

**ASU General Studies Council**  
**MEETING MINUTES**

August 26, 2014

3:00-5:00 p.m.

Present: Alexandra Aragon, Charlotte Armbruster, Nilanjana Bhattacharjya, Christine Buzinde, Eileen Diaz McConnell, Alison Essary, Lara Ferry, Cora Fox, Chouki El Hamel – Chair, Cory Hansen, Sean Hawkeswood, Richard Herrera, Julie Holston, Lauren Leo, Phyllis Lucie, Tim McGuire, Lisa McIntyre, Bertha Manninen, Michael Mokwa, Janice Pittsley, Julia Sarreal, Brian Skromme

Excused: Ariel Anbar, Eva Brumberger, Helene Ossipov

**1. Call to Order**

The meeting was called to order at 3:00 p.m.

**2. Approval of Minutes—April 22, 2014**

The minutes were approved as written.

**3. Announcements**

Chouki welcomed new and returning members to the GSC, and congratulated the GSC for their dedication and commitment the past academic year.

**4. Old Business**

None

**5. New Business**

Chouki requested a voice over update to reflect minor changes on the GSC website tutorial.

**6. Subcommittee Reports**

**A) Literacy & Critical Inquiry (Eva Brumberger)**

**From ASU:**

**Approved for L designation effective Fall 2015 (new):**

JUS 303 Justice Theory

JUS/APA 347 Immigration, Education and the Family

JUS/SOS 456 Human Rights and Sustainability

**Approved to retain L designation (mandatory review):**

MUE 381 Music Therapy Research

**From MCCC:**

None

**B) Mathematical Studies (MA)/(CS) (Brian Skromme)**

**From ASU:**

**Approved for CS designation effective Fall 2015 (new):**

HCD/PBH 300 Biostatistics (CS)

**From MCCC:**

None

**C) Humanities, Arts & Design (HU) (Cora Fox)**

**From ASU:**

**Approved for HU designation, effective Fall 2015 (new):**

PHI 326 Philosophy of Happiness

**Approved to retain HU designation (mandatory review):**

RDG 291 Children's Literature (Revised)

**Revise and Resubmit for HU designation:**

FMP 255 Media Authorship

*Rationale:* Rationale: Although the checklist suggests that one of the primary goals of the course is “interpretation, analysis and engagement of aesthetic practices,” the syllabus seems heavily weighted toward technical, applied skills. Sight, Sound and Motion: Applied Media Aesthetics, seems to be the primary text enabling the aesthetic engagement the instructor outlines as a goal on the checklist, but the TOC reveals that this text contains only some short chapters of analysis and is also primarily technical, like the more central text, Professional Web Video. In addition, although the instructor refers to chapters 1, 2, 4, 5, 12, 13 and 15 in Sight, Sound and Motion as course content in the checklist, only very small portions of chapters 1, 3, 4 and 7 are assigned as course readings on the syllabus. “The Work of Art in the Age of Digital Reproduction” is an essay assigned during the first week that appears to engage questions of aesthetics directly and critically, but this essay, along with the small portions of Sight, Sound and Motion, does not constitute enough course content to meet the requirement that the course be devoted in a central and substantial way to humanities, arts and design as part of a general studies curriculum. Furthermore, the competencies listed as outcomes for the projects (which are referenced on the checklist) are overwhelmingly technical, with only

a few describing critical engagement with aesthetic practices. We suggest that the instructor provide clearer evidence that the course enables substantial reflective engagement with theories of aesthetics or media art forms in order to qualify for the “HU” designation.

**From MCCCDC:**

None

**D) Social-Behavioral Sciences (SB) (Michael Mokwa)**

**From ASU:**

**Approved for SB designation, effective Spring 2015 (new):**  
FSE 150 Perspectives in Grand Challenges for Engineering

**Approved for SB designation, effective Fall 2015 (new):**  
JUS/SOS 456 Human Rights and Sustainability

**From MCCCDC:**

None

**E) Natural Sciences (SQ/SG) (Alison Essary)**

**From ASU:**

None

**From MCCCDC:**

None

**F) Cultural Diversity in the United States (C) (Nilanjana Bhattacharjya)**

**From ASU:**

**Revise and Resubmit:**

JUS/APA 347 Immigration, Education and the Family

*Rationale:* We would prefer a more explicit description of which cultural groups will be covered in the class would be preferred. We would also find it helpful to see the connections to the United States made more explicit and specific.

**From MCCCDC:**

None

**G) Global Awareness (G) (Richard Herrera)**

**From ASU:**

**Revise and Resubmit:**

JUS/SOS 456 Human Rights and Sustainability

*Rationale:* The syllabus indicates to us a limited focus on *global* issues/awareness and how the two issues in the course show the “cultural interrelationships of global scope.” We recommend that the request clearly show where in the syllabus those interrelationships are examined, the issues’ “place within each culture and the effects of that issue on world cultures.”

SOC 426 Social Inequality

*Rationale:* Because one of the two required readings is clearly US-based, we recommend the request include details on how the readings focus on the global aspects of inequality. We also recommend that the request clearly show where in the syllabus cultural interrelationships are examined as well as the issue’s “place within each culture and the effects of that issue on world cultures.”

**From MCCCDC:**

None

**H) Historical Awareness (H) (Julia Sarreal)**

**From ASU:**

**Revise and resubmit for H designation**(Mandatory Review)

ARS 438 Art of the 20th Century I

*Rationale:* It appears that the course is the history of a field of study. The description in the criteria tables discusses "how the course meets spirit" of the history criteria and the timeline describes broad events but it is difficult to find the supporting evidence for the criteria tables in the syllabus, key terms, and the books. These documents suggest that the course is the history of a field of study (art). The description of the course in the syllabus points to the course being the history of a field of study. The criteria tables highlighted the importance of the lectures in adding the historical aspect to the course but the description of the lectures in the syllabus appear more focused on art and only the discussion of the 1930s and 1940s really seems to point to history. Additionally, it is not clear how (or if) the students’ knowledge of historical concepts will be assessed. Only the second Learning Objective in the syllabus relates to history (“Analyze the relationships between culture and history”), and this objective does not contain enough information about the extent of historical knowledge students will have gained to justify meeting Criterion #1.

ARS 439 Art of the 20th Century II (Mandatory Review)

*Rationale:* The course seems to be the history of a field of study. The one sentence description of the course on the syllabus explicitly states that the course is the history of a field of study. The themes in the syllabus point to different periods and trends in art. The only book for which we have a table of contents has nothing to do with history. The

readings listed in the criteria table for Bahr, Lenin, Simmel, and Krakauer do not appear in the syllabus.

**Deny for H designation:**

JUS 360 Law and Social Control

*Rationale:* While the course may incorporate relevant historical events to provide context to various developments in the field of law, it does not offer enough evidence that the course meets the spirit of Criteria #1 or #2. It appears to be the history of that particular field of study

**From MCCC:**

None

**7. Adjournment**

The meeting adjourned at 3:30 p.m.

Submitted by Phyllis Lucie