

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
November 28, 2012
Olin 304**

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

Members Present: Richie Benson, Stefanie Bluemle, Joe Bright, Patrick Crawford, Kristin Douglas, Margaret Farrar, Janene Finley, Meg Gillette, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Eric Pitts, Rowen Schussheim-Anderson

Guests Present: Mary Koski

LSFY COURSE APPROVALS

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

The subcommittee felt that the course focus is mostly historic. Members of the subcommittee would like to see more emphasis on the tie from the historic to how Paris and the Civil Rights affects today's society and moving forward. Members felt this could be addressed in the course schedule by beginning the course in the present and then moving back in time and forward in time.

The subcommittee felt that week 2 is too early in the term for students to have developed an argument enough to write an abstract. Instead, we suggest that this assignment be changed for students to develop a research question.

There are several grammatical issues in the syllabus that should be fixed before the next submission.

Motion to send back to faculty member proposing course-Crawford. 2nd-Johnson. Motion carried.

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

The subcommittee felt this course is focused mostly in the past. The course needs to include more discussion of modern utopian vision as well the future. Without a weekly schedule, we cannot understand how assignments are ordered and structured to prepare students for the final product. Members of the subcommittee requested submission of a weekly schedule.

Members also asked if this course is not taught in the spring of 2013, will *The Prince* still be used, and will the visit to the Coal Valley farm still be used if the symposium day topic is different? The research process video common element is not mentioned.

Motion to return to faculty member proposing course-Jaeschke. 2nd-Gillette. Motion Carried.

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

The subcommittee was concerned that there is not enough reading assigned in course to fill open time and would like to know how open time will be utilized. There was also concern with 60% of the course grade associated with the final project. Faculty who have taught LSFY103 were concerned that it is tough for faculty teaching the research and writing process to see

student writing so late in the term. It is easier on faculty and better for students to know what the quality of writing looks like earlier in the term. We suggest to move the due date of the full draft earlier in the term (perhaps week 8) to provide more time for student modifications.

It would be useful for students to have a more detailed course description so that they understand what they are registering for, and we would like to see goals and objectives of the course articulated on the syllabus.

A final question that was noted was which Iraq War is being discussed in the class? The 20th century Iraq War? The 21st century Iraq War? Both? We noted the 20th century discussed in the syllabus, but we were not sure if the 2nd Iraq war was also being discussed.

Motion to return to the faculty member proposing the course-Jaeschke. 2nd-Richie Benson Motion carried.

4. LSFY103: Shipmates: Maritime Tales and the Invention of Sexuality [France]

The general consensus of the subcommittee is that this course, as written, is a 300 level course, and we encourage this course to be offered in this form as a WGST380 course. However, as proposed, this course is not suitable for an 18-19 year-old audience. The subcommittee recommends significantly scaling back for a first-year audience. The tone of the course description is written at a graduate level, and members of the subcommittee caution against assuming first-year students will understand the jargon of this discipline. It is recommended to make the description more accessible to first year students. Providing an example of a homosocial subculture in the description that students might learn about in the course would be useful for students as they choose courses.

The amount and kind of reading is of concern for first-year students. Are there other readings that might be more suitable for first-year students to step them into these readings/topics? While students will have help understanding Foucault in class, there is some concern about the sources that students will use in their research papers. What sources are available to students, and will students be able to read and understand these sources on their own?

There are issues with the course structure that should be addressed. As written, the syllabus implies a study of Foucault, Defoe, & Melville then the focus shifts to writing a research paper, then there is a shift to Top Gun. First, the committee would like to see more focus on contemporary sources to incorporate more discussion of homosocial subcultures in today's society and in the future. Second, the committee would like to see the research process integrated throughout the course rather than consolidated in the middle of the course. Third, we would like to know more details about response papers and the research project. What are the goals of the response papers? And, for the research project, what type of research will students be doing?

Several typos were noticed in the proposal and should be fixed before resubmission.

Motion to return to faculty member proposing the course-Gillette. 2nd-Crawford. Motion carried.

Respectfully submitted,
Kristin Douglas

LP-PLUS COURSE APPROVALS

1. D Suffix: SOC 3XX: Immigrants: Beyond a Border [Kivisto]

Motion-Pfautz, Second-Hough

“To approve a D suffix for SOC 3XX: Immigrants: Beyond a Border [Kivisto]”

Subcommittee was concerned that the all questions on the approval form were not answered. The committee feels that enforcing the requirement that all questions be answered is called for, and was affirmed by Margaret Farrar. Because assessment is not done after courses are approved, the only vetting process on general education courses at this point in time is through the approval forms. The Gen Ed committee must require standards be met in order to evaluate Gen Ed courses, which complies with the accreditation process. Margaret will ensure that faculty are reminded on a more consistent basis of what is expected of them when submitting forms. Rowen suggested that an information meeting on course submissions may be helpful to the faculty as well. An email will go out to all faculty from Rowen regarding this in the near future.

The subcommittee would like Peter to answer all four questions on the D proposal form. The Gen Ed committee would like to learn more about Peter’s discipline; for him to teach them about it by responding to the questions asked on the D submission form. Carrie Hough will relay this to Peter.

MOTION FAILED

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

Motion-Hough, Second-Pitts

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

This proposal is a resubmission. Nadia revised the syllabus slightly, however, the subcommittee did not approve this resubmitted G request for the same reasons as the first time, which were:

- 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.

The committee would like Nadia to know that they do not have her expertise in consumer behavior in Russia and would like her to teach them by responding to the questions on the G submission form.

MOTION FAILED

3. **D Suffix: MUSC 401: Music of Faith: Some Images of Jesus [Dakin]**

Motion-Pfautz, Second-Katz

“To approve a D suffix for MUSC 401: Music of Faith: Some Images of Jesus [Dakin].”

- There was discussion whether guidelines for suffixes and LPs were to be considered “all-or-nothing” in which all of the guidelines must be met for approval, or if it was a preponderance of met guidelines which would satisfy the requirements for approval. Margaret believes the language lives somewhere that indicates that a preponderance of requirements will satisfy.
- The discussion of Brahms in the answers on the form confused things, such that instructor is trying to say “this is also about diversity”
- Weeks 1-3 emphasize diversity and are definitely D, but it is not clear in weeks 4-10. The relationship between the components of the course do not seem to be integrated.
“We will begin with African American Spirituals: As an expression of black theology, their impact and influence on movements for social justice, and as the very first American concert music imported to Europe. The second half follows the evolution of church settings on the mass and Protestant hymns beyond the church service to the public concert stage. Our main focus will be on *Eine Deutsches Requiem* by Johannes Brahms.”

How do these two tie together? The proposal does not demonstrate how one part of the course influences another part. Missing in the proposal is how the instructor will show how one perspective of the course will be incorporated in to the second part of the course. For example, ‘Some Images of Jesus and Music’. Here is one image, here is another one.”

- For weeks 4-10 of the course, what are the secondary sources or materials that will be used to help students make sense of the different perspectives?
- Training the students to understand a culture through its music during the first weeks and then using that training in class every day as they move on to other pieces—in that case it would feel like a ‘D’. If they just stop after thinking about the subculture for a few weeks, probably not.
- Training to do this for a few weeks is probably not enough for the students to do it independently, if that is the central piece earning a ‘D’.

MOTION FAILED

4. **PH Learning Perspective for ENCW 304: Special Topics in Global Creative Non-Fiction: The Norwegian Welfare State [Crowe]**

Motion-Katz, Second-Hough

“To approve a PH Learning Perspective for ENCW 304: Special Topics in Global Creative Non-Fiction: The Norwegian Welfare State [Crowe].”

MOTION CARRIED

CONTINUE DISCUSSION OF AUGUSTANA GENERAL EDUCATION/LIBERAL ARTS CORE EXPERIENCE

Rowen informed the committee that Lendol Calder suggested that Gen Ed speak with the administration about “the general education story”. Kristin Douglas informed Rowen that President Bahls will attend a General Education committee meeting in January per the Board of Trustee’s request. He will talk about his goals for the next 10 years.

Virginia Johnson commented that the LSFY+ group is discussing the skills matrix and expanding it and incorporating a way to include those matrix details on course syllabi to ensure that general education courses actually do what they are intended to do. Joe Bright said that from a student perspective, that is a terrific idea because sometimes students do not understand what they should get out of the course.

Brian Katz shared a potential tag line: **“Discovering the dynamic power of the mind”**

Some members of the committee feel that this process might work well if it is broken down into smaller groups. Prior to that happening, the whole committee must meet to see how it wants to interpret the college’s learning outcomes for general education. The committee was asked to come prepared to discuss the learning outcomes as they relate to general education at the next meeting.

ADJOURNMENT

The meeting adjourned at 5:00 PM.

Respectfully submitted,

Mary Koski