



ARIZONA STATE UNIVERSITY
ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, September 12, 2019

3:15–5:00 p.m.

Present: Patience Akpan, Katherine Antonucci, Charlotte Armbruster, Tamiko Azuma, Martha Cocchiarella, Brian Goodman, Caroline Harrison – Chair, Aaron Hess, Julia Himberg, Julie Holston, Beth Landish, Phyllis Lucie, Mickey Mancenido, Manisha Master, Darryl Morrell, Michael Mokwa, Helene Ossipov, Kristen Parrish, April Randall, Steve Semken, Megan Gorvin Short, Mark Tebeau, Michelle Zandieh

Excused: Bertha Manninen, Peter Schmidt, Matt Simonton

1. Call to Order

The meeting was called to order at 3:20 p.m.

2. Approval of Minutes—April 25, 2019

The minutes were approved as written.

3. Announcements

Topics courses and the mandatory review process.

4. Old Business

5. New Business

Discussed the Provost's decision re: new business practice relating to topics courses and the mandatory review process. Some GSC members voiced their concern. It was decided that comments can be sent to Caroline and Phyllis, and if there are additional concerns the issues would be discussed at the October 10th GSC meeting.

6. Subcommittee Reports

A) Literacy & Critical Inquiry

From ASU:

Approved for L designation, effective spring 2020 (new):

SPA 404 Spanish in U.S. Professional Communities

Revise & Resubmit for L designation:

CEL 494 Great American Leaders (new)

Rationale: The course clearly meets both Criterion 1 and 4. However, further elaboration is required in order to understand how the three “Profiles in Virtue” assignments satisfy Criteria 2 and 3. Specifically, Criterion 2 suggests that qualifying assignments should emphasize “critical inquiry” through the “gathering, interpreting, and evaluating” of evidence. Greater detail is required to understand how students will be expected to critically engage with the material covered in course readings rather than select subjects that they find “particularly interesting” or “think exemplifies greatness,” both of which are highly subjective in nature. This clarification would also avoid the possibility of students relying on their own opinions and reflections, a key factor for meeting Criterion 3. The fact that students are expected to “write a paper defending your analysis” suggests the assignments go beyond opinion and/or reflection. However, the committee needs to see the full prompts to make this determination.

SPA 317 Introduction to Spanish for the Professions(new)

Rationale: It is clear from the materials provided and instructor comments that the course meets Criterion 1 (50% of the assignment involves writing) and Criterion 2 (the two research papers require substantive gathering, interpretation and evaluating of information about the “judicial systems in the U.S. and the Latin American world,” and “issues related to the work and social reality of security forces in the U.S. and in Latin America”). It is less clear whether the course meets criteria 3 and 4. It appears each paper is expected to be four to five pages in length, which for two research papers and a final project, totals 15 pages. This does not meet the criteria for L-designation, specifically Criterion 3: “a minimum of two writing assignments that are substantial in quantity.” In addition, the materials submitted do not provide a clear understanding of how feedback, Criterion 4, works. It appears that two versions of each of the research papers are submitted on different dates. It is not clear whether the second version is a revision of the first based on instructor feedback. It would be helpful for the committee to see a description of how feedback is provided and at what stages of the process to be sure it meets Criterion 4.

Deny for L designation (new):

NTR 355 Eating for Lifelong Health (new/amended) (criteria checklist)

Rationale: While the “In the News” project and potentially the “Case Studies” meet the requirements for the criteria of the L designation, the remaining assignments do not qualify for L-designation. Based on close review of the assignment prompts and evaluation rubrics, the committee has determined that the reflective assignments that emphasize “self-assessment,” including the “Introduction” and “Personal Wellness Plan,” do not meet the requirement for “critical inquiry” as defined in Criterion 2 and “in-depth engagement” with course texts as defined in Criterion 3. In addition, group projects are only acceptable if each student is involved and “prepares a summary report.” While the assignment description provided says that the goal is for all students to actively participate in the project, it appears they only submit a peer evaluation of the project individually, which does not meet L-designation criteria.

From MCCC:

No courses

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 spring 2020 (new):

SLC 442 Dracula and Vampire Belief in the World

SPA 404 Spanish in U.S. Professional Communities

Revise & Resubmit for HU designation (new):

ARB 294 Arab Cultures in a Global Perspective

Rationale: The syllabus as given does not explain how the assignments meet the various goals of Criterion 4. The syllabus shows readings, discussions, three reflection papers and a presentation, but does not give any detail showing how these assignments

analyze or interpret course material. We recommend that this proposal be revised to show what kind of work is done in the assignments.

From MCCCDC:

no courses

D) Social - Behavioral Sciences (SB)

From ASU:

Approved for SB designation, effective spring 2020 (new):

HCR 310 Fundamentals of Human Trafficking
SPA 470 Law, Societies and Justice in Latino-America

From MCCCDC:

no courses

E) Natural Sciences (SQ/SG)

From ASU:

no courses

From MCCCDC:

no courses

F) Cultural Diversity in the United States (C)

From ASU:

Revise and Resubmit for C designation (new):

CEL 294 Race and the American Story

Rationale: There is ample evidence that this course has the potential to meet the cultural diversity requirement. However, more information is needed to fully evaluate the course to determine how students will interact with that content to meet the requirements of the Cultural Diversity designation. There is some evidence that students will gain an understanding of Cultural diversity in contemporary society (MLK panel, readings from Barak Obama/Donald Trump, guest lectures on race and African American Women, etc.). However, the syllabus only includes brief descriptions of course content (presentations, music playlist, speech). The assignment descriptions are very vague and open-ended in that students choose their own topics

that relate to race in America. Because of this openness, it is unclear how these assignments will lead to students' greater understanding of cultural diversity in contemporary U.S. In addition, the syllabus only lists culture-specific assigned readings. It does not mention how students will interact with these readings and connect them with other class readings, class topics, current events, etc., in a way that would make it clear that this course is an in-depth study of culture-specific elements (i.e. African American literature) that will lead to students' greater understanding of Cultural Diversity in Contemporary U.S. society. More detailed information is needed on assignments, readings, and course discussion topics to make a determination. A topical outline of the course would also be helpful.

From MCCC:

no courses

G) Global Awareness (G)

From ASU:

Approved for G designation, effective spring 2020 (new):

SPA 317 Introduction to Spanish for the Professions
SPA 470 Law, Societies and Justice in Latino-America

Revise and Resubmit for G designation (new):

ARB 294 Arab Cultures in a Global Perspective

Rationale: The proposal provides an overview of the weekly topics. Besides the Course text, *An Introduction to Modern Arab Culture*, no table of content or list of additional readings are provided. There are no additional information/ detailed assignment guidelines on the 3 papers and presentations to evaluate how the content leads to an understanding of the contemporary world outside the U.S. Recommendation to resubmit with explicit details, expectations of the reaction papers, assignments etc., and align readings with topics listed in the schedule (misspellings on page 3).

WST 270 Global Perspectives on Women

Rationale: This course has great potential to receive the Global Awareness Designation. The proposal provides a detailed reading list with references; however it is missing detailed assignment guidelines for discussion questions, presentations and papers to evaluate how the content leads to an understanding of the contemporary world outside the U.S. Recommendation to resubmit with detailed assignment

guidelines reflecting the understanding of the contemporary world outside the U.S. and two specific examples of the *comparative nature* of the cultural understanding (remove referencing to BB in syllabus).

Deny for G designation (new):

SLC 442 Dracula and Vampire Belief in the World

Rationale: The focus of this course is mostly a historical review of Dracula and vampire beliefs. It has very limited discussion and content related to contemporary beliefs and understanding of the contemporary world outside the U.S. Continents and countries are mentioned but difficult to decipher the understanding of the contemporary world outside of the US. Films and documentaries are heavily US centric.

From MCCC:

no courses

H) Historical Awareness (H)

From ASU:

Revise and Resubmit for H designation (new):

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

Rationale: This revision of the proposal addresses some of the committee's previous concerns about the degree to which historical analysis is embedded in the course. For example, the "optional" historical/political framing of the final paper has been changed to "required", and the syllabus now clearly states that students will be expected to make connections between the films and their historical context in their journal assignments and presentations.

The committee still has some concerns, however. The applicant repeatedly mentions that the course deals with "historical context" and "historical trends" but neither is clear in the breakdown of the classes in the syllabus. Specifically, in relation to the

Criteria 1 and 3: The major focus of the course is film, and it is not clear how history is a focus of the course. The majority of the highlighted readings are about film, and there is no indication of lectures in the syllabus, especially lectures focusing on history. The course schedule indicates that films are shown each week during class meetings, which would leave very little time for lecture or discussion that would

provide students with the historical background necessary for them to engage in historical analysis. The applicant does mention lectures under Criterion 3, but the syllabus does not indicate when in the schedule these lectures will occur. Additionally, the described lectures focus on filmmaking and not the history related to the dead and the disappeared.

Criterion 2: The proposal indicates that the course meets this criterion by being divided into three historical moments, but the descriptions of these moments are focused on how filmmakers responded to the political and social events of the time—again highlighting filmmaking while relegating history to context. Additionally, the course needs to provide information about the variety of historical factors that influenced these sequences of events. More clear divisions across time or across regions, and explicit explanation of the historical context is needed.

To meet the H designation, it would be expected that students would leave the class with a fundamental understanding of the differences/similarities/particularities regarding the human rights violations (the dead and the disappeared) in the different countries of Latin America. The course would need to undergo significant structural reshaping and content-altering changes to ensure that students would understand the differences and similarities between countries and the change over time, in addition to the course's more immediate focus on how films portrayed these human rights violations.

From MCCC:

no courses

7. Adjournment

The meeting adjourned at 4:00 p.m.

Submitted by Phyllis Lucie