

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
November 14, 2012
Olin 304**

The meeting was called to order at 4:00 PM.

Members Present: Stefanie Bluemle, Joe Bright, Lendol Calder, Kristin Douglas, Mike Egan, Janene Finley, Meg Gillette, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Eric Pitts, Rowen Schussheim-Anderson

Guests Present: Mary Koski

APPROVAL OF MINUTES

Motion- Hough, **Second-**Jaeschke

“To approve the General Education Committee meeting minutes of October 10, 2012 and October 24, 2012.”

MOTION CARRIED

LSFY COURSE APPROVALS

1. LSFY 103: Morality and Artificial Intelligence [Gould]

Members of the subcommittee encouraged Deke to add more short writing assignments into the course. These assignments might focus on thesis statements, representing the naysayer, etc. so that the entire grade is not based on one large paper.

There was also a concern that 40% of the final course grade was participation with 20% coming from class participation and 20% on discussion board participation. The weight of the final paper is less than 20%.

It was suggested to include more class time devoted to the process of research & the research paper, moving the library session earlier in the term, and adjusting the research paper length to 8-10 pages, which is in line with other 103 courses. The subcommittee also requested that a statement about plagiarism and more details about the multi-source research paper be added to the syllabus.

Course approved conditionally with a request that changes be made and submitted to Rowen by Friday morning (11/16/12). (I don't have names of who made the motion and the 2nd 😊)

Note added 11/15/12: Changes to course made. Course forwarded to EPC for approval.

2. LSFY 103: Comic Books – A Liberal Arts Education in Four Colors [Weissburg]

Motion to approve-Jaeschke. **2nd-**Crawford. **Motion carried.**

3. LSFY 103: Paris and the Civil Rights 1954-1968 [Chambers-Samadi]

Discussion **TABLED**

4. **LSFY 103: Lennon and More: Utopian Visions [S. McDowell]**

Discussion **TABLED**

5. **LSFY 103: Music in Conflict and Resolution [Keehn]**

Discussion **TABLED**

LP-PLUS COURSE APPROVALS

1. **G Suffix: BUSN 328: Consumer Behavior in the U.S. and Russia [Novotorova]**

Motion-Hough, Second-Katz

“To approve a G suffix for BUSN 328: Consumer Behavior in the U.S. and Russia [Novotorova].”

Discussion:

- Committee would like all four questions answered
- Committee wants to see more evidence that students will compare and contrast Russia and the U.S. during the 8 weeks on campus
- Committee encourages instructor to include a supplementary text focusing on consumer behavior in Russia.
- Proposal seems more U.S.-based.

MOTION FAILED

2. **PH Learning Perspective: MUSC 401: Music of Faith: Some Images of Jesus [Dakin]**

Motion-Egan, Second-Pfautz

“To approve a PH learning perspective for MUSC 401: Music of Faith: Some Images of Jesus [Dakin].”

MOTION CARRIED

3. **PS Learning Perspective: SOCI 3XX: Immigrants: Beyond a Border [Kivisto]**

Motion-Egan, Second-Pfautz

“To approve a PS learning perspective for SOCI 3XX: Immigrants: Beyond a Border [Kivisto].”

Discussion:

Committee would like to have seen all four questions answered; however syllabus provides adequate evidence that the course meets the PS objectives

MOTION CARRIED

4. **PL Learning Perspective: CLAS 365: Angels & Demons—Paganism and Christianity in the Literature of Late Antiquity [Hooker]**

Motion-Katz, Second-Hough

“To approve a PL Learning Perspective for CLAS 365: Angels & Demons—Paganism and Christianity in the Literature of Late Antiquity [Hooker]

MOTION CARRIED

5. **G Suffix: CLAS 365: Angels & Demons—Paganism and Christianity in the Literature of Late Antiquity [Hooker]**

Motion-Egan, Second-Finley

“To approve a G Suffix for CLAS 365: Angels & Demons—Paganism and Christianity in the Literature of Late Antiquity [Hooker]

Discussion:

Much language in the syllabus referred to the crucible in which Western Civilization was formed. This course proposal does not make a compelling case for a G in thinking about difference and stratification across the Roman Empire. The argument Mischa was trying to make from his proposal: “...the specific literary, philosophical and cultural expressions of Late Antique Christianity represent a significantly “foreign world” for students in the modern U.S., despite the familiarity of the religion itself.” is an argument that can be made for anything historical. That is more in the PP territory than G. The questions that instructor frames are not about the foreign world, they are about the U.S. The language used in the proposal, about this idea of U.S.-based or traditions that have been formed in the U.S., and the crucible that produced Western Civilization, you are not really talking about something standing apart from that trajectory that has led us to where we are today. The proposal seems to go back to the roots of the pagan U.S. culture as opposed to exposing students to a tradition that developed outside of that.

MOTION FAILED

Respectfully submitted,

Mary Koski and Kristin Douglas, Academic Affairs