



ARIZONA STATE UNIVERSITY
ASU GENERAL STUDIES COUNCIL

MEETING MINUTES
Thursday, March 28, 2019
3:15–5:00 p.m.

Present: Patience Akpan, Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Jason Bruner, Julie Holston, Phyllis Lucie, Manisha Master, Darryl Morrell, Michael Mokwa, Vice Chair, Helene Ossipov, Kristen Parrish, Peter Schmidt, Steve Semken, Megan Gorvin Short, Perla Vargas, Michelle Zandieh

Excused: Martha Cocchiarella, Jessica Early, Caroline Harrison, Julia Himberg, Mickey Mancenido, Bertha Manninen, Matt Simonton, Mark Tebeau

1. Call to Order

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

2. Approval of Minutes—February 28, 2019

The minutes were approved as written.

3. Announcements

none

4. Old Business

none

5. New Business – upon review of information received from council members relating to updating criteria checksheets, the discussion is tabled for a future GSC meeting (after Fred Corey meets with the GSC on April 25th). Michael Mowka suggested that the GSC pull together comments received, and turn it into a memo to send to deans re: quality of course submissions.

6. Subcommittee Reports

A) **Literacy & Critical Inquiry**

From ASU:

Revise and Resubmit (new)

HIS 319 History of Aviation

The course meets some, but not all, of the criteria for L designation. The “Short Essay” assigned at the beginning of the course does not appear to meet Criterion 2 or 3 because it primarily demonstrates reading comprehension and is used for the professor to evaluate students’ writing. Criterion 2 specifically states, “The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.” As currently written, the assignment asks students to read a book and demonstrate they understand the argument in the book. The committee understood this to be a reflection rather than critical inquiry involving the gathering, interpreting and evaluation of evidence. Criterion 3 states, “The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.”

The committee recommends the instructor provide an essay prompt with a detailed description of the assignment upon resubmissions to explain how this assignment meets Criterion 2 and 3.

The end-of-term presentation for this course does not meet Criterion 1 or Criterion 3 for the L-designation. Criterion 1 states that “At least 50 percent of the grade in the course should depend upon writing assignments,” and Criterion 3 states, “The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material.” Because a paper is not *required* as part of this assignment; rather, the paper is listed as one of several options (“You will give a ten-minute presentation to the class and you will have to turn in a paper, voice over power point, web page, or another approved format”), it does not meet Criterion 1 or 3. In addition to the issues above, the 5-page paper that is included as part of the Pop-up Museum assignment is separate from the whole assignment and therefore, does not actually constitute the full 15% of the grade for the whole assignment (i.e. the paper, as part assignment, is worth less since it’s part of the 15%). The group portion of the assignment appears to have individual elements to it– yet, on the whole, it is group-focused and therefore does not count toward the L designation. This may be remedied by further clarification of the assignments.

PHI 417/IAS 417: History of Censorship

The course meets some, but not all, of the criteria for L designation. The materials provided indicate that the midterm and final exams take place in class; however, in-class exams do not count toward the L designation. The reading responses do not qualify for L designation, as they do not meet Criterion 3, namely that “Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.” The examples provided confirm that the reading responses do not meet Criterion 3. While the remaining assignments (Term Paper and Book Report) constitute exactly 50% of the course grade, the Book Report does not constitute “substantial in depth, quality, and quantity.” In particular, the assignment does not constitute the “quantity” needed for L-designation, with only 2-3 pages (minimum) required for analysis. Minor and probably unimportant note: the assignment prompts included list a different course number than the syllabus and accompanying documentation. Listed courses include: PHI 417/IAS 417 and PHI/REL 494, REL 598. All of this may be remedied by revision and further clarification of the assignments.

From MCCC:

Approved to retain L designation (mandatory review/revised) :

HUM 250 Ideas and Values in the Humanities
HUM 251 Ideas and Values in the Humanities

B) Mathematical Studies (MA)/(CS)

From ASU:

no courses

From MCCC:

no courses

C) Humanities, Arts & Design (HU)

From ASU:

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

MHL 394 Music in Renaissance Cities

PHI 417 Philosophy of Censorship

SLC 494 Compassion: A Dialogue between the Humanities,
the Sciences, and the Arts

**Approved to retain the HU designation (mandatory review) PENDING
PROVOST APPROVAL, AS THIS IS A COURSE WITH TOPICS**

MUS 354 Popular Music (mandatory review)

From MCCC:

no courses

D) Social - Behavioral Sciences (SB)

From ASU:

Revise and Resubmit (new)

COM 310 Relational Communication

The application/proposal is lacking in substance and detail. The most informative part of the application is the book contents, which does display components that will be addressed in course work, including both SB theory and interactions. While the topic of the course and the book contents does display some components required for SB, the application/proposal does not fully support or provide evidence of this.

COM 317 Nonverbal Communication

The application/proposal is lacking in substance and detail. The most informative part of the application is the book contents, which does display components that will be addressed in coursework, including SB theory and interactions. While the topic of the course and the book contents does display some components required for SB, the application/proposal does not fully support or provide evidence of this.

From MCCC:

no courses

E) Natural Sciences (SO/SG)

From ASU:

no courses

From MCCCDC:

no courses

F) Cultural Diversity in the United States (C)

From ASU:

no courses

From MCCCDC:

no courses

G) Global Awareness (G)

From ASU:

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

LAS/FOR/SPA 449 Latin American Cinema: The Dead and the
Disappeared

MHL 494 Music of the Silk Road

REL413/CRJ 423/FOR 413 Sacred Crimes: Religion and Violence

Deny for G designation (new):

HST 319 History of Aviation

Rationale: This course is very U.S. dominated with respect to content and readings and less focused on an understanding of the contemporary world with respect to Aviation *outside* the U.S.

From MCCCDC:

no courses

H) Historical Awareness (H)

From ASU:

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

PENDING PROVOST APPROVAL, AS THIS IS A COURSE WITH TOPICS

HST 382 Studies in the History of Innovation and Technology

Revise and Resubmit (new):

LAS/FOR/SPA 449 Latin American Cinema: The Dead and the Disappeared (new)

Rationale: While this course provides exposure to the historical context surrounding Latin American films and filmmaking practices during the designated period, it is not apparent from the assignments that systematic historical analysis is embedded throughout the course. In fact, historical/political framing is merely a choice in the final paper, not a requirement. The committee would like to see further evidence that the assignments will hold students accountable for historical research and analysis throughout the course.

Deny for H designation (new):

MHL 341 Music History I: Antiquity to 1750 (new)

Rationale: This course falls under the exclusionary criterion of “courses which are exclusively the history of a field of artistic endeavor.” While historical context is provided to help situate the various developments in music, systematic historical analysis does not appear to be embedded in the core of the syllabus, since the assignments seem more focused on assessing musical knowledge than historical knowledge. Additionally, the focus of the course seems too broad to effectively meet Criterion 3 (a disciplined systematic examination of institutions as they change over time).

REL 413/CRJ 423/FOR 413 Sacred Crimes: Religion and Violence (new)

Rationale: The course content seems too broad to sufficiently address Criteria 1, 2, and 3. Although some of the material is arranged chronologically, it is on such a generalized scale that it would not lend itself to consistent historical analysis. The textbooks do not focus on historical content, and the religious elements of the various cases have been prioritized over the historical contexts. Additionally, the assignments don't seem to require historical analysis or assess historical knowledge.

From MCCC:
no courses

6. Adjournment

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie