



ARIZONA STATE UNIVERSITY

**ASU GENERAL STUDIES COUNCIL**

MEETING MINUTES

Thursday, February 6, 2020

3:15–5:00 p.m.

**Present:** Katherine Antonucci, Patience Akpan, Charlotte Armbruster, Brian Goodman, Caroline Harrison – Chair, Aaron Hess, Julia Himberg, Julie Holston, Phyllis Lucie, Manisha Master, Michael Mokwa, Helene Ossipov, Julia Sarreal, Peter Schmidt, Steve Semken, Megan Gorvin Short, Michelle Zandieh

**Excused:** Tamiko Azuma, Martha Cocchiarella, Bertha Manninen, Mickey Mancenido, Darryl Morrell, Kristen Parrish

**1. Call to Order**

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

**2. Approval of Minutes—December 5, 2019**

The minutes were approved as written.

**3. Announcements**

**4. Old Business - none**

**5. New Business - none**

**6. Subcommittee Reports**

**A) Literacy & Critical Inquiry**

**From ASU:**

**Approved to retain L designation:**

HON 370 History of Ideas (mandatory review)

**Deny for L designation:**

NTR 355 Eating for Lifelong Health (revised/new)

**Rationale:** The instructor should be commended for the effort to revise the original submission for this designation. For this resubmission, the instructor has clarified that 50% of assignments do involve an individual component, which is required for Criterion 1. However, upon receiving further clarification, the course does not appear to meet Criterion 3. The group “Case Study” project does not involve substantial individual writing/critical inquiry work. The “In the News” assignment, while substantial, takes the form of a slide show rather than a written or spoken presentation. As a note, the format of this application made assessment challenging. The application lacked the traditional checklist and clearly marked syllabus/assignments that highlight only the elements that met Literacy designation.

SPE 317 Special Education for Culturally and Linguistically Diverse Children and Youth (new)

**Rationale:** Although 55% of assignments require writing and/or speaking (per Criterion 1), several of the written assignments that constitute this 55% are short summaries of the reading materials, reflections, and question/answer and observations. Other writing activities include lesson plans and family/community intervention plans. These do not meet the criteria for Literacy designation as outlined by Criterion 1 and Criterion 3. In addition, based on the prompt provided by the instructor, the ICC Assignment 2 appears to use a questionnaire format and emphasizes “reflection,” which cannot be counted toward L designation criteria. As per Criterion 2, the writing assignments do involve gathering of evidence from student-focused collaborations, lesson plans, and other teaching-related activities and assignments. However, instructions provided about these assignments do not give any indication of expectation about the level of rigorous interpretation and evaluation of materials that extend “beyond opinion and/or reflection.” Additionally, the provided materials do not reflect an emphasis on “critical inquiry” in the reflection phase of the project as required by Criterion 2. The course also fails to meet Criterion 3 as there is no evidence that writing assignments and/or oral presentations are “substantial in depth, quality and quantity.” Finally, per Criterion 4, while the instructor states that “students get feedback throughout the semester,” the provided course calendar does not indicate a sequence of course assignments or the extent and nature of the feedback between each assignment.

**From MCCC:**

no courses

**B) Mathematical Studies (MA)/(CS)**

**From ASU:**

no courses

**From MCCCDC:**

no courses

**C) Humanities, Arts & Design (HU)**

**From ASU:**

**Approved to retain the HU designation:**

HON 370 History of Ideas (mandatory review)

HST 306 Studies in US History (History of the American West) (mandatory Review)

HST 306 Studies in US History (Outlaws, Indians & Ladies of the West)(mandatory review)

**Recommend to Revise & Resubmit:**

HST 306 Studies in US History (The U.S.Presidency)  
(mandatory review)

**Rationale:** The subcommittee would like to see more evidence of interpretation and analysis. The final assignment seems to be more historically-based (when and why) rather than analysis and interpretation from a humanistic viewpoint.

**From MCCCDC:**

**Recommend to Revise & Resubmit:**

HIS 251 History of England to 1700 (revised/mandatory review)

HIS 252 History of England 1700 to Present (revised/mandatory review)

**Rationale:** Both of these courses suffer from the same weakness, from the point of view of the subcommittee. The assignments mention Shakespeare, for example, but we don't know if that means discussing his historical importance or is there interpretation/analysis? Are the students reading Shakespeare? It's not clear from the syllabus. We would like to see more interpretation/analysis from a humanistic viewpoint.

**D) Social - Behavioral Sciences (SB)**

**From ASU:**

**Approved to retain SB designation:**

HST 306 Studies in Unites States History (History of the American West) (mandatory review)

HST 306 Studies in US History (Outlaws, Indians & Ladies of the West)(mandatory review)

HST 306 Studies in US History (The Civil War in Global Perspective)(mandatory review)

HST 306 Studies in US History (The U.S.Presidency) (mandatory review)

**From MCCC:**

no courses

**E) Natural Sciences (SQ/SG)**

**From ASU:**

no courses

**From MCCC:**

no courses

**F) Cultural Diversity in the United States (C)**

**From ASU:**

**Deny for C designation:**

HST 306 Studies in US History (Outlaws, Indians & Ladies of the West)(mandatory review)

**Rationale:** The course proposal mentions that students will study the cultures and interactions between various cultural groups in the American West (Mexicans, Mexican Americans, African Americans, Native Americans, and Women). However, there is not enough information in the syllabus for the committee to determine how much of the course will focus on these cultural groups. In addition, the connection to contemporary aspects and issues is not reflected in the course topical outline or in the assignments. The readings and materials (videos, films, etc.) focus on historical figures

of the West and it is not clear how the study of these figures will be tied to contemporary U.S. Society (criterion 1). Criterion 2c in the check sheet focuses on the historical aspects of the dimensions of the conflicts studied, but there is no connection/discussion in the syllabus that these would be associated to the contemporary situation. The syllabus does not include possible essay topics so we are unable to determine how those assignments can lead to students' understanding of the interactions of the various cultures and how this affects contemporary U.S. society. The committee is denying this course at this time. However, we would be willing to re-review the course if the syllabus were revised to include more information on the course such as an explanation of each class topic and discussion (especially as they relate to Cultural Diversity), more details on the essays (both in the exams and as extra credit), course objectives, and required readings, and more information on how much of the course will focus on the specified cultural groups. Overall, we would like to see the syllabus include a clearer explanation of how this course contributes to an understanding of the contemporary society and cultural issues of the West.

**From MCCCDC:**

no courses

**G) Global Awareness (G)**

**From ASU:**

no courses

**From MCCCDC:**

no courses

**H) Historical Awareness (H)**

**From ASU:**

**Approved to retain H designation:**

**From ASU:**

HST 302 Jews, Christians & Muslims (revised syllabus & assignments)

HST 304 Studies in European History (Stalin to Putin) (revised checklist and syllabus)

HST 306 Studies in United States History (History of the American West) (mandatory review)

HST 306 Studies in US History (Outlaws, Indians & Ladies of the West)(mandatory review)

HST 306 Studies in US History (The Civil War in Global Perspective)(mandatory review)

HST 306 Studies in US History (The U.S.Presidency)  
(mandatory review)

**From MCCCDCD:**

no courses

**7. Adjournment**

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie