



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit Literature Department English

Subject ENG Number 359 Title Indigenous American Literature Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s)

Is this a shared course? (choose one) If so, list all academic units offering this course

Course description:
Selected oral traditions and contemporary works by Indigenous American authors.

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 (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
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 Larry Ellis Phone 480-965-6139

Mail code 0302 E-mail: bedwyr@asuedu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mark James Date: Feb. 9/2015

Chair/Director (Signature): [Handwritten Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	359	Indigenous American Literature	(L or HU) and C

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: At least 50% of the grade of the course should depend upon significant writing assignments	50% of the course grade is based on two major writing assignments (Paper #1 and Paper #2)	See Syllabus (Grade Distribution, page 3)
Criterion 2: The writing assignments should involve gathering, interpreting, and evaluating evidence.	Both of the above papers involve a strong contextual approach backed up by research applied to the interpretation of the texts' themes as they express the larger concerns of the Indigenous American experience. Papers are required to draw on secondary sources cited according to MLA style and are encouraged to draw on theoretical perspectives employed in both English literary studies and other appropriate disciplines.	See Syllabus (Papers, p. 3)
Criterion 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity.	The course requires the completion of two substantial writing assignments (Paper #1 and Paper #2). See comments on criterion 3 for further details.	See Syllabus (Papers, p. 3)
Criterion 4: These substantial writing and/or speaking assignments should be arranged so	Both of the above papers are assigned due dates that allow for timely responses grades and comments before the end of the semester. Students are allowed, but not required to submit drafts for review before due dates	Syllabus (Due Dates, pp. 5-6)

that students will get timely feedback from the instructor..		
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Course Catalogue Description for ENG359

Selected oral traditions and contemporary works by Indigenous American authors.

**COURSE GUIDELINES AND SYLLABUS
ENG 359/HUMOR AND SATIRE IN INDIGENOUS
AMERICAN LITERATURE
SPRING SEMESTER 2012**



Instructor: Larry Ellis

Line Number: 17528

Office: LL207

Class Room: ED222

Office Hours: MW 11:30AM-1:30PM
(and by appointment)

Time: MW 2:00PM-3:15PM

EMAIL Address: bedwyr@asu.edu **Phone:** 480-965-6139

Required Textbooks:

Vizenor, Gerald. *The Trickster of Liberty.*

Alexie, Sherman. *Reservation Blues.*

King, Thomas. *Green Grass, Running Water.*

Class Packet (Available at Alphagraphics. See Blackboard announcement for address, price, etc.)

COURSE GUIDELINES

Course Description: From trickster tales grounded in oral tradition to the print satire of Sherman Alexie in the late 20th/early 21st century, humor has played a central role in the literatures of the indigenous peoples of the United States. Whether putting the stability of tribal cultures to the test with the challenge of trickster-induced chaos or positing satire as a strategy of resistance to the forces of assimilation, humor emerges as a powerful current in Native American literature. This class will explore expressions of this phenomenon in the oral and print literatures of North America's Native peoples.

Attendance: You must attend class on a regular basis to receive credit for this course. There are no excused absences, and I will begin deducting one half letter grade per absence from your final grade after four absences—for example, a person with a final grade of B+ will receive a B if absent for five days, a B- if absent for six days, etc. (please note that even though final class grades will not be plus/minus, this can still affect your grade in ways most unpleasant). Even though you are allowed four absences, your Attendance/ Participation grade will be affected by how often you attend. A roll sheet will be passed around at the beginning of each class. It is your responsibility to make sure that you sign the roll sheet. If you come in after the roll sheet has made its rounds, you must sign the roll sheet after class if you want to be counted as present—you will be marked late and downgraded accordingly, but you will get credit for attendance for that day.

Note: *All electronic gadgets (computers, cell phones, etc.) must be turned off during class time. This includes E-book readers (you will need to read class texts on media composed of dead trees—that is, paper).*

Note: *If I haven't arrived by 15 minutes after the beginning of class, you may assume that class has been cancelled.*

Blackboard: We will be using a Blackboard site for the class, but only for several very basic functions (posting of the class syllabus and some assignments, information necessary or useful to your participation in the course, SafeAssign, and grades). Papers and the final exam, will be posted on the site through the SafeAssign function. Quizzes will be assigned in class. Check the ANNOUNCEMENTS frequently for help in navigating the site, for changes in the syllabus and routine, for the cancellation of classes, and for reminders on assignment postings.

University-Sanctioned Activities: If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics, etc.—see me and I'll inform you of your options. You should understand that an absence to attend a university-sanctioned activity is under no

circumstances an excused absence and will be counted toward your four maximum absences.

Take-home Quizzes: Throughout the semester, you will be given five unannounced take-home essay quizzes on selections from the readings assigned on the day after the quiz is assigned. The quiz will be due on the class day following the assignment of the quiz. Only those present on the day a quiz is assigned may take it. There will be no make-ups on these assignments, but I will drop your lowest grade.

Papers: You will have two formal papers. Each will be a literary analysis of one or several of the readings on the syllabus (Paper #1 will be four pages minimum, Paper #2 will be seven pages minimum). Both papers will utilize secondary sources and references to theory to back up their theses. Specific requirements will be posted in the ASSIGNMENTS module of our Blackboard site. Papers not turned in at the beginning of class on the due date marked on the syllabus will be marked late and downgraded one half of a letter grade (that is, a minus point) for each weekday late. Papers more than one week late will not be accepted for credit, except in the most extreme circumstances. *You must turn in both papers to pass the class.* (C2, C3)

Examinations: You will have a cumulative final exam at the end of the semester. *You must take the final examination to pass the class.*

Grade Distribution:

Paper #1: 15%

Paper #2: 35%

Final Exam: 20%

Explications/Reading Responses: 20%

Attendance/Participation: 10% (C1)

Grading: Letter grades on individual assignment are computed according to the following scale:

A=4.0	A-=3.7	B+=3.3	B=3.0	B-=2.7	C+=2.3	C=2.0
C-=1.7	D+=1.3	D=1.0	D-=.7	E=.3		

No Work=0

The following grade scale is used to determine your final grade. Note that your final grade will be calculated and recorded as a straight letter grade (in other words, no plus/minus):

A=3.5-4.0	B=2.5-3.49	C=1.5-2.49	D=.5-1.49	E=.49 and below
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Plagiarism: Whenever you borrow a phrase, sentence, paragraph—or an idea stated in your own words—from any outside source without giving credit to the source, you have plagiarized. In this class, the consequences for plagiarizing entire papers or significant sections of papers will be severe, including failure of the assignment, possible failure of the course, and possible expulsion from the university.

Incompletes: Incompletes are granted only to students who have completed more than ½ the work of the course, who have a passing grade, and who cannot complete the course due to serious and unavoidable circumstances.

Disability Resources for Students: ASU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students at 965-1234. Please feel free to discuss the special accommodation with me.

Important Dates:

Drop/Add Period Deadline: 11 January

Course Withdrawal Deadline: 28 March

Complete Withdrawal Deadline: 24 April

SYLLABUS

Assigned readings, exams, and written assignments are due on the dates after which they are listed. Assignments may be altered over the course of the semester. Any changes will be announced in class and on Blackboard in advance of original due dates, and it is your responsibility to keep up with them. Readings from novels are listed by title and page numbers and readings from the packet are listed by author, description, or title, followed by the word *Packet*, and the page numbers in the packet.

Week 1

Monday, 9 January: Introduction to Class

Wednesday, 11 January: Read Deloria (*Packet* 1-15)

Week 2

Monday, 16 January: **MLK DAY—NO CLASS**

Wednesday, 18 January: Read “Coyote and Friends” (*Packet* 63-85)

Week 3

Monday, 23 January: Read coyote tales (*Packet 106-113*)

Wednesday, 25 January: Read rabbit/turtle tales (*Packet 114-128*)

Week 4

Monday, 30 January: Read spider tales (*Packet 129-138*) and raven tales (*Packet 33-52*)

Wednesday, 1 February: Read Winnebago trickster tales (*Packet 139-155*)

Week 5

Monday, 6 February: Read Winnebago trickster tales (*Packet 155-170*)

Wednesday, 8 February: Read Wolverine tales (*Packet 196-215*)

Week 6

Monday, 13 February: Read Vizenor (*Packet 171-195*)

Wednesday, 15 February: Read *Trickster of Liberty*

Week 7

Monday, 20 February: Read *Trickster of Liberty*

Wednesday, 22 February: Read *Trickster of Liberty*

Week 8

Monday, 27 February: Read *Trickster of Liberty*

Wednesday, 29 February: Read "Dear John Wayne" (*Packet 86-105*)

Week 9

Monday, 5 March: Read "This Is What It Means to Say Phoenix, Arizona" (*Packet 16-24*)

Wednesday, 7 March: Film: *Smoke Signals*

Week 10

Monday, 12 March: Film: *Smoke Signals*

Wednesday, 14 March: Read *Reservation Blues*
Paper #1 Due (C4)

Week 11

Monday, 19 March: **SPRING BREAK**

Wednesday, 21 March: **SPRING BREAK**

Week 12

Monday, 26 March: Read *Reservation Blues*

Wednesday, 28 March: Read *Reservation Blues*

Week 13

Monday, 2 April: Read *Reservation Blues*

Wednesday, 4 April: Read "Aunt Parnetta's Electric Blisters" and
"How to Write the Great American Indian Novel"
(*Packet 25-32*)
Paper #2 Due (C4)

Week 14

Monday, 9 April: Read *Green Grass, Running Water*

Wednesday, 11 April: Read *Green Grass, Running Water*

Week 15

Monday, 16 April: Read *Green Grass, Running Water*

Wednesday, 18 April: Read *Green Grass, Running Water*

Week 16

Monday, 23 April: Final Exam Review

Readings for ENG359

Novels

Vizenor, Gerald. *The Trickster of Liberty*.

Alexie, Sherman. *Reservation Blues*.

King, Thomas. *Green Grass, Running Water*.

Works from Class Packet

DeLoria, Vine Jr. "Indian Humor." *Nothing but the Truth*. Eds. John L. Purdy, and James Rupper. Upper Saddle River, New Jersey: Prentice-Hall, 2001. 39-53. Print.

Alexie, Sherman. "This is What it Means to Say Phoenix, Arizona." *Nothing but the Truth*. Eds. John L. Purdy, and James Rupper. Upper Saddle River, New Jersey: Prentice-Hall, 2001. 203-211. Print.

Glancy, Diane. "Aunt Parnetta's Electric Blisters." *Nothing but the Truth*. Eds. John L. Purdy, and James Rupper. Upper Saddle River, New Jersey: Prentice-Hall, 2001. 250-254. Print.

Alexie, Sherman. "How to Write the Great American Indian Novel." *Nothing but the Truth*. Eds. John L. Purdy, and James Rupper. Upper Saddle River, New Jersey: Prentice-Hall, 2001. 425-427. Print.

Asatchaq, and Tom Lowenstein. "Tulunjigraq: The Origins of Tikigraq." *The Things that were Said of Them*. Berkeley: U of California P, 1992. 5-12. Print.

Asatchaq, and Tom Lowenstein. "Iqiasuaq: The Lazy Man." *The Things that Were Said of Them*. Berkeley: U of California P, 1992. 29-33. Print.

- Asatchaq, and Tom Lowenstein. "Kinnaq: The Crazy Man." *The Things that Were Said of Them*. Berkeley: U of California P, 1992. 34-40. Print.
- Momaday, N. Scott. "The Priest of the Sun." *Literature of the American West*. Ed. Greg Lyons. New York: Longman, 2003. 383-389. Print.
- Ramsey, Jarold. "Coyote and Friends: An Experiment in Interpretive Bricolage." *Reading the Fire*. Lincoln: U of Nebraska P, 1983. 24-46. Print.
- Alexie, Sherman. "Dear John Wayne." *The Toughest Indian in the World*. New York: Grove P, 2000. 189-208. Print.
- Erdoes, Richard, and Alfonso Ortiz, eds. *American Indian Trickster Tales*. New York: Penguin, 1998. 44-51. Print.
- Swanton, John R., ed. *Myths and Tales of the Southeastern Indians*. Washington: U.S. Government Print Office, 1929. 159-163. Print.
- Gouge, Earnest. *Totkv Mocuse: New Fire*. Eds. Jack Martin, et al. Norman: U of Oklahoma P, 2004. 33-44. Print.
- Erdoes, Richard, and Alfonso Ortiz, eds. *American Indian Trickster Tales*. New York: Penguin, 1998. 94-111. Print.
- Radin, Paul. "The Trickster Myth of the Winnebago Indians." *The Trickster: A Study in American Indian Mythology*. New York: Schocken, 1972. 4-35. Print.
- Vizenor, Gerald. "Trickster Discourse: Comic Holotropes and Language Games." *Narrative Chance*. Ed. Gerald Vizenor. Norman: U of Oklahoma P, 1993. 187-211. Print.
- Millman, Lawrence, ed. *Wolverine Creates the World*. Santa Barbara, CA: Capra P, 1993. 22-41. Print.