

**APPROVED**

**2002-2003 Annual Report of the Subcommittee on the  
Breadth Requirement in American Cultures**

**Issues and Actions**

- The subcommittee developed a list of issues it planned to address and goals it hoped to accomplish during the academic year.
  - The list was forwarded to Division Chair Catherine Koshland. (10/19/2002)
- The subcommittee formed three working groups to address various issues related to the American Cultures Breadth Requirement. (Meeting of 10/18/2002)
  - The first working group was to address the questions of what constitutes an American cultures course and how the subcommittee addresses the American Cultures Breadth Requirement.

This group developed the summer faculty seminar on future intellectual themes and practical mechanisms for the American Cultures Breadth Requirement.
  - The second working group was to review current course offerings and identify those that could meet the American Cultures Breadth Requirement.

This group produced a list of courses that satisfy American cultures criteria but had not been put forward as American cultures courses.
  - The third working group was to work with departments and suggest the addition of American cultures courses to their curriculum. This group was also to explore improved consolidation between the American cultures teaching program and relevant research centers and institutions.

This group accomplished little because of the ambiguous (quasi-administrative) role in which it was perceived to locate the subcommittee.
- The subcommittee reviewed the UC Berkeley Strategic Academic Plan. (6/1/2002)
- The subcommittee reviewed the proposed Racial Privacy Initiative. (11/20/2001)
- The subcommittee met with Vice-Provost for Undergraduate Education Christina Maslach to discuss the program review of the Center for the Teaching and Study of American Cultures. (Meeting of 11/15/2002)

**APPROVED**

- The subcommittee contributed to the campus review of the Center for the Teaching and Study of American Cultures.
- The subcommittee proposed to direct its annual summer seminar toward a broad consideration of potentially fresh directions for courses that will be viewed as satisfying the American Cultures Breadth Requirement.
  - The proposal was forwarded to CEP for endorsement. (2/13/2003)
  - CEP forwarded the proposal to the Divisional Council (DIVCO) for endorsement. (2/27/2003)
  - DIVCO endorsed the proposal. (3/10/2003)
- The Center for the Teaching and Study of American Cultures in collaboration with the subcommittee held a summer faculty seminar entitled “American Cultures Faculty Roundtable.” (6/11/2003 – 6/12/2003)
  - Under the leadership of Professor Candida Smith, the Roundtable produced a draft document that is rich in possible initiatives for the Center and the subcommittee.
- The subcommittee developed and reviewed a list of existing and potential American cultures courses to determine which departments lack American cultures courses and identify courses that could be converted to meet the American Cultures Breadth Requirement with relative ease.
- The subcommittee regularly discussed the declining number of American cultures courses being offered and strategies to increase this number.

The subcommittee reviewed 93 cases during the academic year 2002-2003 as follows:

	<b>Total</b>	<b>Approved</b>	<b>Denied</b>	<b>Pended</b>	<b>Withdrawn</b>
<b>UC Berkeley Courses Proposals</b>	56	54	0	1	1
<b>Other College Course Proposals</b>	2	2	0	0	0
<b>Student Petitions</b>	46	25 by AC 11 by COCI*	3 by AC	6 by AC	1

\*Sent directly to COCI as no course approval request was involved.

- The subcommittee and the staff of the Center for the Teaching and Study of American Cultures work together to offer extensive advice and assistance to instructors planning to submit courses to meet the American Cultures Breadth Requirement. The Center offers seminars and course development grants. The Center also makes available its archive of every American cultures course proposal, extensive collection of readers for many American cultures courses, and small,

**APPROVED**

specialized library. The Center's staff and subcommittee members work with instructors to assemble finished proposals, explaining the required criteria all American cultures courses must meet and the subcommittee's policies and approval procedures, referring them to other faculty members who teach courses that deal with related issues, offering the assistance of the American Cultures librarian to find course material, explaining pedagogical strategies that other instructors have found to be successful, and commenting on draft proposals. As a result of this extensive preparatory work, the subcommittee usually receives carefully crafted proposals that address all the issues the subcommittee requires to make a positive decision.

**Future Action Items**

- The subcommittee will further develop its procedures for reviewing course proposal and student petitions and make these more accessible to interested parties. This should include the development of answers to routine but thus far unresolved policy questions that arise throughout the course approval process. The intent is to strengthen committee oversight while reducing quasi-administrative functions. The subcommittee will also develop effective clarifications of policies for distribution to faculty and departments, with the intent of closing the gap between common understanding and contemporary interpretation of the American Cultures Breadth Requirement.
- The subcommittee will reach out to science and engineering faculty and seek opportunities to offer American cultures courses in the hard sciences and technical fields. Of particular interest is the initiation of pilot courses in the study of the cultures and institutions of science and technology as these intersect with race and ethnicity.
- The subcommittee will work to strengthen links with other programs on campus that address issues of race, culture, and gender in education, research, and public service, with the goals of 1) strengthening the relations between American cultures courses and scholarly interests and 2) increasing the cohesion, visibility and effectiveness of campus commitments to intellectual and social diversification.