# Course Information

Copy and paste **current** course information from Class Search Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>American Indian Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>AIS</td>
<td>Number</td>
<td>320</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>(Choose one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>No</td>
<td>If so, list all academic units offering this course</td>
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</table>

**Requested designation:** (Choose One)

*Note: a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university’s review and approval process.

For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (M)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SQ)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

- Name: David Martinez
- Phone: 480-727-9818
- Mail code: 4603
- E-mail: David.Martinez.3@asu.edu

**Department Chair/Director approval:** *(Required)*

- Chair/Director name (Typed): Dr John Tipperconnic
- Date: 2/2/15
- Chair/Director (Signature): [Signature]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

HUMANITIES, 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 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 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, 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, 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, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

HUMANITIES, ARTS AND DESIGN [HU] courses must meet *either* 1, 2 or 3 *and* 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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td></td>
<td>1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
</tr>
<tr>
<td>✅</td>
<td></td>
<td>2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
</tbody>
</table>

- **a.** Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought. | Syllabus and Table of Contents |
- **b.** Concerns aesthetic systems and values, especially in literature, arts, and design. | |
- **c.** Emphasizes aesthetic experience and creative process in literature, arts, and design. | |
- **d.** Concerns the analysis of literature and the development of literary traditions. | Syllabus and Table of Contents |

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.

- Courses devoted primarily to the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td>320</td>
<td>American Indian Philosophies &amp; Worldviews</td>
<td>HU</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See 1. Emphasizes the study of values</td>
<td>Course covers the changes and adaptations that American Indian cultures underwent due to American westward expansion.</td>
<td>See syllabus, p 1, &quot;Course Description,&quot; and p 2, &quot;Required Texts.&quot; All four books cover the historical phenomenon of transitioning from pre-reservation to reservation based cultures, and how this transition affected values and customs.</td>
</tr>
<tr>
<td>See 2. The interpretation, analysis, or creation of texts and textual traditions</td>
<td>Course covers the historical emergence of an American Indian intellectual tradition.</td>
<td>See syllabus, p 2, &quot;Required Texts.&quot; All four books and all of the required articles represent works from an emergent American Indian intellectual tradition, including examples of how this indigenous tradition has been analyzed and interpreted.</td>
</tr>
<tr>
<td>See 4a. The development of human thought</td>
<td>Course covers the development of American Indian worldviews, as expressed in oral traditions and ceremonies, and how these worldviews were impacted by modernization.</td>
<td>See syllabus, p 1, &quot;Course Description,&quot; and p 2, &quot;Required Texts.&quot; All four books cover the cultural practice of handing down narrative and ritual traditions intergenerationally, and how these values and ideas were adapted to living within a modern, nonindigenous world.</td>
</tr>
<tr>
<td>See 4d. Analysis of literature and development of literary traditions.</td>
<td>Course covers the creation and analysis of an American Indian literary tradition, in which narrative is mixed with historical and political discourses, resulting in a uniquely American Indian textual community.</td>
<td>See syllabus, p 2, &quot;Required Texts,&quot; and p 3-4, &quot;Reading Schedule.&quot; Readings reflect the historical generation of an American Indian literary tradition, including a parallel tradition of literary analysis of these writings.</td>
</tr>
</tbody>
</table>
For General Studies—Humanities, Art, and Design [HU]

AIS 320 American Indian Philosophies & Worldviews

Course Catalog Description

Course Description: Does it make sense to speak about American Indian “intellectuals,” “thinkers,” or “philosophers”? Not only have Indians been thinking and thinking deeply for generations, but also they have produced a body of written works that have formed the foundation of contemporary American Indian Studies. This course covers some of the major figures, their works, and the ideas and opinions (many of which were controversial) that shaped their thinking.

Required Texts:

William Apess, *A Son of the Forest and Other Writings*, edited by Barry O’Connell (Amherst: University of Massachusetts Press, 1997)


Required Articles :


American Indian Philosophies and Worldviews
Fall Semester 2012
MWF 1:30-2:20*
*(Fridays are online)
Discovery Hall 301

Dr. David Martinez
American Indian Studies
356G Discovery Hall
(480) 727-9818
David.Martinez.3@asu.edu

Office hours: MW 12-1 and by appointment

Course Description:
Does it make sense to speak about American Indian “intellectuals,” “thinkers,” or “philosophers”? Not only have Indians been thinking and thinking deeply for generations, but also they have produced a body of written works that have formed the foundation of contemporary American Indian Studies. This course covers some of the major figures, their works, and the ideas and opinions (many of which were controversial) that shaped their thinking.

Course Objectives:
By the end of the semester, you ought to have an understanding and appreciation for the history of ideas generated by Indigenous thinkers regarding the pressing issues of their respective times—issues that often persist through today.

Educational Outcomes:
You will learn about three major epochs of American Indian intellectual history, the individuals who defined their eras, and ideas for which they advocated. In addition, you will see the diversity among Indigenous thinkers and various ways in which they enjoined a life of writing to a life of activism.

Organization of Course:
We will meet in the classroom regularly on Mondays and Wednesdays. Fridays are exclusively online. MW will be based on a lecture/discussion format, in which your professor will mix his presentations with questions and discussions for the students. Each class will be based on that day’s reading assignment (see Reading Schedule below), so students are expected to have done the reading before coming to class. In turn, Fridays will also have a reading assignment, in addition to a written assignment that students will be expected to complete on that very same Friday.

Course requirements: Students will earn points from completing the following:

10-12 page paper. (100 points). Papers must be about an author or topic relevant to the course. They must contain a thesis, in addition to being properly researched, complete with analysis of the appropriate books and articles. Citations may be done in either MLA or Chicago Manual of Style.

2-3 page book reviews. (20 points each). Upon completing each of the required books for the course, you will submit a critical review, in which you assess an author’s work for how well it met its objectives, eg thesis, argument, contribution, or comparison.

Weekly discussion comments. (10 points each). Each Friday you will be asked one or two questions about that day’s reading assignment. You will post your answers on the Discussion Board available for this course on Blackboard. Your responses must be at least one full paragraph long.
In-Class Presentation. (50 points). Toward the end of the semester, you will make a 5-7 minute presentation summarizing the work you have done with your final research paper. Using a PowerPoint is optional. Guidelines will be posted on Blackboard.

Attendance: On site attendance is mandatory for MW, the record for which will be maintained with a daily sign-in attendance sheet. At the end of the semester, students may earn bonus points for an excellent attendance record. 20 pts (0 absences), 15 pts (1 absence), 10 pts (2 absences), 5 pts (3 absences), 0 pts (4 or more absences).

PLEASE NOTE: If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language, and you may need special assistance in lectures, reading, assignments, and/or testing, please contact the instructor.

Required Texts (Available at Bookstore):

William Apess, A Son of the Forest and Other Writings, edited by Barry O'Connell (Amherst: University of Massachusetts Press, 1997)

Sarah Winnemucca Hopkins, Life Among the Piutes: Their Wrongs and Claims (Reno: University of Nevada Press, 1994).


Required Articles (posted on Blackboard):


David Martinez, “Pulling Down the Clouds: The O’odham Intellectual Tradition During the ‘Time of Famine’,” American Indian Quarterly, Volume 34, Number 1 (Winter, 2010).

Andrew S McClure, “Sarah Winnemucca: [Post]Indian Princess and Voice of the Paiutes,” MELUS, Volume 24, Number 2 Religion, Myth, and Ritual (Summer 1999)


Reading Schedule:
Below are the exact readings assignments we will be examining and discussing in class. Students are expected to come prepared by having completed the reading for that day.


*Fri 8/31: [Online] No assignment.

**Mon 9/3: NO CLASS MEETING/LABOR DAY OBSERVED**

Wed 9/5 8/31: *A Son of the Forest,* “A Son of the Forest,” p. 31-56


Mon 9/10: *Life Among the Piutes,* p. 5-57

Wed 9/12: *Life Among the Piutes,* p. 58-104

*Fri 9/14: [Online] *Life Among the Piutes,* p. 105-36

Mon 9/17: *Life Among the Piutes,* p. 137-202

Wed 9/19: *Life Among the Piutes,* p. 203-246


**Mon 9/24: NO CLASS MEETING/PROFESSOR OUT-OF-TOWN!**

Wed 9/26: *From the Deep Woods to Civilization,* p. 1-50

*Fri 9/28: [Online] *From the Deep Woods to Civilization,* p. 51-75

Mon 10/1: *From the Deep Woods to Civilization,* p. 76-135

Wed 10/3: *From the Deep Woods to Civilization,* p. 136-195


Mon 10/8: *The Surrounded,* p. 1-59

Wed 10/10: *The Surrounded,* p. 60-112

*Fri 10/12: [Online] No assignment.

**Mon 10/15: NO CLASS MEETING/FALL BREAK!**

Wed 10/17: *The Surrounded,* p. 113-297


Mon 10/22: *Born A Chief,* Chapters 1-3, p. 3-27

Wed 10/24: *Born A Chief,* Chapters 4-6, p. 28-62

Mon 10/29: Born A Chief, Chapters 7-9, p. 63-124
Wed 10/31: Born A Chief, Chapters 10-12, p. 125-176


Mon 11/5: A Pima Past, 1-46

Wed 11/7: NO CLASS MEETING/PROFESSOR OUT-OF-TOWN!

Mon 11/12: NO CLASS MEETING/VETERANS DAY!

Wed 11/14: A Pima Past, p. 47-89

*Fri 11/16: David Martinez, “Pulling Down the Clouds: The O’edham Intellectual Tradition During the ‘Time of Famine’”

Mon 11/19: A Pima Past, p. 90-150

Wed 11/21: NO CLASS MEETING!

Fri 11/23: NO ONLINE ASSIGNMENT!

Mon 11/26: A Pima Past, p. 151-215
Wed 11/28: A Pima Past, p. 216-262

*Fri 11/30: Carlos Montezuma, “Let My People Go!”

Mon 12/3: Presentations
Wed’12/5: Presentations

*Fri 12/7: NO ONLINE ASSIGNMENT!

Mon 12/10: Presentations

*Fri 12/14: 10-12 PAGE PAPER IS DUE!

Grading Scale:

A+=370-360; A=359-350; A-=349-340; B+=339-330; B=329-320; B-=319-310; C+=309-300; C=299-290; D=289-280; E=279-0

ACADEMIC DISHONESTY!
In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” as using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” You can find this definition at:
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm#definitions

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.
Albuquerque
UNIVERSITY OF NEW MEXICO PRESS

A Zia Book

Darcy McNickle

Surrounded

The

And Destroyed

cause there they had been set upon
mountains of the surrounded men
they called that place Singlemen

The surrounded
D'Arcy McGee

Note
Lincoln and London
University of Nebraska Press

Raymond Wilson
INTRODUCTION BY

Charles A. Eastman
BY

OF AN INDIAN
CHAPTERS IN THE AUTOBIOGRAPHY

TO CIVILIZATION
FROM THE DEEP WOODS
The trading post at Keams Ranch in about 1890

A typical Hopi home at Mishongnovi 36
Edmund and June Negretti's in 1934 37
An early photograph of Walpi 37
Map of the Hopi Reservation and Arizona 38

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2 The Experiences of True Christian Indians of the Pequot Tribe (1833)  57
3 Eulogy on King Philip as Pronounced at the Odeon in Federal Street Boston (1836)  103
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