

ASU GENERAL STUDIES COUNCIL

MEETING MINUTES

Tuesday, August 31, 2010

3:00–5:00 p.m.

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

Present: Craig Allen, Rebecca Barry, Karen Bollermann, Debra Campbell, John Chance, Ron Dorn, Barbara Fargotstein, Chouki El Hamel, Chair, John Hepburn, Achim Herrmann, Karen Leong, Matthias Kawski, Barbara Lafford (by phone) Phyllis Lucie, Peter de Marneffe, Ron Roedel, Joe Rody, Jeff Ricker, Julia Sarreal, April Summitt, Mike Tueller, Kathy Wigal

Excused: Alejandra Elenes, Cecelia Fiery, Antonio Garcia, Kristin LaCroix, Doug Spencer

Guest: Tracy Geiger – Graduate Student from ATA0

1. Call to Order

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

2. Approval of Minutes—April 27, 2010

The minutes were approved as written.

3. Announcements

Vice Provost, John Hepburn attended the GSC meeting, welcomed new and returning council members, and thanked the council for their continued dedication and commitment to the students of ASU.

4. Old Business

There was an official vote to elect Chouki El Hamel as new chair of the GSC.

The motion to approve the appointment of Dr. El Hamel was made, seconded and approved by unanimous voice vote.

5. New Business

Dr. El Hamel welcomed new and returning GSC members. Dr. El Hamel discussed with council members the need to review and amend (if needed) GSC Policies & Procedures, as well as other policy and curricular issues.

Discussion will continue at the next GSC meeting.

6. Subcommittee Reports

A) Literacy & Critical Inquiry (Barbara Fargotstein)

None

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

None

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

From ASU

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

HST 494 Conquest and Encounters in Colonial Latin America
(additional information received – course approved)
TCL 494 Queer Performativity
MHL 342 Music History II

Revise and Resubmit

From ASU

IAS 194 Food 4 Thought

Rationale: The committee found that this course is very interesting and meets the spirit of the HU designation. That being said, the petitioner did not include a TOC, and pending this correction, the committee has decided to return this course with a recommendation of revise and resubmit. If the petitioner can provide a TOC, then the members are willing to approve the course as is.

WPC 294 My Life Venture

Rationale: The committee has sincere concerns about this course. The submitted documentation does not point to how each criterion is met. Additionally, the committee has no access to the course reading, and the course does not address critical thinking in its current submission; an aspect which is critical in securing the HU designation. This course needs substantial reworking to be considered for the HU designation.

D) Social and Behavioral Sciences (John Chance)

From ASU

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

SBS 194 Food Politics

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

From ASU

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

GLG 106 Habitable Worlds

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

From ASU

Approved for C designation, effective Spring 2010 (new):

TCL 494 Queer Performativity

Revise & Resubmit

From ASU

USL 210 Service Learning: Independent Placement

Rationale: The course's main objective does not specifically mention US minority groups: "The central objective of this course is to provide students with community experiences and reflection opportunities that examine community needs, the importance of civic engagement, and social justice issues in contemporary American society." Although some iterations of this service learning experience may give students a good understanding of cultural diversity in the US (if the particular instructor teaching it chooses to focus on the experience of specific US minorities), the course is not structured in such a way as to guarantee that understanding every time it is taught (e.g., there is too much room in the syllabus for different instructors to take the course in another direction). For instance, the sparse course readings seem to consist of only two required articles (one on race and the other on the achievement gap, which seems to focus on the effects of poverty more than relations among minority groups) with only one of the three recommended articles focusing on US minority experiences (Rubenstein-Avila, 2006). While there does seem to be much discussion of and reflection on the marginalization of US minorities, this course lacks an "in-depth" treatment of one or more specific US minority groups and could just as well focus on the marginalization of recent immigrants or the elderly in the US; neither of these last two groups mentioned are cited by the "C" criteria. As a result, we are not recommending a 'C' designation for this course.

G) Global Awareness (Debra Campbell)

From ASU

Approve for G designation, effective Spring 2011 (new):

SBS 194 Food Politics:
HST 494 Conquest and Encounters in Colonial Latin America

Revise & Resubmit

From ASU

LSC 394 Environmental Disasters

Rationale: The issues addressed by this course are clearly global in nature, but we questioned whether they were clearly “*cultural*” issues, as required by our requirement 2d. The course’s only claim to address culture came briefly, in a one-week component at the end of the course, and did not seem to be well integrated to the course’s purposes. We deemed this to be insufficient.

H) Historical Awareness (Jeffrey Ricker)

From ASU

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

HST 494 History of Fascism in Europe, 1900-45

Approve for H designation, effective Spring 2011 (new):

IAS 194 Food 4 Thought

6. Adjournment

The meeting adjourned at 4:25 p.m.

Submitted by Phyllis Lucie

Addendum to August 31, 2010 GSC meeting minutes

WPC 294 My Life Venture updated requested information and checklist received, reviewed and approved by the HU subcommittee –January, 2011.

e-mail stream

From: Doug Spencer
Sent: Thursday, January 06, 2011 4:19 PM
To: Phyllis Lucie
Subject: FW: Follow-up - WPC 294 My Life Venture

Phyllis,

The attached information meets what the committee was looking for. We can approve as resubmitted. .It meets the HU criteria at this point.

Pace si bine,
Douglas

Douglas J. Spencer
Assistant Director of Academic Services
Faculty Associate, Faculty of German, Romanian, and Slavic
School of International Letters and Cultures
Arizona State University, Tempe Campus
Phone: (480) 965-6281 Fax: (480) 965-0135
dougspencer@asu.edu

www.silc.asu.edu/appointments
www.silc.asu.edu/walkins

SafeZONE Ally and Facilitator- asu.edu/safezone

"Providing a safer, more receptive, and accepting campus climate for members of the LGBTQ Community at ASU"

From: Sidnee Peck
Sent: Thursday, January 06, 2011 12:13 PM
To: Doug Spencer
Cc: Tracy Gibson
Subject: Follow-up - WPC 294 My Life Venture

Hi Doug,

Thank you again for your willingness to work with us on this. Tracy and I have been looking over the application to find a way to better communicate what the course truly offers because I definitely believe it meets the criteria of an HU course. I have attached our revisions and I am hoping you will have a few moments to look it over and see if you think it better meets the requirements as re-written. I also wanted to point out that although the course has a WPC prefix, it is not a business course, rather a course available to all ASU students to help meet President Crow's desire to focus on entrepreneurship for all students. The HU classification will make the course more accessible and realistic for students to include in their academic program and will better meet the needs expressed by Dr. Crow. Thank you for your time and please let me know if there are other approaches we can/should take with writing this application.

Thank you and Happy New Year,
Sidnee

Sidnee Peck, MBA
Program Manager, Entrepreneurship Initiatives
skpeck@asu.edu
<http://mlv.asu.edu>
(480) 965-1184

From: Doug Spencer
Sent: Monday, September 06, 2010 12:58 PM
To: Sidnee Peck
Cc: Tracy Gibson; Phyllis Lucie
Subject: Re: WPC 294 My Life Venture

Hi Sidnee,

Thanks for your email. The subcommittee found that the course lacked the documentation to substantiate how each criterion is being met. I would concur that the issue is with the documentation, and not necessarily with the course format or deliverables. If you'd like to send me the revised information, I can help you gauge whether it will pass the subcommittee on second review. This will help prevent the need for multiple resubmissions.

Our next Council meeting is on Tuesday, September 28th. It is standard practice to have the documentation to Phyllis two weeks ahead of the meeting date so that her office can provide the information to the subcommittees.

Please let me know how I can be of assistance.

Sincerely,
Doug

From: Sidnee Peck <Sidnee.Peck@asu.edu>
Date: Thu, 2 Sep 2010 11:44:36 -0700
To: Douglas Spencer <dougspencer@asu.edu>
Cc: Tracy Gibson <tdgibso@asu.edu>
Subject: RE: WPC 294 My Life Venture

Hi Doug,

I believe our class satisfies each criterion and fully addresses critical thinking. This is the first time I have submitted one of these, so I believe the error is in the document, not in the actual class. Tracy Gibson and I will be working on this for a re-submission – is there a deadline for that? I appreciate your help.

Thank you for your time,
Sidnee Peck

From: Phyllis Lucie
Sent: Wednesday, September 01, 2010 9:03 AM
To: Sidnee Peck
Cc: Doug Spencer
Subject: WPC 294 My Life Venture

The **Humanities**, Fine Arts and Design subcommittee **did not approve** WPC 294 My Life Venture at the General Studies Council meeting yesterday.
The HU subcommittee provides the following rationale:

Revise & Resubmit
Rationale:

The committee has sincere concerns about this course. The submitted documentation does not point to how each criterion is met. Additionally, the committee has no access to the course reading, and the course does not address critical thinking in its current submission; an aspect which is critical in securing the HU designation. This course needs substantial reworking to be considered for the HU designation.

Doug Spencer, the HU subcommittee chair will be happy to assist you further should you have any questions regarding your course.

Doug can be reached at: DougSpencer@asu.edu

Regards.

Phyllis Lucie
Program Coordinator, Sr.
University Academic Advising and Curriculum Support
Office of the Executive Vice President
and Provost of the University
Arizona State University
phone - 480-965-0739

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
WPC	294	My Life Venture	Humanities

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	<p>a. My Life Venture is centered on the premise of examining one's life, interests, and talents and identifying ways to integrate those resources and bring value to society.</p> <p>b. My Life Venture explores social entrepreneurship and the ability of creative and open minds to design sustainable solutions to human problems worldwide, such as third world nourishment, education, sanitation, safety, and productivity or environmental problems such as natural and man-made disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists to improve the human condition.</p>	<p>Course Schedule Topics: Personal SWOT Goal Setting Kiva.com research</p> <p>Syllabus: Topics - Value Creation and Innovation Social Entrepreneurship</p>
3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	<p>a. My Life Venture encourages students to measure the historical impact of technology and how it has shifted the human experience in all aspects of culture.</p> <p>b. My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, assess the origins of the problems, and summarize why they continue to be problems.</p> <p>c. My Life Venture challenges students to look at the world around them as full of opportunities to create value and innovate as opposed to problems with which we must compromise.</p>	<p>Opportunity Recognition Idea Creation Thinking Like An Entrepreneur</p>

<p>4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</p>	<p>a. My Life Venture examines personality types, leadership qualities, motivation factors, and goal setting to improve the individual decision making process and facilitate positive interactions within group dynamics.</p>	<p>Syllabus Topics: Personalities Career/Life Planning Goal Setting Motivation Leadership</p>
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Specific qualifications for WPC 294: My Life Venture as a HU classification:

7.

- ***“Develop values of all kinds by making the human mind more supple, critical and expansive”***
 - My Life Venture is centered on the premise of analyzing one’s life, interests, and talents and identifying ways to integrate those resources to bring value to communities and society.
 - My Life Venture encourages students to brainstorm unsolved problems from a personal and societal perspective, infer the origins of the problems, and assess why they continue to be problems.
 - My Life Venture challenges students to modify their perceptions of the world around them as full of opportunities to create value as opposed to problems that we must live with.

- ***“Deepen awareness of the diversity of human heritage and its traditions and histories and they may also promote the application of the knowledge to contemporary societies.”***
 - My Life Venture encourages students to compare and contrast cultural and societal attitudes that have developed over time and how that has translated to innovation solutions.
 - My Life Venture explores social entrepreneurship and the ability of creative and open minds to design sustainable solutions to human problems worldwide, such as third world nourishment, poverty, education, sanitation, safety, and productivity or environmental problems such as natural disasters, global warming, or alternative energies. This is a type of entrepreneurship that exists without focus on profit and seeks to simply improve the human condition.

- ***“Encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience”***
 - My Life Venture measures personality types, leadership qualities, motivation factors, and goal setting to improve the individual decision making process and facilitate positive interactions within group dynamics.
 - My Life Venture utilizes self-analysis tools such as a personal SWOT (Strengths, Weaknesses, Opportunities, and Threats) to assist students in identifying internal characteristics and external influences. They then can utilize their strengths and opportunities to overcome weaknesses and eliminate threats.
 - My Life Venture challenges students to set long-term goals in various aspects of their lives; then set short-term goals in 1, 5, and 10 year increments that align to their long-term goals.
 - My Life Venture assists students in judging current spending habits and how a budget can promote personal and financial success.

- ***“Design study concerns itself with material objects, images and spaces, their historical development and their significance in society and culture.”***
 - My Life Venture traces the historical development of products and services (both for profit and non-profit) from economic, social, technological, and political trends.
 - My Life Venture examines the role of entrepreneurship from a national and international perspective and how it will play a critical role in a 21st century global economy.

- ***“Disciplines in the fine arts and design employ modes of thought and communication that are often non-verbal...”***
 - My Life Venture requires students to visually communicate by using aesthetic graphic layout and design tools in addition to oral and written methods.