



ARIZONA STATE UNIVERSITY

**ASU GENERAL STUDIES COUNCIL**

MEETING MINUTES

Thursday, April 2, 2020

3:15–5:00 p.m.

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

**Excused:** Katherine Antonucci, Martha Cocchiarella, Bertha Manninen, Mickey Mancenido, Darryl Morrell

**1. Call to Order**

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

**2. Approval of Minutes—March 5, 2020**

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 (mandatory review):**

ENG 333 American Ethnic Literature (Topic: Multi-Ethnic Literature)  
ENG 378 Environmental Creative Nonfiction (Topic: Place and Sense of Place)

**Recommend to Revise & Resubmit for L designation (new):**

HEP 454 Health Promotion Program Planning and Implementation

Rationale: There are two major writing assignments for the course, totaling fifty-four percent of the course grade, which meets Criterion 1. The instructor should also be commended for providing timely feedback and scaffolding assignments to allow students to improve their work. However, based on the materials submitted, it is unclear what exactly is being asked of students for their “plan” project. Specifically, the materials do not make clear how much of the assignment involves “gathering, interpreting, and evaluating evidence” or how much the assignment reflects “critical inquiry, extending beyond opinion and/or reflection.” The “needs assessment” supplement provided also does not indicate that “critical inquiry” and its components are central to the project. Rather, the assignment asks students to “list,” “explain,” and “describe,” which do not require the evaluation and interpretation of evidence required for L designation. It is possible that the design of a health education/promotion program plan will involve the necessary components; if that is the case, the syllabus should specify the process to demonstrate that the assignments evidently meet Criteria 2 and 3. In addition, a detailed prompt or grading rubric for the “plan” assignment would be useful in re-evaluating the course.

**From MCCCCD:**

no courses

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

**From ASU:**

no courses

**From MCCCCD:**

no courses

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

**From ASU:**

**Approved to retain HU designation (mandatory review):**

ENG 329 19th-Century British Fiction (Topic: Empire and Adventure in Victorian Fiction)

ENG 333 American Ethnic Literature (Topic: Multi Ethnic Literature)

ENG 333 American Ethnic Literature (topic: Jewish Writers and the Cold War)

ENG 378 Environmental Creative Nonfiction (Topic: Place and Sense of Place)

**Recommend to Revise & Resubmit for HU designation (mandatory review):**

ENG 422 Special Topics in Shakespeare (Topic: Hamlet and Its Afterlives)

Rationale: Ok, this is Shakespeare, so one would expect this course to self-evidently be an HU. However, the subcommittee finds the syllabus to be very thin: what do students do for the essays and the exams? There is no evidence of analysis or interpretation. This course probably does fit the HU criteria, but we don't have evidence of it.

HST 306 Studies in United States History (The U.S. Presidency)(revised)

Rationale: This is a resubmit and we're asking for more revisions. The concerns of the committee were answered, but in the checklist comments. We'd like to see the HU criteria integrated into the syllabus. For example, in the column for evidence for criteria 2, there is reference to Slack assignments and engagement with the speeches that students listen to: "This engagement may be textual, auditory, or visual/auditory. Students not only examine the effect of the text of the speech, but also its delivery, and the type of media used, in order to assess the impact of citizens' processing of rhetoric on changes in American political thought and democratic traditions." Yet there is no mention of Slack assignments or the speeches in particular in the syllabus. The syllabus is the final word on course content and outlines student expectations, thus, that's where we would expect to find the evidence for the criteria.

**Recommend to Revise & Resubmit for HU designation (new):**

CEL 475 Statesmanship & American Grand Strategy

Rationale: We will assume that the blank paperwork is the result of error.

**From MCCCDC:**

no courses

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

**From ASU:**

no courses

**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:**

**Approved to retain C designation (mandatory review):**

ENG 333 American Ethnic Literature (Topic: Jewish Writer and the Cold War)

**Recommend to Revise & Resubmit for C designation (mandatory review):**

ENG 333 American Ethnic Literature (Topic: Multi Ethnic Literature)

Rationale: The course shows good potential for the Cultural Diversity designation, but there is not enough information provided to make this determination fully. The check sheet mentions that the course will compare contemporary texts representative of various cultural groups, but it is difficult to determine from the reading list which texts represent each cultural group. The syllabus needs to include more detail on the assigned questions/topics (at present, we have only the due dates). It would be helpful if the syllabus were revised to include weekly discussion topics, a breakdown of which cultural groups the texts represent, and how these texts will be incorporated into the course assignments and discussion topics in a way that will lead to students' greater understanding of cultural diversity in contemporary U.S. society.

**From MCCCDCD:**

no courses

**G) Global Awareness (G)**

**From ASU:**

**Approved to retain G designation (mandatory review):**

POR 313 Conversation and Culture (revised/mandatory review)

POR 314 Conversation and Culture (revised/mandatory review)

**Revise & Resubmit for G designation (mandatory review):**

ENG 401 Topics in Critical Theory (Postcolonial Theory)

Rationale: The course overview reflect the topic of the course. The assignments (paper, exams, check-ins) need clarity and more details and how they further the intent of the course. It might also be helpful to show how students will use the key concepts and connect them to the contemporary world.

**Approved for G designation effective fall 2020 (new):**

HST 305 Studies In Latin American History Topic: Food

**From MCCCDCD:**

no courses

**H) Historical Awareness (H)**

**From ASU:**

no courses

**From MCCCDCD:**

no courses

**7. Adjournment**

The meeting adjourned at 3:50 p.m.

Submitted by Phyllis Lucie