

Academic Senate

November 7, 2019

**Student Center,
Ballrooms C&D**

3:00 – 5:00pm



Fall Meetings of the Academic
Senate

8/29

9/12 (Sonoma Valley)

9/26 (Sonoma Valley)

10/10 (Schulz 3001)

10/24

11/7

11/21 (Cooperage)

12/12

AGENDA

Report of the Chair of the Faculty – L. A. Watt
Request for device
Approval of Agenda
Approval of Minutes

Consent Items:

Business

1. From FSAC: Revision to the Emeritus Policy – Second Reading – P. Lane T. C. 3:30
2. Ethnic Studies Requirement memo

Standing Reports

1. President of the University - (J. Sakaki)
2. Provost/Vice-President, Academic Affairs - (L. Vollendorf)
3. Vice Chair of the Senate - (M. Milligan)
4. Vice President / Admin & Finance - (J. Lopes)
5. Vice President for Student Affairs – (W. G. Sawyer)
6. Vice-President of Associated Students – (M. Kadar)
7. Statewide Senators - (C. Nelson, W. Ostroff)
8. Staff Representative – (A. Sandoval)
9. Chairs, Standing Committees:
Academic Planning, Assessment & Resources – (S. Place)
Educational Policies – (J. Lillig)
Faculty Standards & Affairs – (P. Lane)
Student Affairs – (H. Smith)
10. CFA Chapter President – (E. Sims)

Occasional Reports

1. Senate Diversity Subcommittee – (K. Altaker)
2. Lecturers Report – (C. Torres)

Good of the Order

Academic Senate Minutes

October 24, 2019

3:00 – 5:00, Ballrooms C&D

Abstract

Chair Report. Agenda – Approved. Minutes of 9/26/19 – Approved. End of Year report for Scholarship Subcommittee noted. Information Item: Library University Archives Policy update. Consent items: Offsite Programs - Lake County partnership with Mendocino College (Lakeport); Woodland Community College (Lower Lake) = BUS; Santa Rosa Junior College, Petaluma = BUS; Solano Community College = BUS; and College of Marin = LIBS – Approved. President Report. Provost Report. Special Report: SSU Budget Report. Vice President of Administration and Finance Report. Gerontology minor and certificate discontinuance – Approved. Memo to Statewide Senate re: Ethnic Studies Requirement – referred to Ex Com to finalize, receiving feedback from Senators via email. Emeritus Policy Revision – Second Reading – amended and postponed to next Senate meeting.

Present: Laura Watt, Melinda Milligan, Sam Brannen, Melissa Garvin, Jim Robison, Jeffrey Reeder, Joshua Glasgow, Angelo Camillo, Florence Bouvet, Rajeev Virmani, Izabela Kanaana, Mary Ellen Wilkosz, Adam Zagelbaum, Amal Munayer, Cookie Garrett, Judy Sakaki, Lisa Vollendorf, Joyce Lopes, Wm. Gregory Sawyer, Erma Jean Sims, Melissa Kadar, Arcelia Sandoval, Sean Place, Paula Lane, Hilary Smith

Proxies: Willie Gin for Kevin Fang, Matty Mookerjee for Jenn Lillig

Absent: Hope Ortiz, Wendy Ostroff, Catherine Nelson, Carlos Torres, Chiara Bacigalupa

Guests: Kara Rabbit, Katie Musick, Jacob Diaz, Karin Jaffe, John Wingard, Jerlena Griffin-Desta

Chair Report – L. Watt

L. Watt noted that it was a little tense due to the wildfire that had started in north

Sonoma County (Kincaid fire).



Approval of Agenda – Approved.

Approval of Minutes of 9/26/19 – Approved.

The Chair noted that the end of year report for the Scholarship subcommittee was available on the Senate team drive.

Information Item: Library University Archives Policy update.

Consent items: Offsite Programs - Lake County partnership with Mendocino College (Lakeport); Woodland Community College (Lower Lake) = BUS; Santa Rosa Junior College, Petaluma = BUS; Solano Community College = BUS; and College of Marin = LIBS – **Approved.**

President Report – J. Sakaki

- President Sakaki attended the GI2025 symposium last week. She thanked the team from SSU who attended, including Professors Visser and Lillig as well as AS President Daniel Yoeono. You can watch the presentations here: <https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/Pages/livestream.aspx>
- The CSU dashboards are updated, including an equity dashboard, and information about which of our students go on to graduate school, which courses have highest failure rates, etc.: <https://calstate.edu/dashboard>
- Chancellor White is stepping down and the hiring committee formation is under way.
- Dr. Jacob Díaz from the U of South Florida is a Millennium Fellow visiting our campus this week. Dr. Sakaki introduced him to the Senate.
- Friday, Nov. 8, ACE regional workshop will be held at St. Mary's in Moraga. President Sakaki will be a speaker at the event.

Provost Report – L. Vollendorf

- Dean candidates for School of Business and Economics have been on campus for the last two weeks. The candidates for Institutional Effectiveness AVP position also are here this week. Provost Vollendorf thanked everyone who has been participating in these searches and giving feedback.
- Provost Vollendorf also thanked Senate leadership for helping us continue to proactively (and in the moment) improve our communication about what are now “routine emergencies” around power shutoffs, smoke, etc. This work is helping us together continue to improve our communication with stakeholders.

Special Report: SSU Budget Report – L. Lupei

L. Lupei, Senior Director of Budget and Planning, said this was a quick, high level report today. More detail will be presented at the Budget Forum on December 12th.



The campus did receive additional funding from the state this year. She described the various sources.

2019-2020 Campus Budget

Prior Year Campus Budget	\$ 141,506,551
Restricted Funds: Employee Salary Increases and Benefits	4,568,000
Graduation Initiative 2025	1,047,000
State Funding Enrollment Growth for FTES	1,249,000
CO Funding Allocation for Average Unit Load Increase	326,000
Reduction in Distribution of Financial Aid State University Grants	(506,000)
Campus Budgeted Revenue Realignments	858,222
Total 2019-2020 Campus Budget	\$ 149,048,773

Here “campus budget” relates to three major funding sources – state allocation, tuition and fees and cost recovery from the auxiliaries.

The restricted funds: Employee Salary increases and Benefits line completes collective bargaining agreements and addresses the cost increase of benefits.

The Graduation Initiative 2025 funding is base funding. As base funding, it can be spent on staffing which is impactful for student success. The CSU received less funding this year from the state for the GI 2025 Initiative. Last year the state gave \$75 million to the CSU and this year, only \$35 million. The CSU will ask to the state to make up the difference in the coming budget process.

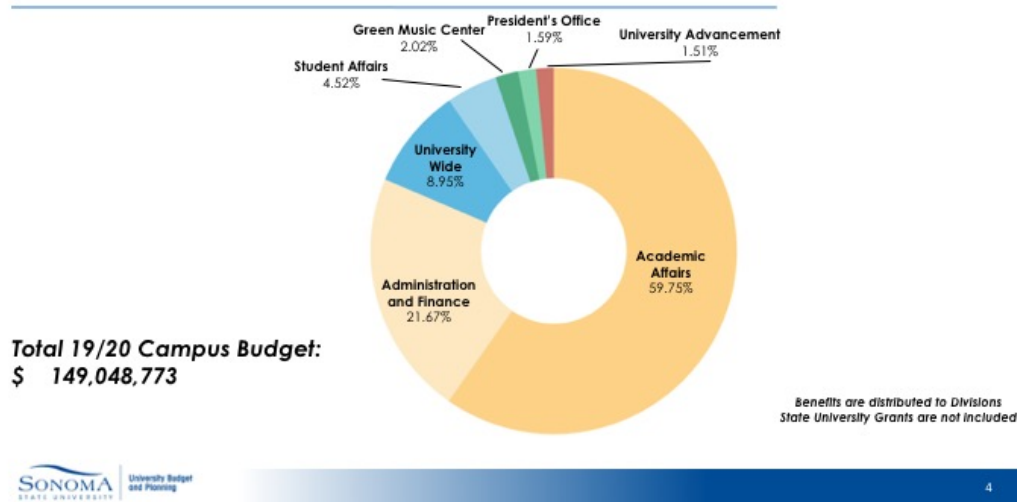
This year Enrollment Growth funding was received and for our campus that translates to about 185 students for SSU. SSU is not growing at the moment. She had not included tuition revenue in this report. She discussed the impact of meeting student success goals by increasing average unit load, which decreases head count. This funding acknowledges that head count brings tuition and is attempting to make up the difference. SSU has lost a million dollars over the last three years due to this situation.

The reduction in the distribution of Financial Aid State University Grants reflects the yearly review of financial aid distributions among all the CSUs.

Campus Budgeted Revenue Realignment reflects more strategically allocated monies, such as monies that are seen as one-time, but are really on-going.

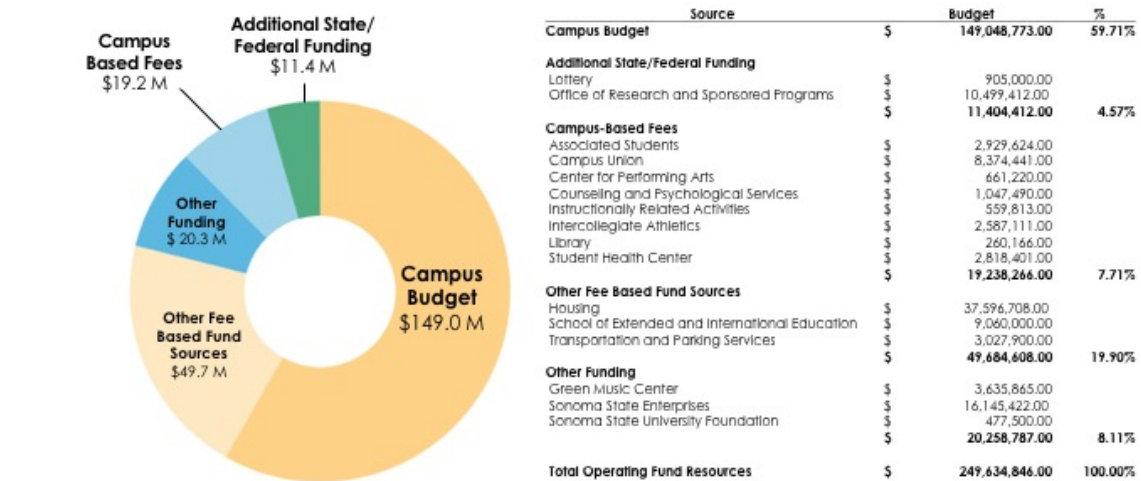
Question: Is SSU serving less students who need financial aid? L. Lupei said it was looked at proportionally among the campuses.

2019-2020 Campus Budget



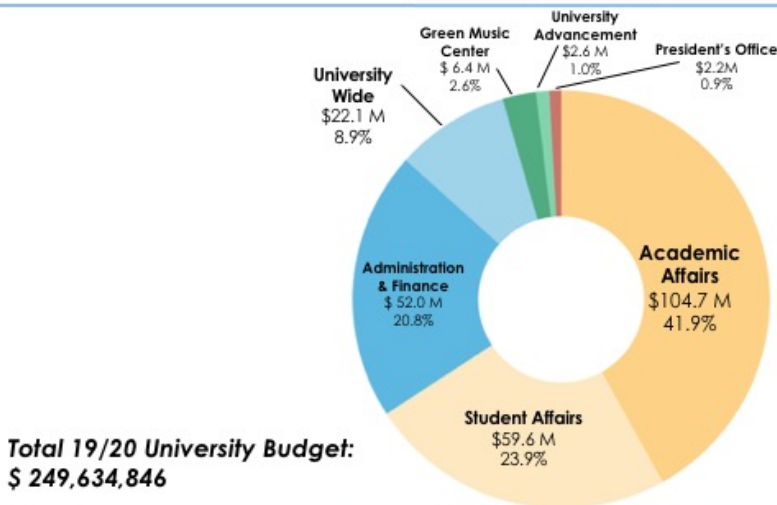
This slide shows how the funds are allocated by Division.

2019-2020 University Budget Revenue by Fee Category



The campus budget does not capture all the activity on campus. As part of the strategic budgeting initiative, they want to work towards an all funds budget. The slide shows all of the funds currently budgeted.

2019-2020 University Budget Expense by Division



Here is the total university budget by division. This show Student Affairs having a larger share of the budget due to the wholistic view.



To see more detail, please come to the Campus Budget Forum. She then showed the Senator's the new Open Portal Budget site.

<https://sonoma.openbook.questica.com/>

This site provides all the detail that was previously in the hardcopy expenditure planning book. In years to come, there will be historical information as well.

A member asked if there was a slide that shows direct instruction in relation to the university budget or a slide that shows direct instruction in relation to Academic Affairs. L. Lupei said she did not have those slides, but the information was available via the website presented.

The Chair praised the website for its transparency about the budget.

Vice President of Administration and Finance Report – J. Lopes

- Fires and power shutoffs update: Sonoma State may be in the footprint of an upcoming power shutoff this weekend. We do not know the status of that currently. If air quality diminishes, we are prepared with N95 masks and will be prepared to distribute.
- Stevenson Hall: we have a faculty office mock-up and a furniture fair on the first floor of Salazar where Tech High used to be. A message went out to campus to invite people to come by and give input.
- AVP of Human Resources Jeff Banks will start next week.
- We will start a search for a Sr. Athletic Director in November. In the meantime we have Stan Nosek and Larry Swanson serving as co-interim Athletic Directors.

- The CSU has asked all of the campuses to engage in an assessment in how we can do more corporate sponsorship activity and/or more public-private sponsorships. They will be here Dec. 5-6.
- We recently did a feasibility study around the athletic fields and the Kinesiology building. We have requested that Ives and Nichols be the next buildings that we revitalize along with the fields-Kinesiology joint project.
- The President's Sustainability Advisory Council kicks off tomorrow. Dr. Mark Perri is our Faculty Chair of Sustainability, for which we thank him.
- We are going to explore a micro-grid and solar array as a way of having other backup power for when we have our electricity go off in the future.

Gerontology minor and certificate discontinuance – Second Reading – M. Mookerjee, K. Jaffe

M. Mookerjee gave the floor to K. Jaffe. K. Jaffe described in detail why she was requesting that the program be discontinued. Among the many reasons were: lack of student interest, the lack of a home for the minor and certificate, and lack of access to classes from other programs. No students have been seeking the certificate for 15 years and currently the minor only has single digit number of students and only one will graduate with the minor. Unfortunately, this is a growing field, but students are just not interested in it. Students would still have aging related courses available in other programs to gain such information. There is no teach out plan, since the only student in the minor is finished.

There was some discussion. **Vote to recommend discontinuance of Gerontology minor and certificate – Approved.**

Memo to Statewide Senate re: Ethnic Studies Requirement

M. Milligan introduced the item. She noted that C. Nelson had presented information on the idea for the CSU to have a systemwide ethnic studies requirement. (*see 9/26/19 Senate minutes for this presentation.*) M. Milligan reminded the members that the context was that the State Legislature has a bill that would mandate this requirement. The ASCSU would rather come up with their own requirement than have the legislature mandate curriculum. To this end, the ASCSU is requesting all CSU campuses to provide feedback on what an ethnic studies requirement might look like in the CSU by November 1st. What the legislature is proposing and what the CSU Ethnic Studies Task Force recommends have little in common. Many campuses do not have an Ethnic Studies requirement at this point, so SSU is uniquely situated to provide some expertise. This memo is a possible draft of how SSU can respond to this request for feedback. The memo describes the campus conversation about this requirement in our new GE program and how it came to using Critical Race Studies and the criteria for the requirement.

The Chair noted that either the Senate could approve this or it could receive Senate input today and be finalized at the Executive Committee to meet the November 1 deadline. EPC has already seen the memo and approved it.

The Emeritus member provided a historical perspective on legislative attempts to influence the curriculum in the CSU and discussed the tension between the union, who is supporting the legislative bill and the ASCSU which is not supporting it. A member asked for information about the Legislator who is proposing the bill and whether she would be satisfied with a CSU wide requirement developed by the faculty. The CFA rep responded that AB 1460 is supported by the Union and they are happy to hear that ASCSU is requesting feedback on such a requirement. She noted that when CFA sees initiatives taking too much time or not happening, they approach the legislature for assistance. A member suggested that the Senate spend more time with the item than having to send it in by Nov 1st and voiced concern about using the American Institutions requirement in the document since that was a legislative mandate.

The Chair noted that she did not think the deadline was flexible. She was more than happy to receive feedback by email before the next Ex Com meeting. It was noted that faculty who teach “ethnic studies/critical race studies” are supportive of the memo.

Motion to send the memo to the Ex Com for furthering editing, gathering feedback from the Senate via email. Second.

Highlights of discussion: Memo should say it comes from the Ex Com since the Senate will not see it again formally; the memo captures the campus experience with ethnic studies and being changed to critical race studies; **point of order** raised whether this was a first or second reading – Chair responded that she would have brought this at the previously Senate meeting, but it was cancelled due to the power outage and given the time constraints, she hoped the Senate would understand that.

Motion to amend motion: Memo should state that memo is from the Ex Com, not the Senate. Second.

There was discussion – The Senate has seen it and the Ex Com can decide what feedback to include. A Senator did not want the Ex Com to decide without the Senate being able to review it.

Vote on amendment to motion: Yes = 13, No = 6 – Approved.

Return to main motion.

Motion to amend motion: Bring the memo back to the Senate at its next meeting and ask the ASCSU for an extension on the deadline. Second.

There was discussion. The Parliamentarian argued that this motion was actually a substitute motion and advised members to vote the original motion down and re-introduce the motion.

Amendment motion was withdrawn.

Back to main motion: send the memo to the Ex Com for furthering editing, gathering feedback from the Senate via email.

There was discussion – the Ex Com can act for the Senate in matters that are timely and the Senate could be more flexible, support voiced for seeking an extension, concern about SSU losing its voice in this ASCSU discussion when not meeting deadline, not all ethnic studies faculty have been consulted on the memo, it is inappropriate for our Senate to only have a few minutes with the memo.

Vote on main motion: Approved.

Emeritus Policy Revision – Second Reading – P. Lane

P. Lane noted that the Ex Com asked for more clarification about FSAC's reasoning for the proposed changes and that document was included in the agenda packet. If the Senate does not want the proposed changes, she hoped the Senate would propose alternate language. The Emeritus Rep read a statement to the Senate regarding the policy statement "Objections to recommendations may be made when the Academic Senate considers the list." The emeritus rep argued that faculty receive emeritus status as a matter of course and if that changes to some other criteria or is denied without due process, that would be completely inappropriate and objections to a faculty member receiving emeritus status in the Senate would be a form of shaming.

Motion to remove in II. B. "Objections to recommendations may be made when the Academic Senate considers the list." Second.

It was argued that the Senate already has the option to object to a faculty member whether it is in the policy or not. A member suggested having the recommendation for emeritus status start in the department. The Chair of FSAC said the Senate sent the policy sent back to FSAC for some evaluative procedure. FSAC reviewed emeritus policies in other CSU's and found a variety of approaches. She asked the body if they wanted to have an evaluation process rather than just the time employed as in the policy now, it should not create more workload for departments. A member asked if the President could not award Emeritus status if cause was found. The Provost affirmed that it could happen if "shenanigans" were documented or for example, as the finalization of a Title IX case. A member argued that it puts the Senate in the position of approving someone that the President would deny and this does not look good for the Senate. The Provost noted that whether the sentence remains in the policy or not, there is a way for concerns to be raised in the current process. Arguments were made for a rigorous process for concerns being raised.

Vote on removing sentence - Yes = 11, No = 9. Approved.

Discussion on full policy:

Motion to add Unit 3 to Section I – . .who have completed at least 10 years of service as *Unit 3* faculty at Sonoma State and in Definitions: *Unit 3* faculty

appointments are defined by the California State University and in the Collective Bargaining Agreement. . Second.

Motion to postpone to next meeting. Second.

Motion to extend 5 minutes.

The motion to postpone was ruled a higher precedence.

Vote on motion to postpone to next meeting. Approved.

Adjourned.

Minutes prepared by L. Holmstrom-Keyes

1 **Emeritus Faculty**

2
3 **Recommended By:** Academic Senate

4 **Approved:** Ruben Armiñana, Judy K. Sakaki, President

5 **Issue Date:** Tuesday, June 1, 1993

6 **Current Issue Date:** Thursday, October 7, 2004

7 **Effective Date:** Thursday, October 7, 2004

8 **Contact Office:** Office of Vice President for Academic Affairs

9 **Policy number:** 1993-1

10
11 I. Preamble

12 Emeritus(a) is a designated honorary status in the faculty. Primarily, this status is
13 reserved for individuals who have completed at least 10 years of service appointed as
14 faculty at Sonoma State. **Service is completed upon retirement or conclusion of service**
15 **in the Faculty Early Retirement Program (FERP). This award is reserved to the four**
16 **classes of faculty defined in Article II, Section 1 of the Constitution of the Faculty of**
17 **Sonoma State University with at least ten years' service upon retirement or conclusion**
18 **of service in the Faculty Early Retirement Program (FERP), who have served the**
19 **University with distinction.** The following terms shall denote Emeritus status of the
20 aforementioned classes of faculty: Athletic Coach Emeritus, Counselor Emeritus,
21 Librarian Emeritus, Professor Emeritus, and Student Services Professional -Academically
22 Related Emeritus. Since emeritus(a) is a faculty status (i.e., membership in the faculty), it
23 is recommended by the faculty and appointed by the President.

24
25 **Definitions**

26 **Faculty:** Faculty appointments are defined by the California State University and in the
27 Collective Bargaining Agreement Between the California Faculty Association and the
28 Board of Trustees of the California State University. Additionally, at the request of the
29 individual, the Senate could consider SSU faculty whose 10 years of service as appointed
30 faculty included time at other academic institutions, or who retired from another
31 academic institution but who served at least 10 years of service as appointed faculty at
32 SSU prior to retirement.

33
34 **Year of Service:** For faculty with academic-year appointments, 1 semester equals .5
35 years of service, and 2 semesters equal 1 year of service. For temporary faculty
36 (lecturers), 20 semesters—not necessarily consecutive—qualify as 10 years of service.
37 For faculty with 10- or 12-month appointments, employment of a minimum of 10
38 months within the July 1-June 30 year equals 1 year of service.

39
40 II. Qualifications for Emeritus(a) Status

- 41 A. Any retired faculty with at least 10 years' service may qualify for emeritus (a) status.
42 B. Any faculty retired prior to approval of this policy who has not previously been
43 awarded emeritus(a) status may be appointed to such status retroactively to the
44 date of their retirement.

45
46 III. Procedures

- 47 A. At the beginning of each semester, the Associate Vice President for Faculty Affairs
48 ~~and the Vice President for Student Affairs~~ shall publish to the ~~campus community~~
49 **Faculty Affairs web site** and present to the Academic Senate the current list of
50 faculty retired since the beginning of the previous semester.
51 B. The Academic Senate shall **consider and then recommend** retired faculty members
52 for appointment to emeritus(a) status, unless ~~asked not to by~~ the affected faculty
53 member asks otherwise. ***Objections to recommendations may be made when the***
54 ***Academic Senate considers the list.*** (removed by Senate vote 10/24/19)
55 C. The President shall appoint retired faculty to emeritus(a) status at the rank held at
56 the time of retirement and shall publish their appointment to the campus
57 community.
58

59 IV. Privileges and Honors Attendant to Emeritus(a) Status

- 60 A. Emeriti(ae) shall continue to enjoy, as statutory regulation and institutional
61 resources permit, the professional privileges of faculty (e.g., assigned office space;
62 access to University services, facilities, equipment, materials, activities, and listings).
63 In addition, they shall have access gratis to University events, performances, and
64 parking as circumstances permit.
65 B. Emeriti(ae) at the time of their appointment shall be publicly and privately honored
66 as feasible and deemed appropriate by the Executive Committee of the Academic
67 Senate. ~~(e.g., public announcements on and off campus, a commemorative plaque~~
68 ~~or other memento, a dinner or other celebration).~~

69 Updated **December 8, 2003** by SSU.policies@sonoma.edu
70

Senator Brannen's proposed amendments to the Emeritus Policy:

Line 14: Add "unit 3" in front of "faculty."

Lines 26-28: Change to: "Faculty: Unit 3 faculty appointments are defined in the Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University."

Line 29: Add "unit 3" in front of "faculty."

Line 31: Add "unit 3" in front of "faculty."

Line 34: Add "unit 3" in front of "faculty."

Line 37: Add "unit 3" in front of "faculty."

Line 41: Add "unit 3" in front of "faculty."

Line 42: Add "unit 3" in front of "faculty."

Memo from SSU Senate Executive Committee to Statewide Senate

DRAFT (following input from EPC and Senate) – 4 November 2019

Note: the following reflects information gathered through consultation with SSU Senate leadership, SSU faculty experts in Ethnic Studies/Critical Race Studies, and with the SSU Academic Senate.

In light of the CSU Statewide Senate's exploration of a system-wide Ethnic Studies-type graduation requirement, the SSU Senate Executive Committee offers the following summary of SSU's experiences discussing an Ethnic Studies/Critical Race Studies requirement during our recent General Education (GE) revision process, completed in May 2019.

We want to be clear that we believe this type of requirement should be an essential part of every undergraduate curriculum as our society continues to grapple with issues of race and racism, and that ideally the specifics of this requirement be individually adopted on a campus-by-campus basis, rather than imposed from above. That said, we also believe it would be preferable for the CSU to craft its own system-wide requirements rather than to have such requirements imposed by the State Legislature, to preserve faculty authority over the curriculum of the CSU.

Based on SSU's experiences, we recommend establishing a general requirement system-wide, articulating a consistent baseline requirement for all CSUs but also allowing for campus-level development of more specific content criteria and definitions, as a way of preserving campus autonomy and reflecting unique cultures and academic content.

Sonoma State has required students to complete an Ethnic Studies class as a graduation requirement since 1968, although prior to our recent GE revision, all classes meeting this requirement were offered through the GE program. At times this arrangement created graduation bottlenecks, when not enough sections of Ethnic Studies courses were offered to meet demand.

As our campus worked on a major overhaul of our GE program last year, faculty decided to broaden our Ethnic Studies requirement to be a graduation requirement, rather than part of GE, so that it could be met with a broader range of classes, such as courses within a major's requirements. We believe this will help to avoid the bottleneck problem.

Further, while the overall definition of the requirement was not substantively changed (see attached appendix for the previous and current definitions), the name was changed to Critical Race Studies. This decision was based on better alignment with the field, as well as in order to signal the race-focused content more clearly to students, who have not always understood what "ethnic studies" means. After extensive discussion of this requirement across the campus, faculty voted to adopt the new name and slightly modified definition (see Appendix A). These very closely mirror the language in the 2016 report by the *CSU Task Force on the Advancement of Ethnic Studies*.

Faculty governance is currently working to determining course content criteria and to establish processes for reviewing courses for approval as meeting the Critical Race Studies requirement. The current thinking of the committees considering these issues, and our recommendation to Statewide Senate, is that content criteria and learning outcomes should be guided by faculty with specific training and expertise in Ethnic Studies/Critical Race Studies, and that an elected review committee of faculty from all Schools should vet the proposed classes based on the set criteria and outcomes—the logic being, that in order to ensure that the purposes and outcomes of these courses are clear to

students, faculty proposing the classes should be able to articulate those intended outcomes in such a way that is clear to faculty without specific disciplinary training in this area. Such a plan also avoids the potential conflict of interest that would occur if the same faculty who are primarily responsible for teaching courses meeting the requirement are also the ones determining which courses “fit.”

Appendix A:

Current requirement name and definition, as approved by the SSU Academic Senate, May 2019:

Critical Race Studies (1 course, 3-4 units)

Critical Race Studies is an interdisciplinary field of study that seeks to understand the ways society is culturally and institutionally constituted by race and racism in relation to ethnicity, gender, sexuality, class, and nation. The Critical Race Studies overlay at Sonoma State University asks students to study the histories, lives, and experiences of marginalization/disempowerment by people of color and non-dominant identity within the U.S. and transnationally, specifically defined as African American, Latinx, Asian American/Pacific islander, Native American (the majority of course content must cover one or more of these populations). The curriculum of the course should demonstrate a teaching perspective that emphasizes a critical approach to analyses of race and racism.

Previous SSU requirement name and definition:

Ethnic Studies (1 course, 3-4 units)

Ethnic Studies is an interdisciplinary field of study that seeks to address/foster social justice by understanding the ways society is culturally and institutionally constituted by ideas of race, ethnicity, gender, sexuality, class, and nation. Ethnic Studies at Sonoma State University centers on the histories, lives, and experiences of marginalization/disempowerment by people of color and non-dominant identity within the U.S. and transnationally, specifically defined as African American, Latinx, Asian American/Pacific islander, Native American (the majority of course content must cover one or more of these populations).

SSU Ethnic Studies Learning Objectives – last revised December 9, 2009

(to be reviewed in Fall 2020 as a part of implementation of the SSU GE revision)

1. Demonstrate understanding of the social science research and/or the arts and literature that address the experiences of racial/ethnic groups and individuals in the United States.
2. Analyze the socio-political process of racial formation in relation to one or more of the following: group identities, the conservation and/or evolution of cultural and linguistic practices, gender roles, class issues, tribal sovereignty, attitudes toward diasporic communities and new immigrants.
3. Identify and understand US ethnic groups from the voices and perspectives of the groups and individuals studied, including differing points of view.
4. Demonstrate understanding of the significance of political and social justice movements by and about underrepresented racial/ethnic groups, while incorporating issues of class, gender, sexuality and immigration status.