



ARIZONA STATE UNIVERSITY
ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Tuesday, November 17, 2016

3:00–5:00 p.m.

Present: Alexandra Aragon, Charlotte Armbruster, Tamiko Azuma, Deepak Chhabra, Heather Bateman, Jason Bruner, Caroline Harrison, Sean Hawkeswood, Julie Holston, Wendy Hultsman - Vice Chair, Phyllis Lucie, Michael Mokwa, Darryl Morrell, Kristen Parrish, Deborah Preach, Janice Pittsley, Brad Ryner, Matt Simonton, Michelle Zandieh

Excused: Katherine Antonucci, Jessica Early, Alison Essary, Hilde Hoogenboom, Bertha Manninen, Helene Ossipov, Stephen Wirkus

1. Call to Order

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

2. Approval of Minutes—October 20, 2016

The minutes were approved as written.

3. Announcements

4. Old Business - none

5. New Business- Janice Pittsley suggested that each subcommittee review their respective criteria check sheets, and make appropriate amendments, if required.

This topic will be included on the February 2, 2017 GSC agenda for further discussion.

6. Subcommittee Reports

A) Literacy & Critical Inquiry

From ASU:

Approved for L designation, effective retroactive Spring 2017 (new):

RUS/SLC 439 Art in Exile:Vladímir Vladímirovich Nabókov
POS 294 Politically Speaking

Revise & Resubmit for L designation (new):

SLC/LAT/REL 394 Pagans and Christians

Rationale: While this course certainly meets criteria 1 and 2, and 3, it does not yet meet criterion 4, “The substantial writing or speaking assignments should be arranged so that the students will get timely feedback form the instructor on each assignment in time to help them do better on the subsequent assignment.” While there is time between the proposal and the final paper, only two weeks separate the draft of the final paper and the due date of the paper itself. The committee recommends the draft come in two weeks earlier (either with a guaranteed one-week turn around or a week devoted to individual conferences on the draft, then allowing three weeks to revise).

Deny for L designation (new):

REL 357 Theravada Buddhism in South and Southeast Asia

Rationale: The application is using old criteria for the L designation. The current designations differ in important ways. For example, the superseded criteria allow for in-class essay exams to count toward the 50% of the grade that must be dependent on writing for criterion 1; whereas the new criteria do not. It doubtful that this course meets the current criterion 1 (the paper counts for 25%, and responses count for 20%, totaling 45%; the research portfolio does not appear to consist of argumentative or analytical writing but of outlining and bibliography and is graded in part on in-class presentation). The proposal describes the responses as “200 word reflection[s] on the reading,” which does not satisfy criterion 2’s specification of “critical inquiry, extending beyond opinion and/or reflection.” The course does not meet criterion 3’s “minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity” because the only substantial assignment is the final research paper. Nor does the course meet criterion 4 for timely feedback between graded writing assignments.

SPA 487 Chicano/Chicana Drama

Rationale: While this course certainly meets criteria 1 and 2, the 2 short papers (2 pages) and final paper (7-8 pages) do not quite meet criterion 3, “a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity.” The research paper seems to count (though the proposal does not include assignment sheets or detailed descriptions of the assignments, so it is hard to tell); however, the brief essays, identified as two-pages in length do not. Perhaps an

intermediate length paper could be devised. The proposal specifies, “Students get two-three weeks to submit final essay version after feedback from instructor.” Three weeks might be a reasonable minimum amount of time to satisfy criterion 4’s “timely feedback from the instructor... in time to help them do better on subsequent assignments,” but two-weeks is an extremely short amount of time.

From MCCC:

Approved for L designation, effective Spring 2017 (new):

PHI 224 Political Philosophy

B) Mathematical Studies (MA)/(CS)

From ASU:

Approved for CS designation, effective Fall 2017 (new):

CHE 384 Numerical Methods for Chemical Engineers (CS)

From MCCC:

None

C) Humanities, Arts & Design (HU)

From ASU:

Approved for HU designation, effective retroactive Spring 2017 (new):

ART 201 Photography I

RUS/SLC 439 Art in Exile:Vladimir Vladimirovich Nabokov (table of contents received)

SLC/LAT/REL 394 Pagans and Christians (table of contents received)

FRE/ITA/SLC 494 Paris and Florence in the Middle Ages (table of contents received)

Approved for HU designation, effective Fall 2017 (new):

IAP/WST 407 Utopia/Dystopia: Science Fiction and Media

Deny for HU designation (new):

HCI 311 Introduction to Health Care Innovation

Rationale: The focus of this course is on developing leadership and teamwork abilities, and it does not appear that humanities content is central and substantial enough to make this an HU course. In review of the syllabus and textbook, we could not find evidence that the course aligns with the rationale and objectives of the HU designation. There is no evidence for the first selected checklist criteria, in which the course emphasizes the development of philosophies, religious, ethics or belief systems; or for the second selected checklist criteria, in which the course concerns the development of human thought with emphasis on the analysis of philosophical and/or religious systems of thought.

This appears to be a valuable course for gaining a deeper understanding of teamwork and leadership abilities. Important characteristics of those abilities, such as emotional intelligence, humility, empathy, courage, and each student's top five strengths are identified and discussed. Perhaps this course could fit in General Studies through the framework and designation of Social-Behavioral Sciences.

From MCCC:

None

D) Social - Behavioral Sciences (SB)

From ASU:

Approved for SB designation, Fall 2017 (new):

SWU 349 Stress Management Tools II
HRC 200 Introduction to Social and Cultural Analysis

Deny for SB designation (new):

HST/LAS 419 20th Century Chicano/Chicana History

Rationale: The proposal is developed thoughtfully and appears to be complete. Ample evidence is being presented. However, while a variety of sociological perspectives and some SB themes are addressed in the course, these do not appear to be the core or dominate perspectives in course. The course relies heavily on more structural historical and cultural analysis and themes which are only supported with SB perspectives. There is not a clear demonstration of how human interaction and social behavioral knowledge are a dominant focus of this course.

From MCCC:

None

E) Natural Sciences (SQ/SG)

From ASU:

None

From MCCCDC:

None

F) Cultural Diversity in the United States (C)

From ASU:

Approved for C designation, effective, Fall 2017 (new):

SPA 487 Chicano/Chicana Drama

ETH/AMS/LAS 450 Latina/os, Schooling, and Social Inequality

Deny for C designation (new):

SPA 203 Intermediate Spanish for Bilinguals

Rationale: The course does not contribute to an understanding of cultural diversity in contemporary US society. It is overtly focused on Spanish language skills. Linguistic variation in the context of other minority languages and assimilation and acculturation contexts need to be covered in a detailed manner.

It does, somewhat, meet the first criterion regarding study of cultural-specific elements of linguistic minority groups in the US. It does not offer a comparative study across one or more linguistic minority groups within the US.

It does not offer a perspective of social, economic, political or psychological dimensions of relations between two or more linguistic groups.

Topics listed in the table of content do not promise comparative perspectives in the context of other minority groups or assimilation and acculturation contexts.

From MCCCDC:

None

G) Global Awareness (G)

From ASU:

None

From MCCCD:

None

H) Historical Awareness (H)

From ASU:

Approved for H designation, retroactive effective Spring 2017 (new):

FRE/ITA/SLC 494 Paris and Florence in the Middle Ages

Approved for H designation, effective Fall 2017 (new):

HST 439 Athenian Democracy

Revise & Resubmit for H designation (new):

NTR 320 History of Human Nutrition

Rationale: The absence of reading materials and concrete assignments in the course schedule leaves the reader uninformed about what students will actually be engaging with and learning. Evidence given for two of the criteria (1,4) states that students will fulfill these criteria in the course by completing a research paper, but there is no evidence on the syllabus itself that a research paper is part of the course assignments. It is also not clear in the application that there is, as the description for H designation states, “consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time.” While the events mentioned by the questionnaire (canning, milling, the foundation of the FDA) were indeed events or processes that took place in the historical past, the coherence of the topics as a proper subject of historical inquiry remains questionable. The syllabus does not sufficiently show how the topics develop from each other or hang together as a whole. The “Topics” column in the course schedule provides some idea of a basic historical sequence, but the topics are very broad, and it is unclear, for example, why “the government” makes an appearance in Module 5 for the first time when governments have affected nutrition throughout history. The committee requests that the syllabus be revised to include a detailed list of readings which makes clear course interaction with historical documents and/or scholarship concerned with the history of nutrition.

SLC/LAT/REL 394 Pagans and Christians

Rationale: The answers to the questionnaire for this course suggest a fascinating seminar based on a crucial topic of religious, social and political history. However, as it stands, the accompanying syllabus does not sufficiently show that the course design will follow through on the premise of the course description and questionnaire. Specifically, the lack of specifics concerning primary source reading material makes it difficult to judge the likelihood that the course will meet the H designation criteria. The current version of the syllabus features three pieces of scholarly literature, out of which each student has to show only that she/he has read one (January 30 quiz). While the questionnaire lists potential primary sources in the form of the New Testament, Apuleius, Lucian, Julian, etc., these are not enumerated as required texts in the syllabus reading list, nor do they feature on the course schedule. In the absence of a set reading list and the sequence in which the students will encounter and discuss the texts, one cannot tell if the course will cover criteria 2-4 on the questionnaire. The course description promises an investigation of “how Christianity came to establish itself as the dominant religion over all of Europe and much of the Middle East,” but the course schedule does not make clear through what evidence students must be able to start to understand that process. A more elaborated syllabus addressing these ambiguities would make the application much easier to assess. In addition, it would be helpful to see a scoring guide or rubric for the final paper that would indicate what/how much historical information the students would be held accountable for knowing/including in the paper.

From MCCCDC:

None

6. Adjournment

The meeting adjourned at 3:35 p.m.

Submitted by Phyllis Lucie