asks Joe to reassume Adhoc Committee.
      b. Liam: We have a contractual obligation to carry out a Uni. Wide study
         i. Is it possible and how could we? Report is on portal.
      c. Will the same members reform and look to how we implement this?
         i. Brian, Megan, Joe, Eric (Yes).

3. Unfinished Business: (introduction of 3 guests: Kathleen, Gabe, Enrique, Margo)
   a. 13-37 (EGST-02xx, Puerto Rican Literatures).
      a. Liam: for a new course, also request of core inclusion for diversity and literary and philosophical analysis.
      b. Motion to approve by Joe, second by Hillary.
      c. Enrique, what do you want to tell us? Enrique: I wrote this in specific detail. This could be used in language in Spanish and elective in Ethnic and Gender Studies, Latino Lit.: idea to expose students to
different literatures by US citizens written in Spanish. Joe: would the title really benefit students?

d. Eric: (Commas) comma after gender in sentence 1; comma after the word cultural; third line after word beliefs; 5th line after cultural; 4th line…”on the island” gain anything? Enrique: yes, distinguishes. Emily: do you want to replace it in the second to last line with Puerto Rico. Enrique: no because it has already been established.

e. Liam: anything else on description? Rationale: no discussion. Liam: it should not say US diversity. Anything else? Marsha: is there a syllabus?

f. Call for vote: motion to be approved as amended/second/ (approved by all as amended;15)

b. 13-38 (EGST-0300, Latino USA).

a. Liam: new course, no core request: Enrique: it’s all here. If you have questions you can ask. Description: ? Liam: underline the difference between another course (Aaron’s email). Enrique: the intro class is an intro to Latino studies; this is specific to realities of Latino/as in US. This is more of a 300 level. Theoretical frame is the critical lens. Eric: in principle, this course could be taken first and still take the other course. Enrique: we recommend intro course first. Eric: taking this and receiving credit to both is acceptable? Enrique: yes…but it is much more advanced or technically supposed to be. Margo: I think it’s a departmental question as well. We do not make everything sequential. Eric: there is nothing stopping 1st years take this. Enrique: advising would stop them. Margo: but if students already have experiences and the skills to have “the discussion”, then we want them to be able to do it. Tarin: so is that why there are no pre-requisites? So that is not true that upper levels require pre-requisites? John: no. My question-Ultimately, you are seeing this as a course available for the major, what category in the major? Specify on this CAR that it will specify X category. Enrique: Cross-Cultural Literacies. John: this course satisfies
cross-cultural thematic area of EGST major. Megan: Should the title be Latino and Latina since you use it in the description? Enrique: yes.

b. Liam: Rationale? No discussion

c. **Motion to approve as amended /seconded (Joe/Eric) approved by all as amended (15).**

c. 13-39 (EGST-02xx, Queer Studies and Popular Culture).

a. John: motion to approve, Megan second: Liam: Description? Enrique described LGBTQQI but should be LGBT*QQI. Jen: questioned who would take the class based on the language. Margo: “this area should be transnational” Liam: should it be spelled out or acronym. Jen: spell it all or not at all. Margo: the acronym helps to engage conversation and having less clear. Steven: as a student, I’m looking at what looks interesting and then I look at the description. It’s going to be a burden or hassle for most people. Margo: many kinds of queer communities. Megan: there should be a couple of hints where this acronym is going. Hillary: I like it because some people see it as problematic, so I like the inclusion. Eric: in a sense the bulletin has already made the choice to fold them all in. Spelling out and putting acronym in parenthesis is an opportunity to teach. “Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer, Questioning, Intersexual (LGBT*QQI)”.

Tarin: what is intersexual. Enrique: depends on whom you ask. Transsexual in the process, both sex organs… Megan: you didn’t include the ally community; I think it needs an A in the acronym. Enrique: the other class covers ally; this class is different. We are looking at those communities, but it is not central to the class although. Margo: traditionally, allies would be included in that community. Emily: I have a question about title and course description relationship. Most articulated in second sentence and is more general in last sentence. Does popular culture need to be emphasized more at beginning and end because it’s buried in middle? Seems like a mismatch. Enrique: the first sentence was originally the second sentence. Eric: I agree.
Brian: it does say particular attention will be given to…Enrique: so would a solution would be to add “through representations in popular culture” after nationality in the first sentence. In the second sentence: take out in popular culture and put a period after representation.

Marsha: asked a question related to other courses; do you envision them taking it in a specific order? Enrique: we need to build on these studies and Margo added at request from students. Margo: over the last two years, students are showing that they want more of this angle and the connection between the two. Liam: comments from email: why doesn’t develop more specific topics rather broad ones? Enrique: the practices of special topics, so for example… Margo: students take an initial class go strait to a bigger theory course and need more foundational stuff. John: this course will serve the Trans National Theme of EGST major.

b. Core Course Request for social understanding:

c. Changes to description discussed by Liam (re-read)

d. **Motion to approve /Second: approved by all as amended (15)**

*Tarin left 4:38

d. 13-40 (EGST-02xx, US Latino/a Diasporic Communities).

a. Motion to approve by Brian, Second Megan

b. Liam: description. Eric: in the third line, the first full sentence “on”? Is there a missing word? Margo: verb…bring to center. Liam: 4th line upper or lower case…Margo: it makes sense for it to be either way. Joe: what does center a concept mean…Margo: taking things that are usually marginalized and bringing to center and make it most important. It’s Foucault. 5th line: course will draw on scholarship “of”? Margo: no, it should be “on”. Gabe: it’s intentional. Brian: “written on”…people agree.

c. Liam: rationale…Brian: in this description there is another on-on. I’m not sure if you want to modify it the same. Enrique: yeah we will take
it out. Margo: I’m asking to amend and put it in a different category of “trans national of EGST major”.

d. Core course proposal: Enrique: we do want US Diversity.

e. Move to vote as amended: Liam re-read

f. Brian: on the core course for diversity under course requirements…last sentence on #3 (re: written in Spanish). Enrique: they know through advising. John: we did a lot of that clarification.

g. Motion to approve as amended/second/ Approved by all as amended (14)

e. 13-41 (EGST-03xx, Masculinities).

a. Description? Joe: clarification on transnational….Enrique: purposeful. We are looking at everything.

b. Motion to approve/Second by Eric

c. Hillary: question about meaning of “Masculinities” Margo: “economics of masculinity”. Emily: I saw all those as modifying meanings…Gabe: masculinities of labor market; social meaning = social skill. Enrique: different aspects of society where masculinity plays a role (a system, but I don’t want it to be labeled like that). Margo: if we change meanings…Hillary: take meaning out and use the word significance. Enrique: significance is in and meanings is out. Marsha: I think it’s about meaning, so I like that. Enrique: I think for the purpose of the student reading it, it will catch their attention and we can address meaning in class. John: asked another deep question.

d. Rationale? Transnational theme of EGST major. Hillary: in the rationale, you are tying in together roles of men and masculinity; are you going to talk about female masculinity? I was originally focusing on men’s perspective. Hillary: the title leads me to believe that you would talk about both. Emily: the rationale limits you to the lives of men. Margo: “shapes everyone’s lives” seems like it’s there. Emily and Hillary: at the end it says the lives of men. I don’t know how
important it is to you, but if you want more flexibility you may want to consider that. John: discussed description is sufficient.

e. Liam: reread

f. **Motion to approve as amended/second/Approved by all as amended (14).**

f. 13-42 (US Latino/a Studies Minor).

a. Marsha asked to discuss the minor distinctions more. Enrique: establishment of Latino self in the US as people of color; the other encompasses global south. Gabe: separates these two in focus, but the idea of these two things are Ethnic and the other is more international global perspective. Marsha: Can you explain why we need this? Last I looked there were no Latin American studies majors. Gabe: we are not having a lot of success with minor because there are no introductory courses for it. (Emily left at 5:04). I think it’s because of the way the minor is constructed. We feel like this change will allow for more students to be interested. Marsha: all of these courses will be offered often enough for students to complete the minor. Margo: yes. We also have a larger community of Latino students. It’s about students request to have more developed studies. (Carsten left 5:05). We want to make a place for those students. Inside the major, do we want to go in more concentrations is the real question. John: can EGST major complete a minor in Latino Studies? (sharing of classes). Additional credits? Margo: we don’t allow people to minor in EGST and Women. John: I would encourage that we add that. Enrique: we can do that here. As a major, they would be interested in this and they would be able to choose. Marsha: so, are you saying that if you are EGST you can’t do the minor? Enrique: yes. John: “EGST majors cannot select this as a minor” Margo: we are comfortable with that. Steven: are the students wanting to have this Latino minor, would there be students to take it? Marsha: I was just asking about the merits of establishing a minor.
(Jen and Joe left 5:10). Brian: we have a low quorum. Adam: can’t vote, just discussion.

g. 13-43 (Introduction to Latin American and Caribbean Studies)
h. 13-44 (Latin American and Caribbean Studies Minor)

4. Any Other Business.
   a. We will meet again on Tuesday week (12 days from now).