



ARIZONA STATE UNIVERSITY
ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, April 26, 2018

3:15–5:00 p.m.

Present: Katherine Antonucci, Charlotte Armbruster, 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, April Randall, Megan Gorvin Short, Perla Vargas, Michelle Zandieh

Excused: Tamiko Azuma, Martha Caron, Bertha Manninen, Brad Ryner, Peter Schmidt, Matt Simonton, Stephen Wirkus

1. Call to Order

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

2. Approval of Minutes—March 29, 2018

The minutes were approved as amended.

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):

CEL 294 Women in Political Thought and Leadership
CEL 394 Democracies in Crisis
CEL 394 Tocqueville on Liberty, Equality, and Democracy
CHI/SLC 294 Chinese Ghost Stories
SOS 330 Sustaining the Commons

Recommend to Deny for L designation (new):

CEL 100 Great Ideas of Politics and Ethics

Rationale: The course does not meet Criterion 1, that 50% of the grade should depend on writing. There is a requirement of a take-home final essay worth 40% of the grade. The other writing assignment is a précis, but its weight on the final grade is not separated from the 30% assigned to the in-class presentation. The committee determined that the writing assignments might fulfill Criterion 2, involving “gathering, interpreting, and evaluating evidence,” but no supporting documentation is included in the application (i.e. assignment sheets, more detailed descriptions, and/or grading rubrics). Likewise, it is difficult to assess whether the paper and presentation meet Criterion 3 (that they should be “substantial in depth, quality, and quantity”). Because the paper is a take-home exam, it very likely does not. Without due dates marked on the syllabus, it is impossible to assess Criterion 4’s requirement that the substantial assignments be “arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.” The application notes that a written précis is due one week before the presentation, but does not indicate the time between the précis/presentation and the paper – the assignment sequence must ensure that students complete one substantial assignment early enough in the course to benefit from feedback on it before the next substantial assignment is due.

CEL 300 Capitalism and Great Economic Debates

Rationale: Criterion 1 for this designation requires 50% of the grade for the course depend on writing. The application for this course claims that 60% of the grade depends on writing, counting one 8-page paper as 30% and two 4-page papers at 15% each. However, the grade for the 4-page papers includes “a ten-minute oral report” on the paper – the syllabus needs to clarify how much of the grade depends on writing and how much depends on the oral report. Based on the short description of the writing assignments in the application, Criterion 2 that they involve “gathering,

interpreting, and evaluating evidence” is satisfied. However, it is not clear that the shorter papers meet Criterion 3 (that they should be “substantial in depth, quality, and quantity”). The committee requests assignment sheets with more detailed descriptions and/or grading rubrics be included in the future to help assess this.

CEL 394 Entrepreneurialism and Innovation

Rationale: This application does not make it clear which assignments are meant to satisfy Criterion 3’s assignments that are “substantial in depth, quality, and quantity.” The syllabus highlights the Short Paper, the Long Paper, and the final take-home exam, while the discursive justification seems to indicate the Long Paper and the take-home exam. Of these three, only the long paper seems to count (detailed assignment sheets would allow us to assess this better). Without a reading/assignment schedule on the syllabus, we cannot evaluate whether the course meets Criterion 4.

CEL 394 Liberalism and Conservatism in America

Rationale: The application counts the short essays and the Final Paper toward Criterion 3’s requirement that at least two assignments be “substantial in depth, quality, and quantity.” The Final 10-15-page paper, in which students “develop an argument for [their] own political philosophy” certainly counts. The shorter essays on “Why I am / Why I am not / Why I’m not sure” seem like very useful exploratory work toward the final paper; however, do not on their own reach the threshold of “substantial in depth, quality, and quantity.”

CEL 394 Ideological Origins of Anglo-American Liberty

Rationale: The application offers no supporting documentation to show the course meets Criteria 2, 3, or 4. Assignment sheets, more detailed descriptions, and/or grading rubrics would be necessary for the committee to judge Criteria 2 and 3. Criterion 4 cannot be judged without due dates marked in the syllabus calendar.

CEL 494 Political Thought of Islam, Hinduism, Confucianism

Rationale: To determine if the course meets Criteria 2 and 3, the application needs more supporting documentation, such as assignment sheets, more detailed descriptions, and/or grading rubrics.

PHI 107 Introduction to Philosophy of Sex and Love

Rationale: The application argues that the short papers satisfy Criteria 3 because they “go beyond merely giving a reaction to building an argument through engaging with objections.” This suggests that they meet Criteria 2 (“gathering, interpreting, and evaluating evidence”), but Criteria 3 requires two assignments that are “substantial in depth, quality, and quantity.” At 1-2 pages each, the short assignments cannot count as “substantial.” Therefore, this course does not meet the criteria for this designation.

From MCCCDCD:

None

B) Mathematical Studies (MA)/(CS)

From ASU:

Approved for CS designation, effective Fall 2018 (new/amended):

ISS 401 Statistics for Integrated Social Science

From MCCCDCD:

None

C) Humanities, Arts & Design (HU)

From ASU:

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

CEL 394 Democracies in Crisis

CEL 394 Tocqueville on Liberty, Equality, and Democracy

CEL 394 Liberalism and Conservatism in America

CEL 494 Political Thought of Islam, Hinduism, Confucianism

CHI/SLC 294 Chinese Ghost Stories

PHI 370 Sports Ethics

Recommend to Revise and Resubmit for HU designation (new):

CEL 100 Great Ideas of Politics and Ethics
CEL 300 Capitalism and Great Economic Debates
CEL 394 Ideological Origins of Anglo-American Liberty

Rationale for all: The committee is fairly sure this meets the HU criteria given the class content, but there is no listed justification at all on the form where it is asked, and we do think it's fair to ask the professor to fill that out in far more detail. Moreover, there is no explanation of the kinds of assignments expected. There is a final exam/ essay but there is no evidence that this assignment will be a critical analysis of the content. There's no indication as to the nature of the quizzes or the presentation either. This just isn't filled out the way it should be, and the responsibility is on the professor to do that.

From MCCC:

None

D) Social - Behavioral Sciences (SB)

From ASU:

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

ISS 428 Religion and Global Violence
ISS 450 Consumerism and Sustainable Development

Recommend to Deny for SB designation (new):

CHS 300 The Science of Well Being

Rationale: The syllabus and proposal are developed and presented effectively. The course is relevant, interesting and engaging. While there is some social and behavioral grounding of key concepts and work, this does not dominate the course work. Further, this course may not align well with a general studies orientation. The dominant perspective is personal improvement, rather than substantive understanding.

CEL 394 Entrepreneurialism and Innovation

Rationale: This submission is poorly developed and incomplete. The syllabus is problematic lacking a course itinerary and readings list. As presented, we do not see sufficient SB grounding and work in this course.

STS 250 Science, Society and Global Warming

Rationale: This is an important course. The proposal is developed very well, and the syllabus is thorough. The environment (climate) is the governing perspective in this course. While some social and behavioral considerations are addressed, they dominate only one module. Moreover, socio-behavioral interaction is addressed largely using structural/institutional perspectives rather than interactive social or behavioral perspectives. The course does not advance substantive understanding of human interaction.

From MCCCDC:

None

E) Natural Sciences (SQ/SG)

From ASU:

None

From MCCCDC:

None

F) Cultural Diversity in the United States (C)

From ASU:

Recommend to Revise and Resubmit for C designation (new):

CEL 294 Women in Political Thought and Leadership

Rationale: This course aims to examine the role of women in contemporary political thought and the feminist movement in America. It also aims to focus on early American feminists and highlights various aspects of feminist notions in the U.S. and other parts of the west. The syllabus lists several readings that will discuss how women have been represented in various societies from ancient Greece through to the present day. However, much of the syllabus is just a description of these readings; it does not include enough detail on how students will be interacting with these texts and in ways that fulfill the cultural diversity criteria. Since many of the readings appear to study women through a historical and/or international lens, it would be beneficial to see more comprehensive evidence (such as is evident in readings for weeks 1 and 6) of how this course will contribute to an understanding of women in the contemporary U.S. Society (criteria 1). Also, criteria 2b is partially fulfilled. In other words, the syllabus makes it seem that the course would be an in-depth study of women in politics, but does not give clear evidence on how this will be covered in the course. It

would also be helpful to have more information on the final project as the project allows students to choose a woman in a leadership role on whom they will do a case study. Since the students are required to select a woman in leadership role, the syllabus will benefit with more clear evidence of how the third paper and the take home final exam will fulfill the criteria of advancing understanding of cultural diversity within the U.S.

HUL 360 U.S. Challenges I

Rationale: This course aims to study the issue of sexual violence in the modern U.S. by looking at how diverse groups (different genders, races, minority groups) within the U.S. are affected by and view/interact with sexual violence (criteria 1). Although the reading list and assignment descriptions provide evidence that students will compare how sexual violence is viewed in relation to minority status (women, transgender individuals, African Americans, etc.) (criteria 2c), the topics are too broad and need to clearly show relevance to socio-economic, political or psychological dimensions of relations, between and among gender, within the contemporary US society (2c criteria).

HUL 361 U.S. Challenges II

Rationale: This course studies the issue of sexual violence in the modern U.S. within the context of how diverse groups (different genders, races, minority groups) within the U.S. are affected by/view/interact with sexual violence and how that can lead to other types of violence (criteria 1). Although the reading list and assignment descriptions, to some extent, supply evidence that students will compare how sexual violence is viewed in relation to minority status (Native Americans, African Americans, etc.) (Criteria 2c), the course description does not specify the U.S. context. First learning outcome highlights the contemporary U.S. society, but the second outcome is not clear about specific cultural groups of reference. The course content and list of readings are commendable but most of the weekly course schedule titles in the syllabus do not clearly juxtapose sexual violence issues within the context of contemporary U.S. society. Only one reading in Weeks Four and Ten modules clearly refer to gender violence within the U.S. context. Although the course strongly connects to Criteria 2c (study of different dimensions between and among gender), more clear examples should be presented in the syllabus. For instance, the reading titles can be broad, but the content narratives need a detailed description of the manner they relate to criteria 2c.

From MCCCCD:

Recommend to retain the C designation: (mandatory review):

HUM/WST 209 Women and Films

G) Global Awareness (G)

From ASU:

Approved for G designation, not yet approved in ChangeMaker (new):

HUL 355 Global Challenges I
HUL 356 Global Challenges II

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

CEL 494 Political Thought of Islam, Hinduism, Confucianism

Rationale: This course focuses on medieval political philosophy, using translations of 9th to 15th century works of Islam, Hinduism, and Confucianism with minimal contemporary readings on global aspects. This course stresses the historical rather than the contemporary.

CHI/SLC 294 Chinese Ghost Stories

Rationale: This course focuses on two thousand year old Chinese ghost stories and explores related medieval Chinese conceptions of body and soul, afterlife etc. Contemporary global aspects not clear.

From MCCCCD:

None

H) Historical Awareness (H)

From ASU:

Recommend to revise and resubmit for H designation (new):

CEL 100 Great Ideas of Politics and Ethics

Rationale: The proposer indicates that the course does not meet criterion 3, and all four criteria must be fulfilled for approval. Therefore, the committee extends the

opportunity for a Revise/Resubmit to include a rationale and evidence for criterion 3. Additionally, it is not clear how the listed texts will be contextualized with respect to institutions, technologies, or other developments. The committee requests more detailed information regarding how students will be asked to demonstrate historical awareness with respect to the development of the ideas in relation to the texts included on the syllabus. A table of contents for the required textbook should also be included.

CEL 300 Capitalism and Great Economic Debates

Rationale: While the course seems to generally meet the spirit of the Historical Awareness designation, it is not clear that the textbook or course engages in a systematic study of these issues, nor is it apparent that there is evidence of a reciprocity of, in this case, ideas shaping various contextual conditions and those conditions shaping the ideas. Additionally, there is no description of the assignments beyond “3-page paper”, “7-page paper”, etc. More information is needed about the nature of these assignments to determine the extent to which historical analysis and engagement are being expected of the students.

CEL 394 Democracies in Crisis

Rationale: While the course is structured around primary source readings, the manner in which students are asked to engage these texts is with respect to contemporary application. Further information is therefore needed on the nature of historical analysis being asked of students in the assignments and discussions. Additionally, it’s not clear from the syllabus to what extent the different societies in question are understood as being affected by one another’s examples in sequential order, nor is it clear how historical information is being utilized with respect to transitions between periods.

CEL 394 Ideological Origins of Anglo-American Liberty

Rationale: While the course description and learning outcomes indicate that the course is designed to meet the spirit of the criteria, it’s not clear how students are held accountable for historical analysis and engagement throughout the course. Further information is needed regarding the nature of the written assignments in order to understand how the learning outcomes are achieved and assessed.

PHI 107 Introduction to Philosophy of Sex and Love

Rationale: The proposer neglected to complete page 3 of the application, which is supposed to contain the rationale and evidence for how the course meets the criteria. Additionally, the committee has concerns that the historical overview provided during the first half of the course does not extend to the second half of the course, where the

focus seems to be a philosophical overview of contemporary topics in sex and gender. In addition to completing page 3, the committee requests more information regarding how systematic historical analysis will be sustained throughout the entirety of the course, along with information on how students will be assessed on historical knowledge/awareness through the assignments

Recommend to Deny for H designation (new):

CEL 494 Political Thought of Islam, Hinduism, Confucianism

Rationale: The course as it is currently structured does not meet the criteria for the Historical Awareness designation. For example, it does not appear that history is a focus of the course. The orienting questions of the course make clear that the purpose of the course is comparative philosophy and not historical inquiry. The weekly topics do not indicate that systematic historical analysis will be expected of the students throughout the course, and the descriptions of the two major essay assignments do not include any mention of historical analysis. Additionally, it is not clear how the political philosophy textbook will be contextualized historically, nor how students will be engaging texts with attention to historical methods, rather than those of comparative political philosophy. Finally, the different political-philosophical movements do not seem to be conceived of in historical terms, as inhabiting a particular context and changing over time, and the different societies in question are not explored in such a way as to present a coherent vision of changing institutions over time.

From MCCCDCD:

None

6. Adjournment

The meeting adjourned at 3:50 p.m.

Submitted by Phyllis Lucie