



ARIZONA STATE UNIVERSITY

ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, November 2, 2017

3:15–5:00 p.m.

Present: Charlotte Armbruster, Tamiko Azuma, Martha Caron, Deepak Chhabra, Caroline Harrison-Vice Chair, Aaron Hess, Julie Holston, P.F. Lengel, Phyllis Lucie, Lisa McIntyre, Manisha Master, Darryl Morrell, Helene Ossipov, Kristen Parrish, Brad Ryner, Peter Schmidt, Matt Simonton, Michelle Zandieh

Excused: Jason Bruner, Jessica Early, Wendy Hultsman, Bertha Manninen, Michael Mokwa, Megan Gorvin Short, Nicole Thompson, Perla Vargas, Stephen Wirkus

1. Call to Order

The meeting was called to order at 3:15 p.m.

2. Approval of Minutes—September 28, 2017

The minutes were approved as written.

3. Announcements

none

4. Old Business

none

5. New Business

6. Subcommittee Reports

A) **Literacy & Critical Inquiry**
From ASU:

Approved for L designation, effective Spring 2018 (new):

SPA 494 Latino/Latin American Film: Ethical Discussions for the Professions

Approved for L designation, effective Fall 2018 (new):

SPA 405 Latino Cultural Perspectives for the Professions
SPE 430 Professional Practices, Foundations, and Collaborative Teaching
in Special Education

Recommend to Deny (new):

From ASU:

COM 428: Graphic Novels and Popular Culture

Rationale: The course meets Criterion 1 with “at least 50% of the grade in the course depending upon writing assignments,” with “Three Critique Papers” counting for 25% and a “Final Project” counting for 30%. However, the syllabus states that the final project may be either a traditional research paper or a “creative option” of a graphic novel script. For students taking the creative option, the course would not fulfill Criterion 2, that the writing assignment “should involve gathering, interpreting, and evaluating evidence” (i.e. be analytical writing, rather than creative writing). The research paper would satisfy Criterion 3 of “two writing and/or speaking assignments that are substantial in depth, quality, and quantity,” but it is not clear that the 10-minute “Oral Report” counts as a substantial writing/and or speaking assignment. The prompt for this oral report is vague, instructing student to “research and present information” on a topic from a list of topics such as “auteurs” “Genres of comics and how they influence popular culture,” and “International works and what they tell us about other cultures.” It is unclear if these presentations should consist of original arguments about the topics, a general introduction to them, or something in between.

FIS 394 Communicating Science and Technology

Rationale: The course does not meet Criterion 1 that “at least 50% of the grade in the course should depend upon writing assignments.” The Narrative Assignment (broken down as Assignments 1a, 1b, and 1c) counts for 20%. While writing is required for Assignment 2 (Podcast), Assignment 3 (Video), and the Final Project involve writing, what is being graded in these assignment is not specifically the writing. To meet Criterion 1, the applicant would need to demonstrate that at least an additional 31% of the course grade is based on writing. Additionally, the assignments do not fulfill Criteria 2 and 3, that the writing assignments “should involve gathering, interpreting, and evaluating

evidence”, “two writing and/or speaking assignments that are substantial in depth, quality, and quantity.” The assignments for this course are more journalistic than analytic. That is to say, appropriate to the topic of the course, they focus on writing as a tool for communicating knowledge already formed within scientific communities to a more general public, not on writing as a tool for creating new knowledge.

SER 416 Software Enterprise: Process and Project Management

Rationale: From the information provided, the course does not seem to meet the letter and spirit of Criteria 1, 2, and 3. The project constitutes 50% of the grade, and the exercises 20%, but it is not clear that writing as a tool for critical inquiry is what is primarily being evaluated in these assignments. The objective of the sample project is designing and building a prototype, not producing a written analysis. Even if an “analysis of written and spoken evidence” were central to the project, that would only be on substantial assignment, but criterion 3 requires two substantial assignments. Without a calendar, it is impossible to judge whether Criterion 4, timely feedback, is met.

B) Mathematical Studies (MA)/(CS)

From ASU:

None

From MCCCDC:

None

C) Humanities, Arts & Design (HU)

From ASU:

Approved for HU designation, effective Spring 2018 (new):

SPA 394 Human Rights in Argentina

SPA 494 Latino/Latin American Film: Ethical Discussions for the Professions

Approved for HU designation, effective Fall 2018 (new):

COM 428 Graphic Novels and Popular Culture

SPA 405 Latino Cultural Perspectives for the Professions

Recommend to Revise and Resubmit (new):

From ASU:

SPA 394 Angels or Devils: Women Rebels

Rationale: The subcommittee would like to see overt mention of analysis or interpretation in the written assignments.

From MCCCDC:

None

D) Social - Behavioral Sciences (SB)

From ASU:

Approved for SB designation, effective Spring 2018 (new):

COM 394 Cultural Communicology

Approved for SB designation, effective Fall 2018 (new):

ASB 357 Society, Drugs & Health

COM 464 Communicative Sexualities

JHR 100 Introduction to Social Justice & Human Rights

From MCCCDC:

Approved for SB designation, effective Spring 2018 (new):

SOC 270 The Sociology of Health & Illness

Recommend to Deny (new):

IFS 112 College Research Foundations

Rationale: While the proposal was incredibly thorough and detail-oriented, this course does not meet the criteria for the SB Designation. Neither the course description, learning objectives, or assignments indicate student outcomes would include an advanced basic understanding of human interactions; or the distinct knowledge base and/or methods of inquiry related to social and behavioral sciences.

This course, as acknowledged in the title, is actually a course that teaches new college students research skills and technology, including library technologies. The content

and skills being taught are generic research competencies that can be applied to any discipline. While the proposal submitted is an iteration of the course using social science as the landscape for deployment of basic research skills, those skills could just as easily have been taught using humanities or even science. Future iterations of the course might even do that depending on the disciplinary background of the instructor.

E) Natural Sciences (SQ/SG)

From ASU:

None

From MCCC:

None

F) Cultural Diversity in the United States (C)

From ASU:

Recommend to Revise and Resubmit (new):

HCD/PBH 422 Health Disparities and Access to Health

Rationale: More information is needed on this course to approve it. Although the criteria checklist clearly explains the ethnic groups of focus, the course overview and schedule could benefit from this information as well. The proposal claims that the course will explore the health and access to healthcare by comparing Native American and Caucasian health outcomes, health outcomes for low SES African American and Hispanic children compared to non-minority children, women's health disparities, etc. However, there is little evidence of the exploration of health and health outcomes for these different cultural groups in the syllabus. Each weekly topic in the syllabus implies that there may be comparison of healthcare access for different cultural groups, but evidence that these weekly topics would specifically explore/compare healthcare as it relates to the mentioned cultural groups in the U.S is lacking. In addition, it also says that there will be visits from guest lecturers who are experts for specific racial and ethnic groups, but there isn't evidence of this in the syllabus.

SPA 203 Intermediate Spanish for Bilinguals

Rationale: While there seems to be enough evidence that the course will cover more than just the Spanish language, the focus on the US appears to be secondary. It is included, but is considered one of several locals where Spanish language speakers will be studied. Although, the instructor explains how the course will meet the cultural

diversity criteria on the checklist, the course description, overview and syllabus content do not illustrate how the course will clearly translate to the description checklist, especially within the US context. A better demonstration in the syllabus to coincide with the cultural diversity requirements is needed.

SPA 419 Language Variations of Spanish

Rationale: There appears to be evidence that the course will cover the differences in language between cultural groups (Page 9: variation theory on gender, age, and social class), but there isn't enough information on how the course will cover these topics to make an informed decision. In addition, a more thorough description is needed on the sociolinguistic interview, presentation and final paper assignments to determine if their focus fits the cultural diversity criteria. It would also be helpful to see the table of contents translated into English to determine if the topics covered coincide with the cultural diversity criteria or speak singularly to language variations.

From MCCCDC:

None

G) Global Awareness (G)

From ASU:

Approved for G designation, effective Spring 2018 (new):

FRE 194 Gateway to French

LAS/SPA/FOR 494 Latin American Cinema: The Dead and the Disappeared

SPA 494 Latino/Latin American Film: Ethical Discussions for the Professions

SPA 394 Angels or Devils: Women Rebels

SOS 294 Sustainability, Science & Society

Approved for G designation, effective Fall 2018 (new):

ASB 357 Society, Drugs & Health

JHR 100 Introduction to Social Justice and Human Rights

SPA 405 Latino Cultural Perspectives for the Professions

Recommend to Revise and Resubmit (new) :

BIS 355 Peace Corps Seminar

Rationale: This seminar focuses on Peace Corps for students interested in applying for admission. It has some global aspects: Returning Peace Corps volunteer interview, Peace Corps pal correspondence, and a book club with stories experienced by former volunteers – which reflects 1/3 of the course. All the other seminar components are focusing on history, mission, & vision of the organization, application process, intercultural competency, and fundraising for a Peace Corps project. Recommendation to include into the seminar what is right now considered a general class preparation: A report/presentation of the student's research on country of interest (current state of development and development needs) to provide a stronger focus on global awareness.

From MCCCD:

Approved for G designation, effective Spring 2018 (new):

SOC 270 The Sociology of Health & Illness (new)

H) Historical Awareness (H)

From ASU:

Approved for H designation, effective Spring 2018 (new):

LAS/SPA/ FOR 494 Latin American Cinema: The Dead and the Disappeared

Recommend to Revise and Resubmit (new) :

SLC/HST 294 The Beautiful Game: The Literature, History & Culture of Soccer

Rationale: [H] courses are required to meet all four criteria, and the proposer indicates that the course does not meet Criterion 2. A rationale and evidence for Criterion 2 need to be provided. Additionally, further evidence is needed for the other three criteria, demonstrating the level of historical analysis required of the students. The justifications provided at the beginning of the proposal indicate that systemic historical analysis will be required throughout the course, but beyond the list of required readings and weekly topics, it is not clear how and to what extent students

will be held accountable for historical analysis. Sample test questions, rubrics, and/or further description of the Critical Reaction Papers and Response Worksheets would be helpful in assessing this.

From MCCCD:

None

6. Adjournment

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie