

Date: 9/26/2018

To: General Studies Council

From: Cultural Diversity in the United States Subcommittee
Wendy Hultsman, Chair
Megan Short\
Maniha Master

Re: Recommendations for Course Proposals for C designation

Course Recommendations

Deny for C designation

ASU

HIS 105

Arizona History.

The focus of this course is primarily Arizona history, as the title suggests, from prehistoric times into the 1980's. Therefore, it doesn't meet criterion 1 of contributing to an understanding of cultural diversity in contemporary U.S. society. While it does mention various cultural groups within the U.S. (Native Americans, Latinx, Mormons, etc.), these cultural groups are actually studied in a historical context and not in a way that would lead to students' understanding of cultural diversity in contemporary U.S., which is the primary emphasis of this awareness area. From the syllabus it appears that students would study mainly the history of these various cultural groups and how they interacted with each other in Arizona so there are aspects that could potentially meet criteria 2a and 2c, but again, these groups and their interactions are being studied through a historical lens so would not necessarily lead to an understanding of cultural diversity in the modern U.S.

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Revise and Resubmit for C designation

ASU

CPP 194

National Service and American Democracy

The proposal for this course is very well written, but this course seems to have been developed originally with civic engagement and service as the primary focus, and then the emphasis on cultural diversity and identity may have been worked in later to meet the criteria of the general studies designation. It does have potential to allow students to explore cultural diversity in the U.S. and how cultures can affect social activism and democracy. However, the course seems light on content focusing on the study of cultures in contemporary U.S. society (criterion 1). It seems to fit more comfortably into the Social Behavioral Awareness and/or Historical Awareness areas. That being said, it does mention the current #MeToo movement, but much of the study of cultures appears in a historical context (women's suffrage and prohibition, The Voting Rights Act from 1965, historical origins of the Jewish Family and Children's Service, etc.). Many of the contemporary aspects of the course are videos/readings describing current organizations or groups, but it's unclear how these videos/readings will incorporate a discussion of cultural diversity in U.S. society and/or provide an in-depth study of culture-specific elements (criterion 2a). In addition, the Civic Action ePortfolio Assignments and the Civic Engagement, Identity, and Group Mobilization paper are very broad assignments. These assignments require students to choose a topic that matters to them and then research that topic in various ways. The paper does ask students to analyze an organization that has mobilized a group of

people based on identity, but because both assignments are so broad, it is difficult to determine the depth to which students will be studying the social, economic, political, or psychological dimensions of relations between different cultural groups (criterion 2c). Thus, it appears that students will address learning about cultural diversity in individualized ways based on the topics they choose.

For a revision it would help to have a more specific attachment of a) how contemporary US examples will be used across the curriculum and b) more specifics about how the Civic Action ePortfolio assignment and the Civic Engagement, Identity,, and Group Mobilization paper will go beyond the service perspective and more deeply incorporate an attachment to cultural diversity awareness

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