

Minutes of the Liberal Studies Committee (LSC)

September 3, 2015

UC - Cardinal

Members Present: Baldwin Sanders, Brent Kinser (Chair), Carol Burton, Ethan Schilling, Heidi Turlington, James Deconinck, Jeanne Dulworth, Jen Schiff, Paromita Biswas, and Sean June

Members Absent: Elizabeth McRae, and Jeanne Dulworth

Recorder: Deidre Hopkins

Ex-Officio Members/Guests: David Onder, Erin McNelis, Randa Hodges, Robert Crow, and David Tyler

1. Introductions around the table.
2. Approval of minutes from the August 27, 2015 Liberal Studies Committee meeting:
 - The minutes from the August 27, 2015 Liberal Studies Committee meeting were provided to committee members and members were provided the opportunity to review the document. The minutes were subsequently approved as amended.
3. Update on HIP capture in FAD:
 - Brent Kinser and David Onder have a meeting with Andrew Adams on Sept 22 to discuss the possibility of adding a HIP screen into the course entry phase of the Faculty Activity Database (FAD.) In preliminary discussions, Andrew Adams feels this will be easy to do.
 1. Clarification – letting students know that these are HIP courses will be more difficult. There is a way for us to attach a syllabus to a course in the Catalog. Once it is there, a faculty member can go in and make edits. This is a conversation that will have to be continued with the Registrar.
 1. New students use CatWalk as to preference courses they are interested in without really knowing what the courses are about. Maybe we can notify new students through orientation mailings, etc. Here, again, another ongoing conversation.
 - Andrew Adams will join our LSC meeting on October 8, 2015 to discuss further and demonstrate how this will work.
4. Sports Management Curriculum – SM 423 – Sport & Culture:
 - One concern is that this course is cross listed with SOC 423.
 1. The reason this curriculum change was sent was because the department thought that the cross list had been removed. It has not been removed.
 - Brent mentioned that the consult form was based on the notion that this course was going to be moved away from Sociology and more into the Marketing major. Kathleen Brennan had correspondence with Paul Johnson that this was no longer going to be a Sociology of Sport course. There was a name change it went from Sociology of Sport to Sport & Culture; therefore, the current understanding was that this was not going to be a sociology course in the core.

- The concern comes from the description of the course proposal states that it is related to sociological issues, students must apply social theories in critical analysis, sociological frameworks, etc.
 1. Brent spoke with Kathleen Brennan – she is not sure what’s going on mainly because of the sociological elements still in the course description. Her concern is that it is sports management teaching a sociology course.
 2. Since conversations took place prior to Paul Johnson’s departure and since the course is still heavily sociological and cross listed in Sociology, Brent suggested that there be a consult with Sociology at which time the differences can be worked out.
- Brief presentation by David Tyler, Asst. Professor of Sport Management:
 1. This course was Sociology of Sport and we have changed it to Sport & Culture through an incorporation of more global perspectives (e.g., broadening students’ world-view).
 1. Looking at Sport Issues in cultures around the world; consideration of ethnicity, gender, color, race, etc in those cultures; broadening understanding of social those social issues and of those cultures.
 2. Questions from the Committee:
 1. Will students have to take any other courses related to these cultures?
 - a. Within the SM curriculum, they will have some exposure in other courses to issues when it happens to come up. We do not have an actual global sport class. This course will cover more
 2. It is mentioned in the proposal that the *multidisciplinary nature of this course means that all students will have knowledge deficiencies in some of the areas*, this is confusing. Multidisciplinary courses do not entail student deficiencies. Try to make it a level playing field how are you opening up this major course where you say the students in that course are going to have exposure to principles and ideas in a broader context of Sport Management vs. the Social Work major who is going to come into the course without the basic concept, they may have their own perspective of things but won’t have those basic principles that major courses rely upon. This area needs strengthening.
 - a. Per David Tyler, some will come in with more familiarity than others, but the idea is that the course/content everyone will be able to understand those issues and learn the topics. These are new concepts and although some students may have an idea, they won’t understand it in a way that it will be covered in this course. How a sport fits within a culture and/or community?
 3. What comes to mind with the title, is Brazil and the culture and what makes them good a soccer – nutrition, the food they eat, etc. Is that what you mean? There is so much emphasis on the sociology but when you take that out and talk about it from a different perspective, you have a course that can work. Why is it that this is important to this culture, is it the food, is it that soccer is an inexpensive sport, whereas what you may be wanting from the course is why is the emphasis there, not so much culturally but more infrastructure of it? Why does this sport make more sense in this culture/area?
 - a. Per David Tyler: this course wouldn’t ask why they are good at soccer. Instead it would ask why they put so much cultural capital into soccer, why is soccer so important to a Brazilian?

4. Per the committee, as the course proposal reads, it sounds impossible. Suggestion is to “tone down” the course description and only indicate one or two LS outcomes that will be achieved through this course.
5. Question from Committee: This course is will be offered in the Fall, Spring and Summer (summer has an international travel component). Will the summer course be the same course or is it structured around the travel?
 - a. Per David Tyler, the assessment part of the summer course wouldn’t have the oral component as with the F/S courses, mainly because that part will be online. Travel part is very business focused – meeting with sport organizations aboard (England, Netherlands, and Germany). It will still achieve the same learning objectives, the syllabus will just look a little different regarding the structure of the course.
6. Question: If a student can’t take the class in the summer, and they take it in the fall, is there a way for them to still be able to do that HIPs of the summer trip?
 - a. Per David Tyler, he is going to look more into the HIPs for F/S semester courses.
7. Question: How much of a comparative approach is the class going to be? Where a student will look at the broad picture and then compare/contrast why it is one way in one culture and vice versa?
 - a. There will be quite a bit of comparison that takes place in this course. This is the more natural part of this course. There will always be some comparison that we will be discussing.
8. Question: As far as course topics, do you organize that around this culture looks at it one way, another culture looks at it another way?
 - a. David Tyler: Yes but highlight different topics in different cultures. For example, spend more effort on race in South Africa and religion in Ireland. Things that permeate across all cultures but highlighting them in different regions.
9. Question: Do you require self-reflection in the course? If so, mention it in the syllabus. This is great writing experience for students.
10. Question: Do you have any team-based learning that is occurring in this course?
 - a. Not as much as in other courses. This course has a little team work, maybe put them in teams to do a daily activity, and then the group project, but not a whole semester of team based work.
 - i. Another HIPs educational practice is the collaborative, integrative group project. You may could do this in lieu of any student who cannot do the summer travel course.

- Probably best to rewrite the syllabus and course description and then meet with Kathleen Brennan.
- Brent will contact Kathleen and let her know that this is the plan and that Jim Deconinck will be in touch with her to discuss further.

5. Meetings:

- The Provost has asked to meet with the Committee as a follow-up to her visit last fall. This meeting is basically to check back in to see the progress that the committee has made over the past year (i.e.,

Assessment plan). This meeting has been scheduled for Tuesday, Sept 8, 2015. This meeting will replace the regularly scheduled LSC meeting for Thursday, Sept 10.

- The LSC meeting scheduled for Sept 17th will be cancelled.
- The LSC meeting scheduled for Sept 30th will be cancelled.

6. Erin gave update on Gen Ed Council – They are in the second phase of the ETS on critical thinking & written communication to be put into place and tested in the early spring semester 2016, possibly in February.
7. Next meeting – September 8, 2015 – UC Cardinal with the Provost.

Time of Meeting Adjournment: 4:26pm