

## Historical Awareness Subcommittee Report

Date: 3/29/18

To: General Studies Council

From: Historical Awareness Subcommittee

*Julie Holston, Chair*

*Jason Bruner*

*Manisha Master*

*Matt Simonton*

Re: Recommendations for Course Proposals [H] designation

### Recommend for Approval

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From ASU:

AIS 445 Principles of American Indian Leadership

This course is a thorough survey of historical issues, structures, ideas, and practices pertaining to American Indian leadership. It also seems to be an introduction to American Indian historical methodologies. It requires students to analyze the ways in which historical events inform current leadership beliefs and practices within the American Indian community. It covers a breadth of historical information specific to the American Indian population, examining the changes in government systems and leadership standards over time.

HST 319 History of Aviation

While the course does cover the history of a field of study (which is an exclusionary criterion), the committee finds ample evidence that the course covers how the field is influenced by AND has influenced political, social, economic, and cultural conditions. Additionally, historical analysis is embedded throughout this course and in the assignments and reading questions.

American Indian population, examining the changes in government systems and leadership standards over time.

From MCCC:

None.

## **Recommend for Revise/Resubmit**

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From ASU:

ASM 450                      Bioarchaeology

Rationale: The learning outcomes and modules in this course seem to be focused primarily on methods. The committee recognizes that the discipline of bioarchaeology allows for historical analysis to occur using methods beyond the study of written texts, however, the current assignments in the course seem to be geared toward assessing methods and ethics, rather than engaging more systematically with the historical case studies included. Currently, these case studies seem to be incidental and not central to the goals of the course. The committee would like to see more evidence that the course offers a disciplined, systematic examination of human institutions as they change over time.

ENG 494                      Literature and Human Rights

Rationale: This course incorporates several disparate examples of historical events/institutions, but studying them under the common umbrella of human rights could have the cumulative effect of achieving the spirit of the H designation, which is to show how various events, decisions, and institutions have been shaped by a variety of factors and forms of human agency and reaction. However, it's not clear how history will be established within the context of the course, as the assignments do not seem particularly intended to foster historical awareness. While they involve documents that certainly belong to particular historical contexts, the assignments do not seem to assess the students' knowledge of the historical development of human rights discourse and institutions. The committee would like to see a greater emphasis on historical analysis embedded into the assignments for the course.

MED 394                      Healthcare and Humanities

Rationale: While various aspects of historical study are used to explain the development of healthcare in the U.S., it is not clear from the syllabus how the course traces human development or institutional change over time, aside from the Henrietta Laks book. There are no clear descriptions of what the assignments entail in terms of historical analysis, and the applicant needs to clarify from what sources the requisite historical context might be established.

From MCCC:

None.

## **Recommend for Denial**

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From ASU:

APH 461                      Charles + Ray Eames

Rationale: The H designation restricts courses that are exclusively the history of a field of study, and this course, which covers the history of the works of a particular design team within the field of architecture, falls under that exclusionary rule. Additionally, the course does not meet criteria #2 or #3. The historical information in the course is primarily biographical and/or intermittent and anecdotal. The syllabus does not place the different weekly themes into any kind of broader historical context, and the assignments that focus on interviewing current designers do not seem consistent with the requirement of a disciplined, systematic examination of human institutions as they change over time.

SCN 401      Sustainability Science, Technology, and Society

Rationale: It seems that the intent of the course is to encourage students to think critically about advocacy and policy-making as opposed to developing a sustained study of the past. The course does not look at a past society's sustainability nor a history of the policy movement. The modules promise historical case studies but the sources used are difficult to assess, and the nature of students' examinations of these examples is not clear. Finally, the assignments seem to be policy-focused and do not require historical analysis nor test students' knowledge of historical development.

From MCCCD:

None.