

ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Tuesday, September 28, 2010

3:00–5:00 p.m.

Ira A. Fulton Foundation Center – 2nd floor- room 2490

Present: Craig Allen, Debra Campbell, John Chance, Ron Dorn, Barbara Fargotstein, Cecelia Fiery, Chouki El Hamel, Chair, Achim Herrmann, Karen Leong, Matthias Kawski, Barbara Lafford (by phone) Phyllis Lucie, Ron Roedel, Joe Rody, Jeff Ricker, Julia Sarreal (by phone), Doug Spencer, April Summitt, Mike Tueller, Kathy Wigal

Excused: Rebecca Barry, Karen Bollermann, Alejandra Elenes, Antonio Garcia, Kristin LaCroix, Peter de Marneffe

1. Call to Order

The meeting was called to order at 3:05 p.m.

2. Approval of Minutes—August 31, 2010

The minutes were approved as written.

3. Announcements

Dr. El Hamel will be reviewing and amending GSC Policies & Procedures, and suggested that council members forward recommendations to him (if any).

4. Old Business

None

5. New Business

Council members suggested that the GSC tutorial available on the GSC website, be linked to additional websites to broaden the assistance to students and faculty/staff.

Discussion will continue at the next GSC meeting.

6. Subcommittee Reports

A) Literacy & Critical Inquiry (Barbara Fargotstein)
From ASU

Approved for L designation, effective Spring 2011 (new):

EGR 401 Engineering Capstone Project I

HST 494 Conquest and Encounters in Colonial Latin America

Approved for L designation, retroactive effective Fall 2010 (new):

CHI 120 Introduction to Chinese Culture

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

None

C) Humanities, Fine Arts & Design (HU) (Doug Spencer)
From ASU

Approved for HU designation, effective Fall 2011 (new):

TCL 201 Transborder Society and Culture

From MCCCDC:

Approved for HU designation, effective Spring 2011 (new):

ASB 253 Death and Dying in Cross-Cultural Perspective

DAH 250 Dance in Popular Culture

HUM 225 Intro to Popular Culture

REL 200 Religion and Film

D) Social and Behavioral Sciences (John Chance)
From ASU

Revise & Resubmit (new):

TCL 303 Transborder Theory

Rationale: This application is mostly complete. It will be easy to approve when we have (1) some clarification about exactly which social science theories will be covered, and (2) the table of contents of the text that would clarify the social science content of some of the topics on the syllabus.

TCL 321 Transborder Community Development and Health

Rationale: This course is very applied, and the checksheet needs to do a better job of spelling out the SB concepts and methods to be covered and where and how the course meets the criteria. Just saying all the answers are somewhere in the syllabus or TOC of the text is not enough. The submitter needs to fill out the criteria much more specifically.

TCL 422 US-Mexico Border Health

Rationale: Another very applied course. The problems with this application are similar to the problems with TCL 321. Again, the checksheet needs to be more specific. What concepts, theories and/or methods are covered and where? Just saying “see the syllabus and TOC of the text” is not sufficient.

From MCCC CD (mandatory review)

Deny

GCU 221 Arizona Geography

Rationale: The committee is wondering how this course got SB status in the first place. It claims to emphasize cultural geography (though there is some physical geography as well) but the only SB concept mentioned is “spatial analysis” or “spatial relationships”. It is far from clear what this is, and it does not seem to be treated in a very rigorous fashion. The course outline, syllabus and readings appear to have very little, if any, SB content. Only #2, #3, and #4 in the seven course aims have anything remotely to do with social science. Most of the course deals with maps, landforms, weather, and physical characteristics of Arizona. The readings consist only of 9 articles, and 4 of those are from newspapers! Only 2 appear to be from geography journals, plus one from National Geographic, a popular publication. The main textbook is a road atlas. No doubt students in this course will learn useful things about Arizona, but it is not clear that they will learn much about social science concepts, theories, or methods.

If the submitters decide to try again, there are 2 things the committee would like to see in a revised proposal: 1) a clarification of how the course will use concepts/theories or methods from cultural geography (as a social science) and what those concepts are; and 2) a more rigorous required reading list with more social science content and less reliance on newspapers.

WED 124 Environmental Wellness (new)

Rationale: The checksheet is extensive, yet the only social science discipline or concept mentioned is “sustainability.” At the same time, much of the course deals with physical/environmental issues (as it must, in part), and sources of energy and their use. The TOC of the text seems to address mostly physical and ethical issues rather than social science issues. Just how does social science figure in this course? The case made in the checksheet is rather vague, and except for mention of “sustainability” (itself a vague concept), does not directly address the concerns of the committee.

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

From ASU

Approved for SQ designation, effective retroactive Spring 2011 (new):

GLG 108 Water Planet

From MCCCCD

Approved for SG designation, effective Spring 2011 (new):

PSY 275 Biopsychology

F) Cultural Diversity in the United States (Barbara Lafford)

From ASU

Approved for C designation, effective Fall 2011 (new):

TCL 201 Transborder Society and Culture

Revise & Resubmit

From MCCCCD (new):

HUM 225 Introduction to Popular Culture

Rationale: Cultural diversity—sexuality, gender, race, and ethnicity—is woven throughout the course syllabus. Week 1 includes readings about gender as well as race and ethnicity. Week 4 addresses queer identity as well as gender socialization. Week 6 includes a chapter about “In Living Color: Race and American Culture” and “Mock Feminism.” Week 7 has a chapter about “Rap and Race,” and also a chapter about class and gender, “Coal Miner’s Daughter.” Week 9 has two chapters about American Indians and popular culture. Lesson 10 has a reading about femininity and sexuality in sports.

However, it is not clear that race, ethnicity, or gender is fully incorporated into all the assignments: 2 of the 4 writing assignments specifically ask students to note the representation of gender, race, age, class and/or sexuality, but students do have a choice of which aspects to address in their analyses. The other two do require students to examine how a “United States Cultural Group” uses popular events, artifacts, appearance and/or physical space as a means of cultural expression.

Assessment: Based on the incorporation of cultural diversity throughout the readings and lectures, as specifically listed in the syllabus, we are inclined to give this course the Cultural Diversity designation. However, the official course outline only has one section devoted to cultural diversity, out of over 20 sections. (Section I G of the MCC Course outline: Major Forms of Identity includes: 1. Gender, and 2. Race, Ethnicity, and National Identity). This does raise questions about consistency of cultural diversity throughout the syllabus depending on who teaches the course. In other words, the C designation emphasizes *primary* foci on cultural diversity (criteria 2 A and 2B) and the MCCCCD official outline definitely does not meet this requirement.

Therefore, we ask that the front matter of the syllabus (course description and official outline) be rewritten to specifically refer to C criteria, so that all sections of this course are guaranteed to be as richly focused on cultural diversity as this one sample syllabus. When that is done, we would approve a C designation.

DAH 250 Dance in Popular Culture
(Summer 2010 syllabus)

Rationale: The Maricopa Community Colleges summer course DAH 250 does address the influences of African American culture upon popular dance from the 19th to the 20th century. However, the course does not provide **primarily a study** of the social, economic, political or psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the US. The instructor states that the course explores “power, class, gender, age and sexual orientation” in the US through the lens of dance. The *official MCC course outline* does mention Power, Class, and Gender but *does not mention Race Sexuality* which raises questions about the regular content of the course actually addressing what is required for a C designation. Moreover, the instructor states that one primary text and one primary video specifically focus on African American contributions and innovations, but this is certainly not the primary focus of the course. Curiously, although *Jazz Dance* –listed as required in the syllabus-- does provide the history of African American vernacular dance influences, and is listed as a required text, the reading schedule ONLY has assignments from one text book which match the organization of the other text book, not *Jazz Dance*. There are no reading assignments from *Jazz Dance*, which would constitute the substantive information about the African American contributions to popular dance in the US. (Dances from other US minority groups [e.g., *salsa*] are not represented at all in the course.)

Assessment: The lack of clarity and consistency in the application and syllabus is confusing. We cannot grant Cultural Diversity status to this course as presented.

G) **Global Awareness (Debra Campbell)**

From ASU

Approve for G designation, effective Spring 2011 (new- revised and resubmitted):

ASB 210 Human Sexuality: Anthropological Perspectives

From MCCC (new):

Approve for G designation, effective Spring 2011

ASB 253 Death and Dying in Cross-Cultural Perspective
HIS 277 History of the Modern Middle East

H) Historical Awareness (Jeffry Ricker)
None

6. Adjournment

The meeting adjourned at 3:45 p.m.

Submitted by Phyllis Lucie