



ARIZONA STATE UNIVERSITY
ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, November 29, 2018

3:15–5:00 p.m.

Present: Patience Akpan, Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Jason Bruner, Martha Cocchiarella, Julia Himberg, Julie Holston, Wendy Hultsman GSC-Chair, Phyllis Lucie, Manisha Master, Darryl Morrell, Michael Mokwa, Helene Ossipov, Kristen Parrish, Peter Schmidt, Steve Semken, Megan Gorvin Short, Matt Simonton, Michelle Zandieh

Excused: Jessica Early, Caroline Harrison, Mickey Mancenido, Bertha Manninen, Mark Tebeau, Perla Vargas

1. Call to Order

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

2. Approval of Minutes—November 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 2019 (new):

HST 482 Writing and the History of Science, Ideas, and Technology (new)

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

OGL 482 Pro Seminar II (new)

Rationale: This course meets Criterion 1 (100% of the grade is writing-based: six written assignments and responses to discussion topic questions) and Criterion 2 (writing assignments and participation in the discussion forum require the gathering, interpretation and evaluation of evidence); however, the nature of the writing assignments is not clear. As such, this course cannot be fully evaluated for the L-designation. The submission does not provide specific information or prompts for the writing assignments. There are assessment guidelines but they are general rather than written for each assignment specifically so it is unknown whether they, in fact, require “gathering, interpreting, and evaluating evidence” and whether they are “substantial in depth, quality, and quantity.” According to the syllabus, “Details on the above assignments / discussion topics are in the Weekly Learning Module areas (Week 1 through Week 6) of course website.” Those details however are not provided in the submission materials. It is especially problematic for the committee to review this course without detailed writing prompts because C-2 requires that writing assignments “should reflect critical inquiry, extending beyond opinion and/or reflection.” However, the course description reads: “In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work.” This premise for the course suggests it not does meet C-2.

Recommend to Deny for L designation (new):

IDS 302 Interdisciplinary Inquiry (new)

Rationale: This course, as presented, meets Criterion 1 (partially) and Criteria 3 and 4; however, it fails to meet Criterion 2. This course is an omnibus/special topics course number. The committee may review it as such and on its own merit with the understanding that classes offered under this course number will be designed in the same format as the syllabus in this submission. It is not clear, however, that the course as currently proposed and representative of courses to follow, meets the criteria for the L designation. While writing assignments constitute at least 50% of the grade (C1), the expectations do not seem rigorous enough to meet Criterion 2. The literature review (both draft and final version) constitute 17% of the coursework; a science fiction assignment (draft, final paper and presentation) make up 15% of the course grade. A major writing assignment, the white paper, is worth 20%. None of the writing assignments involve significant “gathering, interpretation,

and evaluation of evidence” to meet Criterion 2. As currently proposed, the committee decided that, as a special topics course, it is not possible to grant this course L-designation. While the primary objectives may remain the same, the assignments invariably change with each topic. As a result, the committee does not have a guarantee that the course will meet L-designation criteria each time it is offered. The submission syllabus is also vague such that the committee cannot discern what elements of the course are permanent across topics.

From MCCCDCD:

None

B) Mathematical Studies (MA)/(CS)

From ASU:

None

From MCCCDCD:

None

C) Humanities, Arts & Design (HU)

From ASU:

Approved for HU designation, effective Fall 2019 (new):

CEL 200 Great Debates in American Politics and Economics (new)

IDS 316 Integration Humanities Contexts (new)

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

IDS 140 The Nature of Knowledge Systems (new)

Rationale: In this syllabus, the humanities form only one unit out of 5 in the course. While there is mention of the philosophies of the sciences and social sciences, that is not elaborated. In order to give the HU designation, the subcommittee would like to see more explanation of how the humanities are present in the other units of the class, so that they form a central and substantial portion of the course content.

From MCCCD:

Approved for HU designation, effective Spring 2019 (new):

DAH 101 Introduction to Dance Through History (new)

Approved to retain HU designation:

MHL 153 Rock Music and Culture (mandatory review)

D) Social - Behavioral Sciences (SB)

From ASU:

Approved for SB designation, effective Fall 2019 (new):

IDS 201 Intellectual Fusion (new)

IDS 311 Integration: Global Contexts (new)

IDS 314 Integrative Perspectives on Cultural Dynamics (new)

IDS 315 Integration: Social Contexts (new)

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

Comment: Most IDS courses state that “this course is a permanent course with topics.” In all three course of the following 300 level courses, there is a broad theme in the permanent course title, multi-dimensional perspectives for studying the topic, and extensive list of diverse readings/pedagogical materials. However, each proposal is presented focusing on a very specific topic that is related to the broader theme/permanent course title, but selectively captures/illustrates only a portion of the theme. From the proposals, it is unclear if the specific topic is what is being submitted or if it is the overall theme of the course which is not detailed at all throughout the proposal. Further, given the multi-dimensional perspectives being used to study the topics, it is very difficult to determine if SB is a dominant perspective pervading the course and coursework. We support the multi-perspective and integrative orientation of the courses, but we need more specific information about the role of understanding human interaction from a behavioral perspective in each of these courses.

IDS 140 The Nature of Knowledge Systems (new)

The proposal is very brief in actual content and somewhat vague relative to the SB criteria. There appears to be a dominance of institutional and methodological perspectives, rather than a dominant focus on furthering the understanding of interactive human behavior.

IDS 310 Integration: Cultural Contexts (new)

The topic is “immigration.” Course materials and course work appear to focus on institutional perspectives from economics and policy with some SB.

IDS 312 Integrative Perspectives on Change (new)

The topic is “religion.” There is not much in the syllabus and hardly anything in the proposal that explicitly address furthering the understanding of human interaction. Once again, there is a strong institutional orientation with some SB foundations.

IDS 313 Integrative Perspectives on a Changing World (new)

The topic is “sex and sexualities.” Historical perspectives blending multi-disciplines appear to be the foundation for the course and coursework. While sociological methods and perspectives are relatively pervasive, they seem to be more instructionally oriented. While SB perspectives are included, we cannot assess if further the understanding of human interactions is a/the dominant focus.

From MCCC:

Approved for SB designation, effective Spring 2019 (new):

AFR 203 African-American History: The Slavery Experience (new)

AFR 204 African-American History: Reconstruction to the Present (new)

E) Natural Sciences (SQ/SG)

From ASU:

From MCCC:

None

F) **Cultural Diversity in the United States (C)**
From ASU:
Approved for C designation, effective Fall 2019 (new):

IDS 310 Integration: Cultural Contexts (new)

Deny for C designation (new):

IDS 314 Integrative Perspectives on Cultural Dynamics (new)

Rationale: This course focuses much of its attention on theory and leadership related to war strategy. While there is reference to several culturally-related topics, they are mostly in support of the much stronger emphasis on war leadership. Much of the course is spent analyzing organizations and subsequently applying them to historical wars and conflicts. The US is involved in these wars but culture is not the primary perspective. The application indicates that there will be an examination of the racial and ethnic components related to US war involvement but there is a lack of clarity of where this is emphasized in either the readings or assignments. Perhaps this course will fit better in the Historical Awareness designation it also seeks.

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

AFR 203 African-American History: The Slavery Experience (new)

Rationale: This course is very close to receiving Cultural Awareness designation. There is a definite emphasis on African American Slavery from many dimensions (i.e., the arts, language, history, gender, socio-economic status), however there needs to be more clarity in how students will make the connection among these dimensions and understanding their place in contemporary US society, a primary component of the C designation. This course mirrors the content in HST 333 African-American History to 1865 which carries the C designation. Thus, for consistency it would be appropriate for both courses to carry the same designation. One question might be...does ASU need two courses that overlap so much? If the answer is yes, then this course would benefit from a more detailed description of the essay assignment that asks students to explore how structural inequalities that began in slavery continue to impact African-Americans in their communities today as well as how multigenerational adaptive behaviors toward racism have evolved and ultimately impacted economic development in contemporary US society.

AFR 204 African-American History: Reconstruction to the Present (new)

Rationale: This course is also very close to receiving C designation, and like AFR 203, it mirrors an existing course AFR 334 African-American History since 1865. What is missing in this course is how students' study of the history of African Americans in the U.S. will lead to a greater understanding of cultural diversity in contemporary U.S. society. This was the same concern for AFR 203. There is mention in the check sheet that students will study obstacles young Black people face, rise of mass incarceration of young Black men, and how Black women and girls have been left out of debates of these issues in current society. However, there isn't mention of these things in the course breakdown or syllabus. In addition, one of the essay topics that students can choose asks students to explore how various cultural and social movements from the 1950s-1970s have contributed to the creation of contemporary America. However, this is only one essay topic option and doesn't appear that it would be required for students to focus on this type of thinking. Thus, more evidence would be required on how the course will use the study of African Americans' history and culture to contribute to a greater understanding of contemporary U.S. society.

G) Global Awareness (G)

From ASU:

Approved for G designation, effective Fall 2019 (new):

HST/LAS 376 Modern Latin America (new)

IDS 311 Integration Global Contexts (new)

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

HST 280 The History of Science, Ideas, and Innovation (revised/new)

Rationale: The Global Awareness Subcommittee commends the submitters for the HST 280 course for their improvements to this submission, they added clarity to the submission and helped the Subcommittee to better evaluate the course. The Subcommittee requests further clarification on how this course develops or leads to "an understanding of the contemporary world outside the U.S." The Subcommittee clearly recognized how the course considers a non-U.S. perspective on the topic of "the History of Science, Ideas, and Innovation," particularly in Modules 2-9. The Subcommittee, at this point, needs to see **a clearer connection between the historical readings and lectures and an understanding of the contemporary world** (i.e., how the course meets Criteria 1) OR see how the **course requires**

students to compare different cultural perspectives on Science, Ideas, and Innovation (i.e., how the course meets Criteria 2c). For example, the submitters may include an assignment in their next submission that emphasizes the connection between historical and contemporary perspectives, emphasizes the comparison of cultural understandings of Science, Ideas, and Innovation, or a combination thereof.

Recommend to Deny for G designation (new):

HST/LAS 375 Colonial Latin America (new)

Rationale: Focus is on history, lacking contemporary perspective.

IDS 313 Integrative Perspectives on a Changing World (new)

Rationale: Focus is on history and social/behavioral science, lacking contemporary perspective.

From MCCC:

Approved for G designation, effective Spring 2019 (new):

STO 288 Telling Sacred Stories From Around the World (new)

H) Historical Awareness (H)

From ASU:

Approved for H designation, effective Fall 2019 (new):

AMS/ETH/LAS 428 Peoples and Cultures of the American West, to 1848 (new)

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

HST 482 Writing and the History of Science, Ideas, and Technology (new)

*Rationale:*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.

Recommend to Deny for H designation (new):

IDS 312 Integrative Perspectives on Change (new)

Rationale: 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 Perspective on a Changing World (new)

Rationale: 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 (new)

Rationale: 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 (revised/new)

Rationale: 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 MCCC:

Approved for H designation, effective Spring 2019 (new):

AFR 203 African-American History: The Slavery Experience (new)

AFR 204 African-American History: Reconstruction to the Present (new)

Recommend to Deny for H designation (new):

DAH 101 Introduction to Dance Through History (new)

Rationale: 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.

6. Adjournment

The meeting adjourned at 4:00 p.m.