

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

March 31, 2015

3:00-5:00 p.m.

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

Excused: Ariel Anbar, Chouki El Hamel, Bertha Manninen

**1. Call to Order**

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

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

The minutes were approved as written.

**3. Announcements**

The GSC voted to approve Alison Essary as the GSC Chair and Rick Herrera as GSC Vice-Chair for 2015-2016 and 2016-2017 respectively.

**4. Old Business**

Discussion continued regarding the consideration of the addition of a designation for Creative Practice. The HU subcommittee will provide the GSC with a draft proposal of their recommendations for review.

**5. New Business**

There was a lengthy discussion regarding assisting course proposers with helpful information for course submission. It was suggested that FAQs are included on the GSC website. Some areas of consideration include:

1. General Studies should emphasize the following concepts:
  - a. Student-centered
  - b. Application of concepts

- c. Aligned with the ASU charter
- 2. Include a current syllabus with the proposal
- 3. If multiple sections of the course are offered, please include 2-3 representative syllabi

**Note:** Phyllis and Lauren discussed this with Vice Provost for Undergraduate Education Fred Corey, and rather than having multiple syllabi included, Fred was supportive of the idea of adjusting the cover sheet. The chair/director would have to initial to indicate that they will ensure that all topics taught under this number must meet the General Studies criteria. To have multiple syllabi submitted would be a change in our current procedure (posted at <https://provost.asu.edu/generalstudies/gsdasu>) and would require a vote.

- 4. Proposal needs to include only minimum criteria to support GSC
- 5. Confirm that the proposal and course syllabus are aligned
- 6. Ensure that online course requirements, especially for posts/blogs, are sufficient
- 7. Course description in the catalog should make it clear that the course meets the criteria

## 6. Subcommittee Reports

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

Approved to retain L designation: (mandatory review)

**From ASU:**

COM 222	Argumentation
COM 225	Public Speaking
COM 241	Introduction to Oral Interpretation
ENG 245	Popular Culture Issues
ENG 329	19th-Century British Fiction
ENG 353	African American Literature: Beginnings through the Harlem Renaissance
ENG 472	Rhetorical Studies
HST 309	Exploration and Empire
KIN 422	Motor Control in Special Populations
SOC 334	Technology and Society
TCL 220	Transborder Latina/o Expressive Culture

**From MCCC:**

None

**Revise and Resubmit to retain L designation: (mandatory review)**

**From ASU:**

EEE 489      Senior Design Laboratory II

*Rationale:* This course clearly has a sufficient quantity and appropriate types of writing to meet the criteria for L designation. However, the committee found it difficult to determine whether there were a least two substantial assignments, because the distribution of points on the syllabus seems to suggest that the majority of the assignments are valued equally. The committee is perplexed by the fact that a 15 page report receives the same weight as a group presentation. Additionally, it appears that not all of the assignments (project synopsis?) are accounted for in the points breakdown. The committee respectfully requests that, when the course is revised and resubmitted, all pages be oriented the same way.

ENG 352      Short Story

*Rationale:* In order to meet the criteria for L designation, the course needs more writing assignments that are substantial. Currently, there are a number of small writing assignments, but an insufficient number of substantial writing assignments. Reading quizzes do not meet the criteria for “writing” for L designation. In addition, if a student selects the video option, there is not enough critical writing.

FMS 110      Introduction to New Media

*Rationale:* Although writing comprises over 50% of the course, that writing needs to be more substantial in order for the course to meet the criteria for L designation. For example, 500 word posts, while typical for blogs, are not considered substantial. In order for the course to meet the criteria for L designation, there must be at least two substantial writing assignments.

FMS 351      Emerging Digital Media

*Rationale:* Neither the quantity of writing nor the type of writing currently meets the criteria for L designation. The syllabus indicates that a “substantive” discussion post is one that is more than three sentences in length; it is not clear from the syllabus that the posts constitute the type of writing required for L designation. Attendance and participation do not fulfill criteria for L designation. Likewise, the exams do not meet the criteria for L designation; they are comprised primarily of short answer questions and may also include “objective” questions; neither meets L criteria. The syllabus notes that the exams may include essay questions, and these could meet L criteria. However, in order for the exams to support the proposal for L designation, they would have to be comprised primarily of substantial essay questions that entail critical thinking and

inquiry. The critical review assignment does meet the criteria for L designation; there must be another substantial writing assignment for those criteria to be met. Finally, the syllabus does not seem to provide evidence that feedback is provided on writing assignments in such a way that it helps students develop their critical inquiry and writing abilities.

HST 343      American Southwest

*Rationale:* The fill-in-the-blank portions of the midterm and final exams do not meet L criteria; the essay portions do (comprising 25% of the course), but because these are part of the exams, there is limited opportunity for students to improve their writing/critical inquiry based on the feedback they receive. The two web reports comprise an additional 25% of the course, but it is difficult to determine from the materials provided whether these assignments require the type of critical inquiry needed for L designation. The syllabus provides detail on the process behind the reports, but the committee would like to see more details about the criteria for the reports themselves and the ways in which they extend beyond opinion and require students to gather, interpret, and evaluate evidence.

**From MCCCDC:**

None

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

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

**From ASU:**

POS 401 Political Statistics

**From MCCCDC:**

None

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

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

**From ASU:**

AIS 480      Actualizing Decolonization  
POS 446      Democracy

**From MCCCDC:**

None

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

**From ASU:**

COM 241 Introduction to Oral Interpretation  
ENG 312 English in its Social Setting  
ENG 352 Short Story

**From MCCCDC:**

None

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

**From ASU:**

ENG 245 Popular Culture Issues

*Rationale:* While this course focuses on the analysis and development of a literary genre, the application for the HU designation does not make the case (beyond the statement "see syllabus") that the course meets all of the criteria on the checksheet. The course does not, for instance, seem to "concern the development of human thought, with emphasis on the analysis of philosophical or religious systems of thought." In addition, although the instructor claims that the course covers issues of race, class and gender (and therefore fulfills criteria 1 on the checksheet), we were not provided with evidence of substantive engagement with these issues in the course, beyond a brief discussion board prompt and an optional paper topic. The committee requests that the instructor fully respond to the criteria on the checksheet in column three, indicating where in the syllabus and readings the criteria for the HU designation are met.

**Revise and Resubmit to retain HU designation (mandatory review):**

**From ASU:**

None

**From MCCCDC:**

PHI 106 Critical Thinking and Problem-Solving

*Rationale:* This application for the designation has not been substantively revised based on suggestions from the subcommittee offered at the November meeting.

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

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

**From ASU:**

ENG 312	English in its Social Setting
HST 110	United States Since 1865
HST 304	Studies in European History
HST 343	American Southwest
POS 216	State and Local Government
POS 325	Public Policy Development
POS 364	National Security, Intelligence, and Terrorism
POS 426	Elements of Public Policy
STS 325	Science, Technology, and Public Policy

**From MCCCDC:**

None

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

**From ASU:**

EGR 323 Perception and Human Systems (Revised)

*Rationale:* The proposal states that "many social topics have been interwoven into this course." However, the course seems primarily to have biological (natural science) foundations emphasizing the neuroscience of perception and the application of this in technical contexts. As currently presented, the emphasis on science and application outweighs advancing a social-behavioral understanding of the phenomena. The SB criteria state that courses emphasizing natural science or applied learning are not eligible for SB designation. A revised proposal that demonstrates more and stronger coverage of perception as both a neuroscience and social behavioral phenomenon could warrant further review.

**From MCCCDC:**

None

**Revise and Resubmit to retain SB designation (mandatory review):**

**From ASU:**

STS 302 Philosophy of Science and Technology

*Rationale:* The proposal for course needs to be developed and presented more effectively. It appears that the course is positioned to meet SB criteria, but it is difficult to make this assessment given the information that has been provided. There is virtually no explanation in the proposal other than general references to a 2012 syllabus and a table of contents for a text. This information is insufficient. It lacks detail about the material that is covered in the class and how it specifically relates to the SB criteria. The proposal needs to be redeveloped using an up-to-date syllabus and better aligning the course coverage with the criteria.

**From MCCCDC:**

None

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

**From ASU:**

None

**From MCCCDC:**

None

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

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

**From ASU:**

AIS 480      Actualizing Decolonization

**From MCCCDC:**

None

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

**From ASU:**

COM 316 Gender and Communication  
MGT 400 Cross-Cultural Management  
SWU 295 Foundations of Social Work Practice

**From MCCCDC:**

STO/EDU/ENH 294 Multicultural Folktales  
SWU/AJS/EMT/FSC 258 Victimology and Crisis Management

**Revise and Resubmit to retain C designation (mandatory review):**

**From ASU:**

COM 323 Communication Approaches to Popular Culture

*Rationale:* While there are respective weeks on feminist, LGBTQI, and African American criticism that would seem to focus on perspectives from marginalized groups, these topics' coverage only spans three of the 17 weeks of the semester. We need additional and more specific documentation to consider whether or not half of the material in the course does actually fulfill the Cultural Diversity criteria. The focus on class identities, however important, may contribute to our understanding of gender, sexual identities, racial, ethnic and/or linguistic minority groups in the US, but these connections should be made more.

**From MCCCDC:**

None

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

**Approved to retain G designation:**

**From ASU:**

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

ENG 201 World Literature  
MGT 400 Cross-Cultural Management  
REL 345 Asian Religious Traditions  
SOC 333 Population  
STS 110 Global Technology and Development  
STS 330 Information Technology and Globalization

**From MCCCD:**

None

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

**From ASU:**

HST 302 Studies in History

*Rationale:* While the specific topic meets the criteria, based on the course catalog description, it is unclear if the course as a whole will meet the G criteria. It is requested that additional information is sent forward in order to approve this permanently numbered course with topics. Either multiple syllabi can be sent forward for review, or a statement from the director/chair can be sent forward acknowledging that if this course is approved for this designation, the onus is on the unit to ensure that all topics taught under this number are meeting the Global Awareness (G) criteria.

**From MCCCD:**

None

**Revise and Resubmit to retain G designation (mandatory review):**

**From ASU:**

HST 316      20th-Century U.S. Foreign Relations

*Rationale:* This History course focuses mainly on the historical components of U.S. Foreign Policy and as such raised concerns about how the course leads to an understanding of the contemporary world outside of the U.S. With two months of the tentative schedule missing from the syllabus, it is difficult to determine whether the course meets that criterion. We request further information regarding those missing dates and clarification about how the course meets criterion 1 regarding the contemporary world.

SOC 352      Social Change

*Rationale:* It is unclear to the committee how much of the material presented in class is of a global nature, i.e., non-U.S. social change. The material in Chapter 9 and in Week 7 seem insufficient to satisfy the criterion (1) that the "subject matter leads to an understanding of the contemporary world outside the U.S." and criterion 2d that the "cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."

**From MCCCD:**

None

**Denied to retain G designation (mandatory review):**

**From ASU:**

STS 332      Global Issues in Science and Technology

*Rationale:* It is unclear whether the discussion of the various topics in the course reaches beyond the U.S. Many of the issues are not necessarily global in focus (for example, Units 1, 2, 3, and 5) and the readings do not involve global cases.

**From MCCC:**

None

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

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

**From ASU:**

HST 302      Studies in History  
HST 304      Studies in European History

**From MCCC:**

None

**Revise and Resubmit to retain H designation (mandatory review):**

**From ASU:**

HON 171      The Human Event (Mandatory Review)

*Rationale:* Although there is explanation of how the course meets the spirit of each criteria in the application, there is practically no evidence of that in the syllabus other than the course description. There are no table of contents from texts, so we can't see other evidence that it meets the criteria. Similarly, the schedule does not indicate how history will be addressed. It's not clear what historical knowledge students will be held accountable for having learned. Merely examining a text and understanding the context in which it is based does not point to history being a major focus of the course. Perhaps some examples of discussion questions and examples of quiz questions would help.

HST 316      20th-Century U.S. Foreign Relations (Mandatory Review)

*Rationale:* The course seems to meet the spirit of the criteria, but more evidence needs to be provided, specifically in the description, detail, texts, and daily schedule to emphasize how history is a central component of the course. Pages are missing from the tentative daily schedule (between 9/19 and 11/25). Why was a 2008 syllabus submitted?

REL 366 Islam in the Modern World (Mandatory Review)

*Rationale:* Although there is explanation of how the course has the potential to meet the criteria, it is hard to tell in the rest of the submission. The reading schedule and TOC don't offer hints, and the table on how it meets the criteria does not show where each is satisfied in the course schedule or readings. The timeline doesn't really demonstrate history as a focus of the course.

JST/REL 210 Introduction to Judaism (Mandatory Review)

*Rationale:* Although the application clearly speaks to the criteria, we are concerned that the course is solely the history of a field of study. There isn't anything in the application that would disprove such a conclusion. Especially the session topics and TOC lead to such a conclusion.

**From MCCCCD:**

None

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

**7 . Adjournment:**

The meeting adjourned at 4:20 p.m.

Submitted by Phyllis Lucie