

Historical Awareness Subcommittee Report

Date: 11/29/18

To: General Studies Council

From: Historical Awareness Subcommittee

Julie Holston, Chair

Jason Bruner

Matt Simonton

Mark Tebeau

Re: Recommendations for Course Proposals (H designation)

Recommend for Approval

From ASU:

AMS/ETH/LAS 428 Peoples and Cultures of the American West, to 1948

From MCCCDC:

AFR 203 African-American History: The Slavery Experience

AFR 204 African-American History: Reconstruction to the Present

Recommend for Revise/Resubmit

From ASU:

HST 482 Writing and the History of Science, Ideas, and Technology

The course is the history of a field of professional endeavor, and as such, it must clearly meet criteria 4 to avoid exclusion from eligibility. It's not clear from the syllabus to what extent the course will satisfy criteria 3 and 4. In particular, the content seems too broad in scope to allow sufficient understanding of technological change within specific human societies; as it stands it seems to provide a very general discussion of technology in human history. The subcommittee would like to see further evidence of how systematic historical analysis will be embedded in the course.

From MCCCDC: (none)

Recommend for Deny

From ASU: (none)

IDS 312 Integrative Perspectives on Change

An overall concern is that the course is topical in nature and the topic is subject to change. Therefore the readings and assignments could change, and the H criteria are dependent on the degree to which historical analysis is engaged through specific course materials, assignments, and readings. That aside, given the topic “Supernatural as Natural – The Origins of Religion and Human Evolution”, criteria 1 and 4 are not met. The focus of this topic is religious studies and/or anthropology, and three units of historical background out of ten total units is not sufficient to constitute a focus on history for purposes of this designation. While students are provided with a scaffolded introduction to the origins of religion, there are few, if any, concrete examples of how religious belief(s) have affected a historical human society. Given the disparate units cited as evidence in the proposal, systematic historical analysis does not appear to be embedded throughout the core of this syllabus.

IDS 313 Integrative Perspectives on a Changing World

An overall concern is that the course is topical in nature and the topic is subject to change. Therefore the readings and assignments could change, and the H criteria are dependent on the degree to which historical analysis is engaged through specific course materials, assignments, and readings. That said, the topic “Sex and Sexualities Across Time and Place” offers a broad chronological view of changing ideas about sexuality throughout history, but does not appear to require historical analysis of the students systematically throughout the course. While history is present in lectures and videos, there is no clear indication of how assignments would assess historical knowledge.

IDS 314 Integrative Perspectives on Cultural Dynamics

An overall concern is that the course is topical in nature and the topic is subject to change. Therefore the readings and assignments could change, and the H criteria are dependent on the degree to which historical analysis is engaged through specific course materials, assignments, and readings. That said, this course, using the topic “Analyzing Warganizations” appears to focus on teaching organizational leadership through narrow case studies of historical events. The sources utilized, outside of the organizational literature, are mainly journalistic accounts written or otherwise produced after the fact, rather than primary documents or scholarly monographs/articles. The analysis is fundamentally ahistorical in applying

contemporary leadership theory to 18th century society. It is not systematic, and its inclusion of history is largely through anecdote.

MED 394 Healthcare and Humanities

This revised proposal does not sufficiently address the subcommittee's previous concerns. While there are some relevant historical and primary texts, they are not consistent throughout the course, with the primary emphasis placed on lectures for providing historical context. It's not clear that the assignments and readings would constitute systematic analysis of the related ideas or trace human development or institutional change over time. The course, as is, simply does not engage historical methods or content in a manner that aligns with the spirit of the H designation.

From MCCCD: (none)

DAH 101 Introduction to Dance Through History

History does not appear to be a focus of the course. While historical context is provided for various dance styles, there is no real emphasis on their relationship to the broader culture of their historical society. Additionally, evidence from the syllabus doesn't constitute a systematic historical analysis of dance, and there is no indication of how or if historical knowledge would be assessed.