

**ASU GENERAL STUDIES COUNCIL**

**MEETING MINUTES**

March 26, 2013

3:00–5:00 p.m.

Present: Craig Allen, Volker Benkert, Patrick Bixby, Debra Campbell, David Carlson, Gregory Castle, Maria Chavira, Alejandra Elenes, Barbara Fargotstein, Sherry Feng, Chouki El Hamel – Chair, Hilde Hoogenboom, Barbara Lafford, Kate Lehman, Lauren Leo, Phyllis Lucie, Jeff Ricker, Julia Sarreal, Mike Tueller

Excused: Rebecca Barry, Ron Dorn, Antonio Garcia, Peter de Marneffe, Lisa McIntyre, Mark Montesano, Joe Rody

**1. Call to Order**

The meeting was called to order at 3:00 p.m.

**2. Approval of Minutes—February 26, 2013**

The minutes were approved as written.

**3. Announcements**

General Studies Council membership reminder for the 2013-2014 academic year.

**4. Old Business**

Literacy criteria requirements will be discussed at the April 23, 2013 GSC meeting. GSC workshop information was to council members. A copy of amended ByLaws and Policies and Procedures is forthcoming and will be sent to council members for review.

**5. New Business**

Chouki read an e-mail to the council from Vice Provost Fred Corey regarding upper division courses that satisfy L, HU and SB general studies designations, and the facilitation/streamlining of lower level courses.

This new streamlining will not change general studies criteria checksheets, or the role of the General Studies Council. Streamlining will assist students that are transferring courses to ASU, a clear pathway for lower level general studies courses.

The GSC requested that Dr. El Hamel affirm the following with Dr. Corey:

The General Studies Council wants to affirm its commitment to the two tiered structure of General Studies/University requirements, the purpose of which is to facilitate transfers from community colleges who use **AGEC**. The understanding is that students who have this package of courses will have fulfilled *all* lower-division General Studies requirements. We approve of this move, for all the reasons cited by the University Provost's Office, but would like it to be clearly and publicly stated (e.g., the Provost's website) that the lower-division General Studies courses *and* the new University requirements at the upper-division level (i.e., the upper-division requirements for HU, L and SB), remain under the supervision of the General Studies Council. Our bylaws and policies will be revised to reflect this two-tiered structure of required course areas and the General Studies Council's role in approving and maintaining designations for courses in both tiers.

**NOTE:** Dr. El Hamel forwarded this e-mail to Dr. Corey and all is **affirmed.**

## 6. Subcommittee Reports

### A) Literacy & Critical Inquiry (Barbara Fargotstein)

#### **From ASU:**

#### **Approved for L designation, effective fall 2013 (new):**

GRK/SLC 294 This was Sparta  
IEE 431 Engineering Administration (Revised)  
IEE 485 Systems Design Capstone I (Revised)  
THE 440 Experimental Theatre and Performance (Revised)

#### **Approved for L designation, effective spring 2014 (new):**

HST 495 Methods of Historical Inquiry

#### **Revise & Resubmit (More Information Needed):**

#### **From ASU:**

IEE 486 Systems Design Capstone II (Revised)

*Rationale:* Need to make clear how Criteria 1 and 3 are met. The log is not a strong writing assignment. It reads more like reports on status than a substantive assignment using data, critical analysis. Also, need to clarify how all of the points available add up to the 50% of the course grade as required.

PUP 494(now 434) Economic Development Planning

*Rationale:* The 20 page paper meets criterion 1 but clarification needed re: a second substantial writing assignment.

THE 421 Shakespeare: Stage and Film

*Rationale:* Need to revise and identify that there are, in fact, two substantial writing assignments that would constitute 50% of the course grade (criteria 1 & 3).

THP 311 Creative Drama with Youth

*Rationale:* Need more information as to how criterion 1 is met.

**From MCCCCD:**

**Approved for L designation, effective fall 2013 (new):**

CPD 160 Introduction to Multiculturalism (Revised)

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

none

**C) Humanities, Fine Arts & Design (HU) (Kate Lehman)**

**From ASU:**

**Approved for HU designation, effective fall 2013 (new):**

GER/SLC 441 Fairy Tales

GRK/SLC 294 This was Sparta

SLC/GRK/LAT 223 Introduction to Greek and Roman Mythology

**Deny**

**From ASU:**

FMP 222 Education in Film

*Rationale:* Though there is some discussion of aesthetic issues surrounding film, the course is mainly concerned with “personal responses” and the role of education in media; there is not much here on the historical development of traditions (criterion 2) To justify criterion 4b, the proposer emphasizes not aesthetic values so much as “personal value/attitude/belief systems about teaching.....” There is some attempt to cover 4c, on aesthetic experience, but here too the emphasis is on “personal appreciation.” We feel it might be better suited to Literacy.

THP 311 Creative Drama with Youth

*Rationale:* While the course focuses on aesthetic theory and involves some textual analysis, we found that overall it is “devoted to developing a skill in the creative or performing arts,” which is one of the criteria that *disallow* a course from obtaining the HU designation. The class is described in the checksheet in ways that emphasize aesthetics and

aesthetic theory. But the syllabus reveals a course that is not only about performance, but also about pedagogy (the two required texts: a teacher's handbook on theater games and a one on improv activities across the k-8 curriculum). Very narrowly focused on drama for youth with little reflection on the larger systems of values that subtend humanities and fine arts projects.

**From MCCCD:**

none

**D) Social and Behavioral Sciences (Rebecca Barry)**

**From ASU:**

**Approved for SB designation, effective fall 2013 (new):**

PUP 494 (now 434) Economic Development

**Deny**

**From ASU:**

DCE 303 The Body Conditioned

*Rationale:* The committee appreciates the attempts of the application to show why the course fits in with an SB designation. However, this course really does not meet the criteria of SB.

- The word “sociological” is used many times in both the application and the syllabus. However, the “sociological” theories in question are theories derived from postmodernism. There is a lot of dispute in social science about whether postmodernism qualifies as social science. One reason for this is that postmodern theories are more about breaking down theories and not knowing anything. “Theory” is the best word the postmodern philosophers could come up with to describe their ideas, but these ideas (valuable and interesting though they are to study) are NOT social science theories.
- See criterion 3b, about “the distinct methods of inquiry of the social and behavioral sciences.” This class might be looking at social things, but it is not doing so in a social science way.
- The assignments don't have too much to do with social science: a fitness gym report, a personal conditioning plan, a blog.
- The committee appreciates the efforts of the Dance department to branch out into general education, but this course is too far a stretch for SB.
- We are recommending DENY for this course because to qualify for SB there would have to be substantial changes to the course.

GCU 171 The Thread of Energy

*Rationale:*

- The committee very much appreciates the cover letter that attempts to explain how the course meets the SB criteria. (In fact, we are going to recommend this approach for future “revise and resubmits.”)
- In this case, however, we are truly sorry to have to deny this course SB designation. Despite the detailed cover letter, according to the syllabus, course schedule, and readings, this still seems like a class mostly about energy and not social science! Of 29 days in class, only eight (Energy poverty, Matching energy and society, The barriers to renewable energy are social, Energy and the form and function of cities, Adjusting our behavior to clean our air, The politics of energy, The role of policy in energy choices & impacts, and possibly Energy sustainability) really seem to be consistent with SB.
- We are recommending DENY for this course because to qualify for SB there would have to be substantial changes to the course.

**From MCCC:**

none

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

none

**F) Cultural Diversity in the United States (Alejandra Elenes)**

**From ASU**

**Approved for C designation, effective fall 2013 (new):**

JUS 370 Cultural Diversity and Justice (revised and resubmitted)

**Deny**

**From ASU:**

PUP 494 Economic Development and Planning

*Rationale:* While the course deals with economic development in the U.S., neither the course syllabus nor the table of content of the required text demonstrates how cultural diversity is covered in the course. There is no mention of ethnic, racial, linguistic, etc. groups. There are a couple of readings that directly deal with women, but these are not enough to grant the C designation. We would like to see how the cultural diversity criteria are presented in the class in the forms and the syllabus (and not to be sent all over a 79 page proposal to find the criteria, including the readings).

**From MCCC:**

none

**G) Global Awareness (Mike Tueller)**

**From ASU:**

**Revise and Resubmit (new):**

GER/SLC 441 Fairy Tales

*Rationale:* For the “G” criteria to be met, the course should increase awareness of a contemporary non-U.S. culture. This course deals with German fairy tales and their modern variations, which seems, on the face of it, to meet the criteria. But many points were unclear to us. First, it seemed that the German sources for the fairy tales are older, while the contemporaneous material is largely from the U.S. Second, the syllabus lacked information to help guide our decision: it listed no learning objectives, so we could not see whether increasing the awareness of a non-U.S. culture was among them; the assignments listed on the syllabus were not described in sufficient detail to see if such awareness was evaluated by them. It also would have been helpful if the syllabus had had an “itinerary” of sorts for the class, so that we could see what topics were addressed by the lectures/discussions as the class proceeded. On the whole, we felt that it was likely that this course could earn a “G,” but the material submitted did not give us enough evidence to make a decision.

**From MCCC:**

none

**H) Historical Awareness (Jeffrey Ricker)**

**From ASU:**

**Approved for H designation, effective fall 2013 (new):**

GRK/SLC 294 This is Sparta

**Provisionally Accept (information received)**

SPA 435 Cervantes – Don Quijote (Revised)

We were pleased to see the addition of several readings examining the historical themes described in the criteria checklist. The class schedule, however, does not include assignments from these readings, so we were unable to determine the extent to which they were incorporated into the course content. We are inclined to approve the proposal but first want to see a revised schedule that includes assignments from the readings listed on the first page of the syllabus.

**From MCCCD:**  
none

## **6. Adjournment**

The meeting adjourned at 4:05 p.m.

Submitted by Phyllis Lucie