

# The DIETRICH School of Arts & Sciences Gazette

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## KENNETH P. DIETRICH SCHOOL OF ARTS AND SCIENCES

### MINUTES OF THE CALLED FULL FACULTY MEETING

**November 17, 2016**

Connally Ballroom, Alumni Hall

The meeting was chaired by the Dean, who welcomed members of the faculty and students with voting privileges to the meeting. He introduced the meeting as a meeting called at the request of the faculty and students on the Undergraduate Council of the Dietrich School to consider a motion to amend the General Education Requirements (the Main Motion) together with seven proposed Amendments; the Main Motion and the Amendments had been circulated to all voting faculty in advance of the meeting. Council has been working on revisions to the General Education Requirements for over a year, and there was extensive discussion of their emerging recommendations at the Spring Full faculty meeting on March 1, 2016 and at an open meeting of Undergraduate Council on March 23, 2016. The Main Motion was circulated to all voting faculty on October 21, 2016, together with an announcement of the called meeting and guidelines for proposing amendments.

The Chair reminded all present that business would begin when the Main Motion was moved. Once that was in order, the Amendments would be moved, discussed, and resolved in the published order, and there would then be debate followed by action on the Main Motion.

The Chair indicated that on any motion he would first call for a voice vote, and if he was unsure of the balance of views (or a member of the meeting called for a division) he would ask for a division by show of hands. Tellers on the balcony would provide a count on any division for which that was necessary. He would call for a division on any motion that required a two thirds majority, and for a division and count on the main motion, even if the outcome was obvious, since a number of faculty had requested absentee ballots.



34 introductory composition requirement.

35 Given the importance of establishing a sound foundation for a student's writing, all students are  
36 required to pass their introductory composition course with a grade of C- or better by the end of  
37 the first two terms of full-time enrollment.

## 38 **2. Two Writing-Intensive Courses**

39 Writing intensive courses (W-Courses) are designed to teach writing within a discipline through  
40 writing assignments that are distributed across the entire term. Students should produce at least  
41 20-24 pages of written work. A significant portion of this work should be substantially revised in  
42 response to instructor feedback and class discussion.

43 Each student must complete two courses that are designated as W-Courses, or one W-Course and  
44 a second English composition course. Students must satisfy one element of this requirement  
45 within their major field of study. W-Courses may also be courses that fulfill other General  
46 Education Requirements.

## 47 **B. Quantitative and Formal Reasoning**

48 All students are required to take and pass with a grade of C- or better at least one course in  
49 university-level mathematics (other than trigonometry) for which algebra is a prerequisite, or an  
50 approved course in statistics or mathematical or formal logic in a department of the School of  
51 Arts and Sciences.

52 Students who qualify for placement in an upper-level course in mathematics are exempt from  
53 this requirement\*.

54 *\* Unless otherwise exempted, incoming freshmen are required to complete the University's*  
55 *Writing and Mathematical Proficiency placement tests, which may determine the need for*  
56 *additional basic skills courses.*

## 57 **C. Language**

### 58 **A Sequence of Two Courses in a Second Language**

59 All students are required to complete with a grade of C- or better two terms of university-level  
60 study in a second language other than English. Exemptions will be granted to students who can  
61 demonstrate elementary proficiency in a second language through one of the following:

- 62 1. Having completed three years of high school study of a second language with a grade of  
63 B or better in each course;
- 64 2. Passing a special proficiency examination;
- 65 3. Transferring credits for two terms or more of approved university-level instruction in a  
66 second language with grades of C or better;
- 67 4. Having a native language other than English.

68

## 69 **D. Diversity**

70 Diversity courses (D-Courses) focus centrally and intensively on issues of diversity, and do so in  
71 a manner that promotes understanding of difference. They provide the student with analytical  
72 skills by which to understand structural inequities, and the knowledge to be able to participate  
73 more effectively in our increasingly diverse and multicultural society. The courses may address,  
74 though not be limited to, such issues as race, gender, ethnicity, sexuality, religious difference,  
75 ability difference, and/or economic disparity.

76 Each student must complete one course that is designated as D-Courses. Students may take this  
77 course within their major field of study. D-Courses may also be courses that fulfill other General  
78 Education Requirements.

## 79 **E. Division Requirements in the Humanities and Arts, Social Sciences, Natural Sciences**

80 The requirements in the humanities, social sciences, natural sciences, and arts allow students to  
81 pursue their own interests while they explore diverse views of a broad range of human cultures,  
82 modes of thought, and forms of knowledge. Many of the courses which fulfill these requirements  
83 are rooted in the disciplines that draw upon the unique resources of a research university.

### 84 **1. A Course in Literature**

85 By studying a range of literary and other texts, students will be introduced to the techniques and  
86 methods of textual analysis and will develop critical perspectives on a variety of forms of  
87 cultural expression.

### 88 **2. A Course in the Arts**

89 This course introduces students to modes of analysis appropriate to music, theatre, or the visual  
90 and plastic arts. It may take the form of a survey, the study of a genre or period, or may focus on  
91 a particular artist.

### 92 **3. A Course in Creative Work**

93 In this course students are expected to produce some form of creative work, and they will also be  
94 trained in the techniques and modes of its production. The course could be situated in theatre,  
95 studio arts, writing, visual arts (including photography, film), music, and dance; or it may be a  
96 course that engages in innovative or original work in relation to written, oral, or visual material,  
97 new media, social media, and other contemporary forms of communication and representation.

### 98 **4. A Course in Philosophical Thinking or Ethics**

99 This course will emphasize close and critical reading of theories about knowledge, reality,  
100 humanity, and values. Courses could focus on human nature; scientific reasoning; theories of

101 cognition and consciousness; human/social rights; competing systems of belief; morality;  
102 concepts of freedom; theories of justice; social obligations/constraints; or ethics, including  
103 applied or professional ethics.

#### 104 **5. A Social Science Course**

105 A course that treats topics considered of significant importance in the social or behavioral  
106 sciences (including social psychology). Courses will introduce students to the subject matter and  
107 methodology of a particular discipline and will involve them in the modes of investigation,  
108 analysis, and judgment characteristically applied by practitioners.

#### 109 **6. A Course in Historical Analysis**

110 In this course, students will develop skills and methods by which to understand significant  
111 cultural, social, economic, or political accounts of the past. The course may focus on pivotal  
112 moments of change, or important transitions over longer periods of time. Courses could explore  
113 developments in science, technology, literature, or art, and the ideas around them, or examine  
114 critical historical shifts by analyzing various data or cultural forms.

#### 115 **7. Three Courses in the Natural Sciences**

116 These will be courses that introduce students to scientific principles and concepts rather than  
117 offering a simple codification of facts in a discipline or a history of a discipline. The courses may  
118 be interdisciplinary, and no more than two courses may have the same department as the primary  
119 departmental sponsor of the course.

#### 120 **F. Global Awareness and Cultural Understanding**

##### 121 **1. A Course in Global Issues**

122 This course will examine significant issues that are global in scale. Courses could address, for  
123 example: globalization; the global and cultural impact of climate change/sustainability; the  
124 effects of and resistances to colonialism; or worldwide issues related to health, gender, ethnicity,  
125 race, technology, labor, law, or the economy.

##### 126 **2. A Course in a Specific Geographic Region**

127 This course will be an in depth study and analysis of a particular region or locality outside of the  
128 United States.

##### 129 **3. A Course in Cross-Cultural Awareness**

130 This course will promote knowledge of and reflection upon the cultures of Asia, the Middle East,  
131 Africa, Latin America, the Caribbean, or the indigenous peoples of the world past and present.  
132 Students will develop an understanding of cultures, traditions, and societies that differ  
133 substantially from those that prevail in North America and Europe.

Associate Dean Twynning proposed a procedural motion to limit debate to four minutes for the mover and two minutes for each other speaker, in light of the large amount of business to be covered. The motion was seconded, and in response to a question the Chair indicated that the motion is one that the meeting can reverse if it so desires later in the meeting. The motion to limit debate is not debatable, and the Chair called for Ayes and Noes by show of hands. The motion received the two thirds affirmative vote required to be adopted.

**Amendment 1** was moved by Brenda Whitney (English) and seconded by Abigail Meinen (Student Government Board). The Amendment read:

*Whereas:* This document should be clear and unambiguous,

- 1a. *Resolved That:* “Each student must complete one course that is designated as a D-Course” replace, “Each student must complete one course that is designated as D-Courses” in line 76.
- 1b. *Resolved That:* “Developing writing proficiency” replace, “The achievement of writing proficiency” in lines 21-22.
- 1c. *Resolved That:* “Students who score 660 or above on the SAT Evidence-Based Reading and Writing section” replace, “Students who score over 660 on the SAT Evidence-Based Reading and Writing section” in lines 32-33.
- 1d. *Resolved That:* “In these courses, students will produce” replace, “Students should produce” in line 40.
- 1e. *Resolved That:* “They provide the student with analytical skills with which to understand structural inequities” replace, “They provide the student with analytical skills by which to understand structural inequities” in lines 71-72.
- 1f. *Resolved That:* “By studying a range of literary and other texts in this course, students will be introduced” replace, “By studying a range of literary and other texts, students will be introduced” in line 85.
- 1g. *Resolved That:* “cores” be replaced by “core.” in line 14.
- 1f. *Resolved That:* On lines 25 and 43 “each student” be replaced with “all students,” and that on line 71 “the student” be replaced with “students,” and that line 76 be rewritten to read “All students must complete one course that is designated as a D-Course but may take this”.
- 1i. *Resolved That:* The comma on line 72 be deleted.

1j. *Resolved That:* The wording of lines 118, beginning with “and no more,” through line 119 amended to read “and no more than two courses may have the same primary departmental sponsor.”

The Chair pointed out that the Amendment consolidated a number of syntactical and grammatical clarifications, and had been numbered with sub-motions 1a to 1j to allow each change to be debated if the meeting wished. He asked whether the will of the meeting was to take the motion as a whole or in parts, and there was a call for the question. Amendment 1 was adopted on a voice vote.

**Amendment 2** was moved by Gretchen Bender (History of Art and Architecture) and seconded by Kirk Savage (History of Art and Architecture). The Amendment read:

*Whereas:* The description of General Education F.3 omits mention of the work of "cross-cultural" analysis on which the spirit of this particular requirement rests,

*Resolved That:* The phrase "through cross-cultural perspective" be inserted into line 130 between "This course" and "will promote."

The Amendment was debated, and a secondary amendment was proposed and seconded that placed commas around “through cross-cultural perspective”. The secondary amendment was adopted on a voice vote, and Amendment 2 was then adopted on a voice vote.

**Amendment 3** was moved by Andrew Lotz (Political Science) and seconded by Joshua Hanley (Student Government Board). The Amendment read:

*Whereas:* The guidelines for precisely which courses students must take are clear in categories A, B, C, & D, those in categories E & F may be misinterpreted,

*Resolved That:* The paragraph 3a will replace lines 80-83; and that paragraph 3b will be inserted after line 120.

3a. Each student is required to take nine courses in the humanities, social sciences, and natural sciences distributed as below. Such courses allow students to pursue their own interests while they explore contemporary and diverse views of a broad range of human cultures, modes of thought, and bodies of knowledge. The courses that fulfill these requirements are truly courses in the disciplines that draw on the unique resources of a research university.

3b. Each student must complete three courses in global awareness and cultural understanding distributed as below.

The Amendment was debated, and a secondary amendment was proposed by Katherine Wolfe (Economics), and seconded, to strike “contemporary and” from paragraph 3a. The secondary amendment was adopted on a voice vote, and Amendment 3 was then adopted on a voice vote.

**Amendment 4** was moved by Joshua Hanley (Student Government Board) and seconded by Adriana Helbig (Music). The Amendment read:

*Whereas:* Diversity is an important core value of the Dietrich School of Arts and Sciences but is already appropriately explained as such in line 14, and the proposed preamble to the General Education Requirements unnecessarily details information properly left to Section D (“Diversity”);

*Resolved That:* Lines 14-15, beginning at “Diversity and inclusion” and ending at “students and society,” and lines 17-19 be moved to a paragraph preceding line 70 under Section D (“Diversity”), and that lines 15, beginning at “of,” through 16 be struck from the motion.

The Amendment was debated, and a secondary amendment was proposed by Abigail Meinen and seconded to leave lines 14-15 in their current location and move lines 17-19 to precede line 70. The secondary amendment was adopted on a voice vote, and Amendment 4 was then adopted on a voice vote.

**Amendment 5** was moved by Abigail Meinen (Student Government Board) and seconded by Joseph Grabowski (Chemistry). The Amendment read:

*Whereas:* “within four years” in line 26 does not adequately represent the full undergraduate career of all students at the University of Pittsburgh;

*Resolved That:* The sentence which begins “The school” on line 25 and ends “four years” on line 26 be replaced with “The school requires that all students complete the following writing courses during their undergraduate career.”

The Amendment was debated, with clarification that some students graduate in less than four years and some in more than four years. Amendment 5 was adopted on a voice vote.

**Amendment 6** was proposed by Joshua Hanley (Student Government Board) and seconded by Adriana Helbig (Music). The Amendment reads:

*Whereas:* The designation “D-Courses” will lead to sexually explicit references by the student population and an alternate abbreviation will eliminate this issue;

*Resolved That:* The word “D-Courses” on lines 70 and 77 be replaced with “DIV-Courses,” and the word “D-Courses” on line 76 be replaced with “a DIV-Course.”

The Amendment was debated in a lively conversation, and a secondary amendment was proposed by Scott Kiesling and seconded that “a DIV-Course” be replaced by “Diversity-Courses”. The secondary amendment was adopted on a voice vote, and Amendment 6 was then adopted on a voice vote.



The net effect of the amendment, and the intent of the meeting, was to instruct the School not to abbreviate “Diversity Courses” to “D-Courses” nor to “DIV-Courses”.

**Amendment 7** was moved by Randall Halle (German) and seconded by Lina Insana (French and Italian Languages and Literatures). The Amendment read:

*Whereas:* One of the proposed ways of meeting the foreign-language [Second Language] requirement is inconsistent with the ways of meeting every other requirement in the curriculum, and also with the analogous foreign-language [Second Language] requirement in peer institutions;

*Resolved That:* The current lines 62-63, “Having completed three years of high school study of a second language with a grade of B or better in each course,” should be removed and replaced with, “Having obtained a score of 4 or better on the Advanced Placement (AP) test for a language other than English.”

The Amendment was debated extensively, with comments offered on the value of making processes for exemption from the language requirements comparable to those for exemption from composition or algebra and on the low level of high school language courses. Many faculty raised questions about the number of students affected and the resources needed to teach more language courses. The value of deepening and diversifying the language education of students was emphasized, as was the lack of information about what language courses students actually take at Pitt now. Concern was expressed about increasing the number of general education courses needed by most students.

Rohit Anand (Student Government Board) moved a procedural motion to refer the Amendment back to Undergraduate Council. The motion to refer was seconded by Joshua Hanley (Student Government Board). The motion was debated, with concerns expressed about the unknown resource implications of the Amendment on the one hand and the need to resolve the matter on the other. In answer to a question the Chair indicated that if the Amendment was referred the Main Motion would be considered with the previously circulated language in the relevant section, but that the substance of the amendment could come back to the faculty for consideration at a later time.

The question was called, and the Chair asked for a voice vote and then for a division by show of hands. There were 67 in the affirmative and 62 in the negative, and the motion to refer was adopted.

Clark Muenzer (German) moved a procedural motion to lay the Main Motion on the table to allow the Undergraduate Council to research and resolve the high school exemption to the language requirement. The motion to table was seconded, and although the motion was not debatable a comment was made that the issue of language requirements should not block adoption of a diversity requirement. The Chair asked for a voice vote, and a member called for a

division and a count. The Chair called for a division by show of hands. There were 32 in the affirmative and 80 in the negative and the motion to table was lost.

After minimal further debate the Main Motion was called, and the Chair asked for a division by show of hands. There were 103 in the affirmative and 10 in the negative, and after a call for abstentions 4 abstentions were counted.

After the meeting the Main Motion, as amended by the meeting, was circulated to those who had requested absentee ballots. There were 33 votes in the affirmative and 18 in the negative with 1 abstention.

In total, there were 136 votes in the affirmative and 28 in the negative with 5 abstentions. The Main Motion is adopted.

The new General Education Requirements (GERs) will become effective with the class entering in September 2018, and students currently enrolled will have the option of completing the GERs in effect when they matriculated or switching to the new GERs.

The new GERs as amended and passed read as follows:

## **MOTION TO REVISE DIETRICH SCHOOL GENERAL EDUCATION REQUIREMENTS (GERS)**

*Whereas:* The General Education Curriculum for undergraduates in the Dietrich School of Arts and Sciences must provide a sound foundation for undergraduate programs that span the full range of the arts and sciences and must position students for success in a rapidly evolving and diverse world,

*Resolved That:* The General Education Requirements that became effective in 2001 be replaced by the Requirements below.

### **Dietrich School General Education Requirements: Foundations for Excellence**

The Dietrich School of Arts and Sciences is committed to providing the best possible education for its undergraduate students. This is best served through a clear and innovative curriculum that provides students with the skills, knowledge, and analytical skills, disciplinary understanding, intellectual curiosity, and creative opportunities that will allow them to engage and adapt in an increasingly diverse and rapidly changing world. Diversity and inclusion are part of the core mission of our school and the university and are key matters for our students and society. Of allied importance is the understanding of complex global issues and different cultures.

#### **A. Writing**

Written communication is central to almost all disciplines and professions. Developing writing proficiency is a lifelong process, and it is especially important that undergraduate education

accelerates and directs that process toward the achievement of writing skills that will provide a base appropriate for professional or graduate education or for professional employment. The school requires that all students complete the following writing courses during their undergraduate career.

### **1. An Introductory Composition Course**

This is a college level composition course such as Seminar in Composition offered by the Department of English or one of the approved freshman seminars. Students who need to strengthen their writing in preparation for the introductory course may be required to take Workshop in Composition and in some cases Workshop Tutorial, or they may be advised to take Composition Tutorial. Students who score 660 or above on the SAT Evidence-Based Reading and Writing Section and a 5 on the Advanced Placement Exam may be exempted from the introductory composition requirement.

Given the importance of establishing a sound foundation for a student's writing, all students are required to pass their introductory composition course with a grade of C- or better by the end of the first two terms of full-time enrollment.

### **2. Two Writing-Intensive Courses**

Writing intensive courses (W-Courses) are designed to teach writing within a discipline through writing assignments that are distributed across the entire term. In these courses, students will produce at least 20-24 pages of written work. A significant portion of this work should be substantially revised in response to instructor feedback and class discussion.

All students must complete two courses that are designated as W-Courses, or one W-Course and a second English composition course. Students must satisfy one element of this requirement within their major field of study. W-Courses may also be courses that fulfill other General Education Requirements.

### **B. Quantitative and Formal Reasoning**

All students are required to take and pass with a grade of C- or better at least one course in university-level mathematics (other than trigonometry) for which algebra is a prerequisite, or an approved course in statistics or mathematical or formal logic in a department of the School of Arts and Sciences.

Students who qualify for placement in an upper-level course in mathematics are exempt from this requirement\*.

*\* Unless otherwise exempted, incoming freshmen are required to complete the University's Writing and Mathematical Proficiency placement tests, which may determine the need for additional basic skills courses.*

## **C. Language**

### A Sequence of Two Courses in a Second Language

All students are required to complete with a grade of C- or better two terms of university-level study in a second language other than English. Exemptions will be granted to students who can demonstrate elementary proficiency in a second language through one of the following:

1. Having completed three years of high school study of a second language with a grade of B or better in each course;
2. Passing a special proficiency examination;
3. Transferring credits for two terms or more of approved university-level instruction in a second language with grades of C or better;
4. Having a native language other than English.

## **D. Diversity**

The Dietrich School will work to create a framework for pedagogical support for instructors who wish to build diversity into their courses, both to increase awareness of diversity across the curriculum, and to broaden the range of courses that might be offered to fulfill this requirement.

Diversity courses focus centrally and intensively on issues of diversity, and do so in a manner that promotes understanding of difference. They provide students with analytical skills with which to understand structural inequities and the knowledge to be able to participate more effectively in our increasingly diverse and multicultural society. The courses may address, though not be limited to, such issues as race, gender, ethnicity, sexuality, religious difference, ability difference, and/or economic disparity.

All students must complete one course that is designated as a Diversity course but may take this course within their major field of study. Diversity courses may also be courses that fulfill other General Education Requirements.

## **E. Division Requirements in the Humanities and Arts, Social Sciences, Natural Sciences**

Each student is required to take nine courses in the humanities, social sciences, and natural sciences distributed as below. Such courses allow students to pursue their own interests while they explore diverse views of a broad range of human cultures, modes of thought, and bodies of knowledge. The courses that fulfill these requirements are truly courses in the disciplines that draw on the unique resources of a research university.

### **1. A Course in Literature**

By studying a range of literary and other texts in this course, students will be introduced to the techniques and methods of textual analysis and will develop critical perspectives on a variety of forms of cultural expression.

## **2. A Course in the Arts**

This course introduces students to modes of analysis appropriate to music, theatre, or the visual and plastic arts. It may take the form of a survey, the study of a genre or period, or may focus on a particular artist.

## **3. A Course in Creative Work**

In this course students are expected to produce some form of creative work, and they will also be trained in the techniques and modes of its production. The course could be situated in theatre, studio arts, writing, visual arts (including photography, film), music, and dance; or it may be a course that engages in innovative or original work in relation to written, oral, or visual material, new media, social media, and other contemporary forms of communication and representation.

## **4. A Course in Philosophical Thinking or Ethics**

This course will emphasize close and critical reading of theories about knowledge, reality, humanity, and values. Courses could focus on human nature; scientific reasoning; theories of cognition and consciousness; human/social rights; competing systems of belief; morality; concepts of freedom; theories of justice; social obligations/constraints; or ethics, including applied or professional ethics.

## **5. A Social Science Course**

A course that treats topics considered of significant importance in the social or behavioral sciences (including social psychology). Courses will introduce students to the subject matter and methodology of a particular discipline and will involve them in the modes of investigation, analysis, and judgment characteristically applied by practitioners.

## **6. A Course in Historical Analysis**

In this course, students will develop skills and methods by which to understand significant cultural, social, economic, or political accounts of the past. The course may focus on pivotal moments of change, or important transitions over longer periods of time. Courses could explore developments in science, technology, literature, or art, and the ideas around them, or examine critical historical shifts by analyzing various data or cultural forms.

## **7. Three Courses in the Natural Sciences**

These will be courses that introduce students to scientific principles and concepts rather than offering a simple codification of facts in a discipline or a history of a discipline. The courses may be interdisciplinary, and no more than two courses may have the same primary departmental sponsor.

## **F. Global Awareness and Cultural Understanding**

Each student must complete three courses in global awareness and cultural understanding distributed as below.

### **1. A Course in Global Issues**

This course will examine significant issues that are global in scale. Courses could address, for example: globalization; the global and cultural impact of climate change/sustainability; the effects of and resistances to colonialism; or worldwide issues related to health, gender, ethnicity, race, technology, labor, law, or the economy.

### **2. A Course in a Specific Geographic Region**

This course will be an in depth study and analysis of a particular region or locality outside of the United States.

### **3. A Course in Cross-Cultural Awareness**

This course, through cross-cultural perspective, will promote knowledge of and reflection upon the cultures of Asia, the Middle East, Africa, Latin America, the Caribbean, or the indigenous peoples of the world past and present. Students will develop an understanding of cultures, traditions, and societies that differ substantially from those that prevail in North America and Europe.