

**ASU General Studies Council**

**MEETING MINUTES**

March 3, 2015

3:00-5:00 p.m.

Present: Alexandra Aragon, Charlotte Armbruster, Nilanjana Bhattacharjya, Eva Brumberger, Eileen Diaz McConnell, Chouki El Hamel-Chair, Lara Ferry, Cora Fox, Cory Hansen, Sean Hawkeswood, Richard Herrera, Paul Hirt, Julie Holston, Lauren Leo, Phyllis Lucie, Bertha Manninen, Lisa McIntyre, Michael Mokwa, Helene Ossipov, Janice Pittsley, Julia Sarreal, Brian Skromme, Michelle Zandieh

Excused: Ariel Anbar, Alison Essary, Stephen Krause, Phyllis Lucie, Tim McGuire

**1. Call to Order**

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

**2. Approval of Minutes—February 3, 2015**

The minutes were approved as written.

**3. Announcements**

**4. Old Business**

A vote was necessary for the Mathematical Studies Subcommittee report from November 25, 2014 GSC meeting.

A motion was made and seconded to approve the subcommittee report as written. There were two abstentions. The motion was approved by majority vote.

**5. New Business**

A new chair and/or vice-chair will be needed for the next academic year. Anyone interested in being chair or vice-chair should e-mail Phyllis and Lauren with a copy to Dr. El Hamel.

If anyone knows that they will be on sabbatical during the next academic year or will have teaching conflicts, they should notify Phyllis and Lauren as soon as possible.

A lengthy discussion occurred regarding the arts being combined with the humanities. Some committee members feel that there should be a separate General Studies designation for creative courses. Dr. El Hamel suggested that these committee members draft a proposal to present to the council at the upcoming meeting.

## **Subcommittee Reports**

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

#### **From ASU:**

#### **Approved to retain L designation:**

CHI/SLC 336/HST 386 Interpreting China's Classics (Mandatory Review)  
CIS 440 Systems Design and Electronic Commerce (Mandatory Review)  
ENG 472 Rhetorical Studies (Mandatory Review)  
HST 352 Europe's Reformations (Mandatory Review)  
IND/GRA/ MGT 465 Collaborative Design Development II (Mandatory Review)  
REL 321 Religion in America (Mandatory Review)  
SPA 428 Spanish American Literature (Mandatory Review)

#### **Revise and Resubmit to retain L designation:**

CSE 486 Computer Science Capstone Project II (Mandatory Review)

*Rationale:* In order to meet the criteria for L designation, the amount of substantive critical writing in the course needs to be increased. Peer reviews and exam responses are not considered critical writing assignments.

EEE 488 Senior Design Laboratory I (Mandatory Review)

*Rationale:* In order to meet the criteria for L designation, the course needs more writing assignments that are substantial. Currently, there are too many small writing assignments and an insufficient number of substantial writing assignments. In addition, the collaborative work on assignments does not appear to be structured so that it develops individual critical-thinking skills.

NTR 351 Nutrition and Health Communications (Mandatory Review)

*Rationale:* In order to meet the criteria for L designation, the course would need to have more weight given to writing assignments, since quizzes are not considered critical writing assignments. Additionally, the committee feels that the writing assignments need to be more substantive.

SOC 334 Technology and Society (Mandatory Review)

*Rationale:* In order to meet the criteria for L designation, the course would need to have more weight given to writing assignments, since quizzes are not considered critical writing assignments. Additionally, the committee feels that the writing assignments need to be more substantive.

**From MCCC:**

None

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

**From ASU:**

**Approved to retain CS designation:**

ABS 350 Applied Statistics (CS) (Mandatory Review)

CPI 111 Game Development I (CS) (Mandatory Review)

PHI 319 Philosophy, Computing, and Artificial Intelligence (CS) (Mandatory Review)

**Revise and Resubmit to retain CS designation:**

CSE 180 Computer Literacy (CS) (Mandatory Review)

*Rationale:* Does not at present meet CS requirements. This course covers a wide variety of computer software and topics at a superficial level and does not delve very deeply into any of them. In the algorithmic design area, students are given only a very basic introduction to the concept of an algorithm, and apparently design one only on paper (using a flowchart). No use is apparently made of computers to implement algorithms, and very few types of algorithms are covered. In the graphic and artistic design area, the coverage appears to be limited to using HTML tags to control the appearance of items on web pages, which does not rise to the level of true graphic or artistic design. There is no evidence for substantial coverage of the principles of graphic design. There is some evidence of spreadsheet analysis and decision support systems, but details of assignments would be needed to assess whether it meets the spirit of the criterion; and there is no evidence for systems analysis and design. Given that students are provided with templates, it is unclear how much development of spreadsheets they really do, and the spreadsheet topic appears to be only one short chapter of many in the textbook and may not cover significant portions or aspects of Excel for anything but very rudimentary decision making.

**From MCCC:**

None

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

**From ASU:**

**Approved for HU designation, effective Spring 2016 (new):**

AIS 320 American Indian Philosophies and Worldviews

SPA 428 Spanish American Literature

**Approved to retain HU designation:**

CHI/HST/SLC 451 Chinese Cultural History I (Mandatory Review)

GPH 314 Global Change (Mandatory Review)

**Revise and Resubmit to retain HU designation:**

DCE 402 Ethnography of Dance Practices (Mandatory Review)

*Rationale:* While this course clearly deals with aesthetic and cultural content, it is described primarily as a methods course in conducting ethnographic field research. The course objectives, for instance, include three that are related to advancing research skills and one describing critical and creative thinking generally, but no attention to the acquisition of knowledge or interpretation of meaning based on this research. In order to clarify how the course involves significant analysis and interpretation of the data collected through the integrative, somatic-based methods emphasized in the course description, the committee requests a fuller discussion of the analysis phase of the student research during the semester. This description should make the case that a significant portion of course time will be devoted to the meanings produced by this aesthetic and cultural analysis.

**From MCCCDC:**

None

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

**From ASU:**

**Approved to retain SB designation:**

CHI/HST/SLC 451 Chinese Cultural History I (Mandatory Review)

HST 109 United States to 1865 (Mandatory Review)

HST 352 Europe's Reformations (Mandatory Review)

HST 406 American Revolution/1763-1789 (Mandatory Review)

SOC 352 Social Change (Mandatory Review)

SOC 391/FAS 361 Research Methods (Mandatory Review)

WST 473 Indigenous and Latina/Chicana Representation (Mandatory Review)

**From MCCCDC:**

None

**E) Natural Sciences (SQ/SG) (Lara Ferry)**

**From ASU:**

**Approved to retain SQ designation:**

ABS/BIO 130 Introduction to Environmental Science (SQ) (Mandatory Review)

PHY 150 Physics I (SQ) (Mandatory Review)

PHY 151 Physics II (SQ) (Mandatory Review)

**Revise and Resubmit to retain SQ designation:**

MSE/PHS 208 Patterns in Nature (SQ) (Mandatory Review)

*Rationale:* Syllabus states, “very few mathematics skills are necessary to succeed in this course.” Raises some concerns whether the course sufficiently satisfies SQ requirement? Recommend faculty refine/refine this statement and resubmit.

**From MCCCDC:**

None

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

**From ASU:**

**Revise and Resubmit for C designation (new):**

AIS 320 American Indian Philosophies and World Views.

*Rationale:* While the readings and content would seem to satisfy the C designation, given the course's largely historical focus, we would appreciate a more explicit acknowledgment of this course's relevance to understanding contemporary culture in the United States-- and how American Indian philosophies have interacted with other streams of culture in the United States. A more detailed course schedule would also help in this regard.

AIS 394 Entrepreneurship for American Indian Sustainability

*Rationale:* While the course does seem to satisfy many of the criteria, allowing for its practical focus topics within the American Indian sustainable context, we would still find it helpful to have it more explicitly articulated somewhere how an understanding of American Indian entrepreneurship and sustainability contributes to our understanding of cultural diversity overall in the US. How do these concepts of entrepreneurship and sustainability relate to and situate themselves presently and historically among other existing models associated with other existing groups? How has that affected and continue to affect the development of the United States?

**Revise and Resubmit to retain C designation:**

ENG 334 The American Southwest in Literature and Film (Mandatory Review)

*Rationale:* The present proposal is rather minimal, and it does not include a course schedule of assignments that illustrate exactly how much of the course overall is dedicated to material that would satisfy the criteria for Cultural Diversity in the United States. (We ordinarily expect at least half of the material to count for such.) Outlining the specific sub-chapter titles and their relationship to specific criteria would also help; the pages of the chapters scanned (which are difficult to read) may or may not be assigned in their entirety, and we have no way of assessing relevant materials' significance in the course.

TWC 454 Information Technology and Culture (Mandatory Review)

*Rationale:* Although the course schedule does list weeks spent on "race," "class divisions," and "gender," it's not at all explicit that these in any way focus on the United States and our understanding of it, specifically. Internet-based cultures are so often by nature transnational, and their networks global. Some more specific information on the topics discussed that relate to our understanding of the US (as opposed to a more general focus on the relationships between technology and contemporary culture) must be provided. Students' assignments that only potentially relate to the criteria will be disregarded and should not be included in subsequent revisions because they do not constitute fixed content.

**From MCCC:**

None

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

**From ASU:**

**Approved for G designation, effective Spring 2016 (new):**

AIS 480 Actualizing Decolonization

GCU/SBS 351 Population Geography

**Approved to retain G designation:**

GPH 210 Society and Environment (Mandatory Review)

GPH 314 Global Change (Mandatory Review)

GPH 381 Geography of Natural Resources (Mandatory Review)

**Revise and Resubmit to retain G designation:**

CHI/SLC 335/HPS 325/HST 385 History of Chinese Medicine (Mandatory Review)

*Rationale:* Most of the course covers the historical development of Traditional Chinese medicine but in the context of Chinese cultural history. We ask for clarification of how the course meets criteria 2a, that the study must contribute to an understanding of the contemporary world. The references to weeks 14 and 15 are insufficient without elaboration.

DCE 201 Dance, Culture, and Global Contexts (Mandatory Review)

*Rationale:* This course covers dance culture however it is unclear if the focus is dance cultures of various ethnic groups within the U.S. or in various non-U.S. countries. It is not clear how Part I, or the text for that area, provides a comparative study in which most of the materials are devoted to non-U.S. areas. Likewise, it is unclear, for example, how Part IV of the course, or the text used in that section, contributes to an understanding of the contemporary world.

**Deny for G designation (new):**

AIS 320 American Indian Philosophies and World Views

*Rationale:* The course does not meet the criteria that 1) subject matter that addresses or leads to an understanding of the contemporary world outside the U.S., 2) the area or culture studied must be non-U.S. and 3) more than half of the material is devoted to non-U.S. areas. The course addresses cultural, intellectual and philosophical writings and thinking of indigenous people.

**Denied to retain G designation:**

DCE 402 Ethnography of Dance Practices (Mandatory Review)

*Rationale:* This course provides an introduction to ethnography as a method or reference system. There is an insufficient amount of global content to satisfy the criteria that the study addresses or leads to an understanding of the contemporary world outside the U.S. or that more than half of the material is devoted to non-U.S. areas.

LPH 310 History of Landscape Architecture (Mandatory Review)

*Rationale:* This course provides an historical focus on architecture and landscapes and the cultural influences involved. The course does not satisfy the criterion that the subject matter leads to an understanding of the contemporary world outside the U.S.

**From MCCC:**

None

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

### **From ASU:**

#### **Approved to retain H designation:**

CHI/SLC 335/HPS 325/HST 385 History of Chinese Medicine (Mandatory Review)

CHI/SLC 336/HST 386 Interpreting China's Classics (Mandatory Review)

CHI/HST/SLC 451 Chinese Cultural History I (Mandatory Review)

HST 409 Emergence Modern U.S. 1877-1918 (Mandatory Review)

#### **Revise and Resubmit for H designation (new):**

AIS 320 American Indian Philosophies & World Views

*Rationale:* The connection between the criteria and the supporting materials is not clear. The course description and course objectives are minimal, yet the proposal refers to them as key pieces of evidence that the criteria are met. Likewise, the list of readings does not provide any insight into what is taught with these resources. Without further information like discussion questions, lecture topics, or written assignments, we are left to make assumptions based on book titles alone. The objectives mention the "history of ideas" but nothing in the materials explains how course meets the criteria.

ENG 221 Survey of English Literature

*Rationale:* The proposal makes a strong case for how the course meets the criteria but it is not as apparent in the syllabus or the readings. Given the title and course description, the committee wants to make sure that the course is not the history of a field of study. We would like more detailed evidence that the claims made in the proposal are true (i.e. lecture topics, exam questions, writing assignments). The table of contents of the textbook does not address whether or not it provides historical context. Also note the proposal page 3 says HU not H.

#### **Revise and Resubmit to retain H designation:**

LPH 310 History of Landscape Architecture (Mandatory Review)

*Rationale:* The proposal needs to show that the course is not exclusively the history of a field of study. A course outline or calendar needs to be included. The weekly topics covered in the course would be useful information. More evidence is needed to prove "designed to be a history course that uses place-making as a device for understanding cultural and institutional changes over time." (p. 5 in criteria #4 box) and that students will be able to "recognize historical context when examining a landscape or landscape design" among other objectives.

PHI 328 History of Ancient Philosophy (Mandatory Review)

*Rationale:* While the four criteria to appear to be met, the course syllabus suggests only chronological organization. Please provide more information demonstrate that this is not the case.

PUP 200 Cities in Cinema (Mandatory Review)

*Rationale:* While the course appears to have the potential to meet the criteria, the references to “historical growth and development” throughout the syllabus are quite vague. It’s not entirely clear what historical knowledge students will be held responsible for knowing. Need further evidence that the course is not exclusively the history of a field of study. The schedule in the syllabus would benefit from a summary of topics covered during each meeting.

REL 310 Western Religious Traditions (Mandatory Review)

*Rationale:* More explanation needed to show that the course is not exclusively the history of a field of study. The information in the middle column of the proposal indicates that the course meets the criteria, but these claims are not really supported when examining the evidence given in the right-hand column.

REL 372 Formation of the Christian Tradition (Mandatory Review)

*Rationale:* More evidence needs to be provided to show that this course is not exclusively the history of a field of study. A course outline or calendar with the topics covered would be helpful. More evidence needed to show that there is not only chronological organization of the course. Please provide more clarification and evidence of how the course meets the criteria.

**From MCCC:**

None

A motion was made and seconded to **approve** all subcommittee reports.

**7 . Adjournment:**

The meeting adjourned at 4:00 p.m.

Submitted by Lauren Leo