



ARIZONA STATE UNIVERSITY

ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Thursday, September 24, 2020

3:15–5:00 p.m.

Present: Katherine Antonucci, Tamiko Azuma, Denise Bates, David Corlett, Melissa Dengler, Sarah Florini, Annapurna Ganesh, Natalie Heywood, Phyllis Lucie, Bertha Manninen, Emily Mertz, Michael Mokwa -Vice Chair, Daryl Morrell, Ileana Orlich, April Randall, Brent Scholar, Steve Semken, Marie Wallace, Michelle Zandieh, Anna Zischkau

Excused: Caroline Harrison, Aaron Hess, Michelle Mancenido, Kristen Parrish, Peter Schmidt, Matt Simonton

1. Call to Order

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

2. Approval of Minutes—September 3, 2020

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 2021 (new):

LST 470 Liberal Studies Seminar -Topic: Understanding Place

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

LST 470 Liberal Studies Seminar Topic: Changing Consciousness

Rationale: The committee recommends a revision where the faculty provides more guidance by circling, underlining or otherwise marking in some manner, the information presented in the course syllabus as to how each criteria is actually met. It was challenging to determine how the class met all four of the criteria. It was unclear how the assignments will be based on “the gathering, interpreting and evaluating evidence,” what was meant by a “personal critique,” and how “depth” and “quality”

will be accomplished with four assignments versus focusing perhaps on the required two substantial ones.

LST 470 Liberal Studies Seminar Topic: Creating Meaning through Design

Rationale: Based on the theoretical frameworks being used these assignments likely meet the criteria for critical inquiry and literacy. However the language of the assignment descriptions does not make that clear. Based on the wording, some of the assignments sound descriptive versus analytical. The committee recommends that the language within the assignment description be updated to use a higher level Bloom's Taxonomy (i.e. <https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/>).

In reviewing the Design Project it needs to include a specific requirement for either a written or spoken reporting beyond a powerpoint or infographic. A video presentation is acceptable as a literacy requirement.

LST 470 Liberal Studies Seminar Topic: Tokens, Taverns, and Tactics

Rationale: The committee feels this is an interesting way for learners to explore and examine material. What was challenging to determine was how the class met criteria two and three. It was unclear how the assignments will be based on "the gathering, interpreting and evaluating evidence" and how "depth" and "quality" will be accomplished with the frequent and insubstantial assignments. Perhaps focusing on the required two more substantial ones, could more clearly meet the requirements.

LST 470 Liberal Studies Seminar Topic: Social Activism Through the Arts

Rationale: Based on the criteria and the learning objectives being used, these assignments likely meet the criteria for critical inquiry and literacy, however the language of the assignment descriptions does not make that clear. Based on the wording, some of the assignments sound descriptive versus analytical. The committee recommends that the language within the assignment description be updated to use a higher level Bloom's Taxonomy (i.e. <https://www.teachthought.com/learning/what-is-blooms-taxonomy-a-definition-for-teachers/>).

The committee would also like to only recommend reviewing page length to word counts as a typical page usually has about 250 words, double spaced.

From MCCCD:

no courses

B) Mathematical Studies (MA)/(CS)

From ASU:

Approved for CS designation effective Fall 2021 (new):

BME 210 Programming for Biomedical Engineers: Introduction to Computers, Programming & Data

From MCCCD:

no courses

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

From ASU:

Approved for HU designation effective Fall 2021 (new):

KOR 457 Premodern Korea in a Global Context
LST 470 Creating Meaning through Design
LST 470 Liberal Studies Seminar – Topic: Understanding Place
LST 470 Liberal Studies Seminar: Social Activism Through the Arts
SLC 450 Experimental Narrative

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

LST 470 – Liberal Studies Seminar Topic: Changing Consciousness

The application is incomplete.

LST 470 – Topic: Tokens, Taverns and Tactics: Tabletop Game Analysis

Rationale: The course has some assignment that asks for analysis, but not enough to warrant the HU. The class should be devoted to analysis for at least half the content and assignments, and that's not there.

There are also assignments that are highlighted as evidence of the HU, but those assignments, also, are lacking any critical inquiry or analysis.

From MCCCCD:

no courses

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

From ASU:

no courses

From MCCCCD:

no courses

From Yavapai:

Approved for SB designation effective Spring 2021 (new):

NTR 145 Food and Culture

E) **Natural Sciences (SQ/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

From Yavapai:

Approved for C designation effective Spring 2021 (new):

NTR 145 Food and Culture

G) Global Awareness (G)

From ASU:

Revise & Resubmit for G Designation (new):

KOR 457 Premodern Korea in a Global Context

Rationale: As the course seems too focused on history without an explicit link to the contemporary world (that link to an understanding of the contemporary world is discussed in the learning outcomes, but we do not see evidence of it in the syllabus). If the instructor would like to resubmit, I think that the Subcommittee should encourage them to be clearer about how an understanding of pre-modern Korea (the course title), supports being able to achieve Learning Outcomes 4 and 5 -- perhaps the instructor can provide a sample assignment (likely for the final paper)? Also, the GSC may want to let the Instructor know that they are missing the military service absence allowance.

SLC 450 Experimental Narrative

Rationale: More information is needed to determine if this course meet the Global Awareness designation. The information provided was too general, and more details about the work students complete to compare the cultures is needed. While there is listed a variety of content in the syllabus, it wasn't clear how that content is used in the course to meet the Global Awareness designation, specifically how it leads to the student's understanding of the contemporary world outside of the United States.

From MCCCDC:

No courses

From Yavapai:

Approved for G designation effective Spring 2021 (new):

NTR 145 Food and Culture

H) Historical Awareness (H)
From ASU:

Revise and Resubmit for H designation (new):

CEL 394--American Constitution I: Structures

Rationale: This is an interesting course with the potential to hold H status. As it stands, the approach is somewhat static. The topical organization may have the study of change within each, but there does not seem to be a unifying arc over the course as a whole. Building the course around legal precedent/interpreting legal argument has resulted in the telescoping time without consideration for the broader context. As an example, on Day 6, the topic jumps from the 1780s to 1860s/1870s to 1923 to 1965. The Moot Court and essay prompts, while all laudable, are snapshot assignments, describing the current state of an issue. The lack of a synthesizing secondary source (or sources) that places the different court rulings in context and allows students to see what ideas and events caused change over time is a critical point to consider. The course could benefit from either a textbook that takes a historical approach to the interpretation of the American constitution or scholarly articles that help to tie the disparate sources together.

CEL 394--Arizona Constitutionalism and Political Development

Rationale: This course is the strongest of the three submitted, with great potential to meet the Historical Awareness criteria with minimal revision. The descriptions in the packet demonstrate greater focus on change/development of institutions within more robust environments, and the use of books and scholarly articles to supply some context. The course is structured thematically but also progresses through time chronologically as the course goes on. Although the topics are very different from one another, their unfolding as subjects of constitutional debate within the same US state unifies them somewhat and might allow for the analysis of institutional change (for example, at the level of the state congress or the governorship) over time. A unifying text or set of scholarly articles that offer broader context (more than the very brief introduction in the Arizona Constitution book) could make the difference.

CEL 394—Debates in American Civic and Public Affairs

Rationale: This course is largely about present-day debates and not about their evolution over time. The inclusion of primary sources serves mainly to establish the terms of debates in the past, not examine how those debates have changed over time. The discussion prompts reflect this focus as well, tending toward pragmatic or ethical terms (is this policy the right thing to do/ a wise thing to do?) and not requiring that the students know the historical background and development. As an example, the first discussion prompt on political parties ask if contemporary American parties could be reconciled with Madison's notions as described in the Federalist Papers, but this does not consider the two centuries between.

From MCCCD:
no courses

7. Adjournment

The meeting adjourned at 3:50 p.m.

Submitted by Phyllis Lucie