



ARIZONA STATE UNIVERSITY  
**ASU GENERAL STUDIES COUNCIL**

MEETING MINUTES

Thursday, March 1, 2018

3:15–5:00 p.m.

**Present:** Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Jason Bruner, Deepak Chhabra, Martha Cocchiarella, Jessica Early, Caroline Harrison-Chair, Aaron Hess, Julie Holston, P.F. Lengel, Phyllis Lucie, Manisha Master, Darryl Morrell, Michael Mokwa, Helene Ossipov, Kristen Parrish, Brad Ryner, Megan Gorvin Short, Matt Simonton, Michelle Zandieh

**Excused:** Martha Caron, Bertha Manninen, Peter Schmidt, Perla Vargas, Stephen Wirkus

**1. Call to Order**

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

**2. Approval of Minutes—February 1, 2018**

The minutes were approved as written.

**3. Announcements**

none

**4. Old Business**

none

**5. New Business**

none

**6. Subcommittee Reports**

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

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

ENG 390 Methods of Inquiry  
PLB 302 Plants and Civilization

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

TDM/CRD/CSM/PRM 350 Tourism, Recreation and Sports Marketing

Rationale: This course meets criteria 1 and 2. Criterion 3 states that “a minimum of two writing and/or speaking assignments” must be “substantial in depth, quality, and quantity.” The Marketing Plan likely counts as substantial (though we would like to see information about page length and what research and analysis the assignment requires). However, the Case Study Assignment, in current form, does not count as substantial. The assignment sheet makes clear that the assignment is not to do a case study (which would count as substantial), but to read a published case study and answer questions about it –more an amplified reading quiz or reading response than a substantial analytical assignment.

**From MCCCDC:**

None

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

**From ASU:**

None

**From MCCCDC:**

None

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

**From ASU:**

None

**From MCCCDC:**

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

ENH 140AA Sports in Literature and Film

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

**From ASU:**

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

CRD 302 Inclusive Community Development

**Recommend to revise and resubmit for SB designation (new):**

SGS 394 Global Markets

Rationale: This course has not been offered and is using an omnibus number. Any decision that we propose must be delimited to this particular course name, topic and approach.

The proposal needs further development. Economics appears to be the dominant theoretical grounding for this course. Economics can be taught/studied from a behavioral or institutional perspective. This course appears to blend these perspectives. But, from the material provided in the proposal, we cannot determine if a socio-behavioral perspective is dominant. Further, in the syllabus, analytical skills appear to be accentuated rather than core knowledge about socio-behavioral dynamics. Above all, the syllabus is incomplete. There is no statement of learning outcomes. Articulation of the learning outcomes and elaboration how the coursework directly relates to learning outcomes that are socio-behavioral is necessary and may help our decision-making.

Finally, we recommend that as the syllabus is developed further the following requirements be added:

1. A statement of the proposed learning outcomes;
2. An overview of the technical requisites for the blackboard portion of the course and instructions regarding technical support;
3. A scale to help students determine their final grades;
4. The required language regarding ASU's academic integrity policy;
5. General policy statements regarding absences containing reference to ACD 304-04, regarding accommodation for religious practices and ACD 304-02, and regarding classes missed due to university-sanctioned activities;
6. University policy regarding threatening behavior.

**From MCCCDC:**

None

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

**From ASU:**

None

**From MCCCDC:**

None

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

**From ASU:**

None

**From MCCCDC:**

None

**G) Global Awareness (G)**

**From ASU:**

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

SGS 394 International Development

**Recommend to revise and resubmit for G designation (new):**

GER/SLC 494 Disability and Language

Rationale: The course is an introduction to the variety, history, challenges, and opportunities of the connection of disabilities and languages (according to the course catalog search). It focuses on language learning, forms of disabilities, an overview of disabilities around the world, history, and disabilities and language learning. Less than 50% of the content and time is focused on non-U.S.-centered global aspects related to this. It is difficult to interpret whether the assignments support the global aspects and in what extent, since the descriptions are limited in nature.

**From MCCCDC:**

None

**H) Historical Awareness (H)**

**From ASU:**

None

**From MCCCDC:**

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

ENH 140AA Sports in Literature and Film

Rationale: The course meets criterion #4, in that it examines the relationship among events (sports), ideas (values and assumptions of culture), and artifacts (films and literature) and the broad social, political and economic context. However, criteria #1, #2 and #3 are not so clearly met. The course description indicates that the focus of the course is on “analysis of narrative’s form and content and the construction of meaning” rather than history, as required by criterion #1. The proposal points to competency #1 as a justification for each of the four criteria, when in fact the competency, which reads “Analyze how the formal elements of narrative communicate ideas and emotions”, has nothing to do with historical analysis. Regarding criteria #2 and #3, the readings and film assignments do not seem to follow a historical progression that would allow the students to assess changes in sports and other American institutions over time. The films included are not ordered chronologically in terms of subject matter, and are not paired with any kind of secondary source examining their historical context. The assignments are devoted to analysis of how sports are portrayed in films and literary works (which is in keeping with the course description and competencies) and as such, they do not require the level of systematic historical analysis from the students that the criteria call for. The intent and purpose of the course overall appears to be focused on cultural studies rather than historical awareness.

**6. Adjournment**

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie