

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School CLAS ("The College") Department/School English
 Prefix: EN Number: 461 Studies in Women and Literature (Topic: The Female Action Hero) Units: 3
G

Course description: Advanced topics in literature by or about women.

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: HU

Mandatory Review: No

*Note- a **separate** proposal is required for each designation.*

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.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

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 \(SQ/SG\)](#)

[Cultural Diversity in the United States courses \(C\)](#)

[Global Awareness courses \(G\)](#)

[Historical Awareness courses \(H\)](#)

A complete proposal should include:

- X Signed course proposal cover form
- X [Criteria checklist](#) for General Studies designation being requested
- X Course catalog description
- X Sample syllabus for the course
- X Copy of table of contents from the textbook and list of required readings/books (**SEE SYLLABUS**)

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Melissa Free E-mail mmfree@asu.edu Phone 804-731-5790

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Krista Ratcliffe Date: 10 March 2020

Chair/Director (Signature): 

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 <i>either</i> 1, 2 or 3 <i>and</i> 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.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	syllabus
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
ENG	461	Studies in Women and Literature	HU

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
2	Analysis of written texts and visual media is the central componenet of the course	Assignments include reading, viewing, analyzing, and researching wrtitten texts and visual media (see list of books on pp. 1-2 and clips on pp. 5-6 of syllabus, research proposal on p. 3, and final project on p. 3)
4d	Course analyzes literature and media and traces development of genre	See course overview (p. 1 of syllabus), as well as assignments (p. 3)

English 461

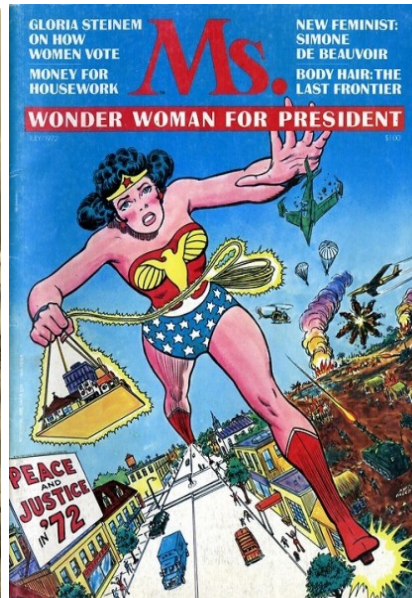
The Female Action Hero

Spring 2019
Professor Free

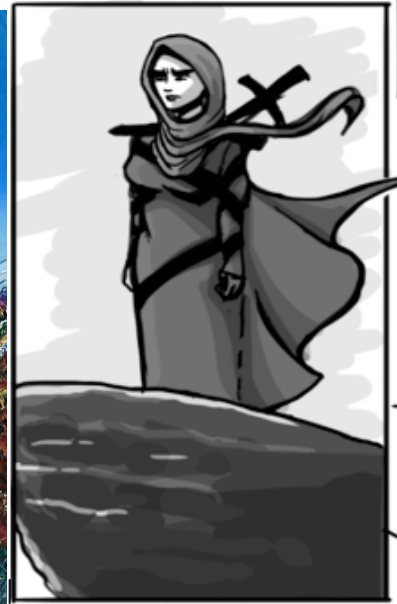
MW 3⁰⁵-4²⁰
LL 148



Ghost Kings, Illus. A. C. Michael, 1908



Ms. Magazine, 1972



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Contact Information

Melissa Free

Assistant Professor, Department of English
Affiliated Faculty, Women and Gender Studies
Barrett Honors College Faculty

Email

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Office hours

RBHL 150: Mondays from 2-3 and 4³⁰-6³⁰, 1st and 2nd Wednesdays of the month by appointment, 3rd and 4th Wednesdays 1⁵⁰-2⁵⁰

Course Materials

Books: Available at Sun Devil Campus Stores (listed below in the order that we will read them)

Knight, Gladys L. *Female Action Heroes: A Guide to Women in Comics, Video Games, Film, and Television*. Greenwood-ABC-CLIO, 2010. ISBN 978-0313376122. **Indicated on the schedule as FAH.**

Keene, Carolyn. *The Secret of the Old Clock*. 1930/1959. Grosset and Dunlap-Penguin Random, 1987. ISBN 978-0448095011.

Marston, William Moulton. *Wonder Woman: The Complete Newspaper Comics, 1944-1945*. IDW, 2014. ISBN 978-1631400285.

Collins, Suzanne. *The Hunger Games*. Scholastic, 2010. ISBN 978-0439023528.

Rucka, Greg. *Batwoman: Elegy*. DC Comics, 2011. ISBN 978-1401231460.

Visaggio, Magdalene. *Kim & Kim*. Black Mask Comics, 2017. ISBN 978-1628751604.
 Villalobos, Rivera Quinones. *America: The Life and Times of America Chavez*. Marvel, 2017.
 ISBN 978-1302908812.
 Wilson, G. Willow. *Ms. Marvel: No Normal*. Marvel, 2015. ISBN 978-0785190219.

Other: Posted on Blackboard under “Required Readings”

Course Overview

This class examines the female action hero from the beginning of the last century through the present. Among the questions we will ask are: What forms does she take? How does she reflect or challenge social values and norms? How does she vary across genres and cultures? How has she evolved? And why, at last, has she begun to flourish? In our action-packed semester, we will journey across adventure, mystery, and dystopia; encounter warriors, detectives, and superheroes; and examine fiction, film, television, and graphic narratives. In addition to critical reading and analysis, students will undertake creative and self-directed projects, including the final assignment, which requires researching, summarizing, and analyzing a female action hero of their choosing.

Course Objectives

Through regular attendance and consistent, attentive study, students in this course will

- Become familiar with the characteristics of the action heroine
- Consider societal causes and implications of her various manifestations
- Recognize the interdependence of cultural, political, social, and economic forces
- Explore the relationship between knowledge, discourse, and power
- Gain a deeper understanding of human experience through the study of literature and other arts
- Improve critical thinking and writing skills and engage in multi-modal learning

Course Requirements and Grading

Participation	10%
Check-ins	20%
Creative Project	12%
Research Proposal or Digital Project	20%
Annotated bibliography	12%
Final Paper	<u>26%</u>
	100%

Grade Scale

A+	98-100	A	94-97	A-	90-93
B+	87-89	B	83-86	B-	80-82
C+	75-79	C	70-74		
D	60-69				
E	59 or below				

See also <https://students.asu.edu/grades>

Participation

Participation means 1) coming to class prepared and on time, 2) contributing to discussion on a regular basis, and 3) doing informal assignments, such as paying attention to specific topics and

selecting passages for discussion. Success in all three areas will result in a participation grade in the A range. Deficiency in one of these areas will merit a participation grade in the B range; in two of these areas, a grade in the C range; in all three of these areas, a D or an E.

Check-ins

Twelve times over the course of the semester, you will take a *very* short quiz or make a very short discussion board post, simply to ensure that you are keeping up with the reading. Each check-in will be given a 1-10 score. At the end of the semester, your highest ten scores will be added together. This total will count for 20% of your overall grade. Check-ins cannot be made up or turned in late, but note that your lowest two will be dropped (which means you can skip two altogether if you'd like).

Creative Project

Draw, paint, diorama, collage, etc. a character or scene from *Ghost Kings* or *Nancy Drew*, and provide a caption. Do not copy an illustration from the novels or any other source. Worth 12%. Due February 6.

Research Proposal (Option A) *or* Digital Project (Option B)

Option A: Choose a topic (but not a character or single text) related to the female action hero (for instance, colonial heroines, warriors, rape avengers, cyborgs, FAH in space, etc.); write a paragraph in which you identify an overarching research question and a set of secondary questions; and list six prospective primary and six prospective secondary sources, annotating three of each. Option B: Create a webpage, video mix, or other digital product that features a female action hero of your choosing. Whichever option you choose, it is due on February 27 and is worth 20% of your overall grade. If you wish to build on and/or draw from this work for the final paper, you must first consult with the instructor.

Annotated Bibliography

Using MLA style, cite and annotate four peer-reviewed (see "Definitions," below) articles or book chapters that you plan to use for your final paper. Each annotation should be one short paragraph that summarizes the work's central argument, method, and significance. You cannot reuse annotations from your research proposal. Worth 12%. Due April 10.

Final Paper

Write a critical justification for a character as a female action hero. Though you should not use a character who already has her own entry in Gladys L. Knight's book (or one from a primary text that we have read in class), you should borrow Knight's format by including the following (or similar) sections: overview; origins; power suit, weapons, and abilities; impact; and further resources. You are required to use four peer-reviewed sources (see "Definitions," below). A brief proposal is due on March 27, so that I can give you feedback for the final paper, which is due on April 24. Though the proposal is not itself graded, the final paper will be penalized one-third of a letter grade for each day that the proposal is late. See "Late Work," below. Worth 25%.

Definitions

MLA Format

MLA format is a citation system outlined by the Modern Language Association. You can find resources for using MLA format on Blackboard.

Peer-Reviewed

Peer-reviewed is used interchangeably with refereed. Peer-reviewed sources are written by scholars, primarily for scholars, and have been vetted by experts—not just an editor but an expert in the academic field. They are *not* summaries written for students. Peer-reviewed sources include publications from a university press (Princeton or Ohio State, for example) or other *academic* press (such as Palgrave Macmillan); introductions to an edition of a novel published by an academic press (like Broadview) or to a scholarly edition of a novel (by Penguin, for example); or academic journals, either print or online. A good way to find peer-reviewed sources is through the MLA International Bibliography, though you must limit your search terms to peer-reviewed (there is a box for this). Other databases generally have a similar option.

Course Policies

Academic Honesty

Do not cheat, misrepresent or fabricate material, collaborate on written work without permission, or plagiarize, either by representing someone else's words or ideas as your own, or by reusing work previously submitted for evaluation in another class. If you are not sure what constitutes plagiarism, ask before turning in work. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see "Academic Integrity" at <https://provost.asu.edu/academicintegrity>.

Late Work

Work is due at the start of class on the due dates indicated. Check-ins are due either a) on the date announced on Blackboard, or b) at the time they are given when unannounced. Unannounced check ins cannot be made up. Other work can be turned in late. Work turned in after the start of class or the following day will be marked down one-third of a letter grade. Each subsequent day that the work is late, it will lose an additional one-third of a letter grade.

Attendance

If you miss class, contact a classmate, not me, to find out what you missed. Although I am always willing to answer your questions, clarify material, and expand on points of interest in office hours or via email, neither is a substitute for class. Consult Blackboard before contacting me.

Environment

While I encourage you to speak your minds, you should always be considerate of others. Do not belittle or generalize on the basis of race, ethnicity, nationality, religion, sexuality, gender, age, ability, or any other factor. Speak for yourself, not for others. You may use electronic devices for class-related purposes only. *Do not text during class*. Do not film or otherwise record any portion of class.

Protections, Accommodations, and Resources

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at

<https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, your instructor is obligated to report any information she becomes aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. If you wish to discuss any concerns confidentially and privately, ASU Counseling Services is available. For information about counseling centers, disability services, and other resources, see “Support Services for ASU Students” at <https://eoss.asu.edu/dos/supportservices>. Students who know they require disability accommodations in this class should make their requests at the beginning of the semester. Disability information is confidential. Information regarding “University Academic Success Programs” (including writing support) can be found at <https://tutoring.asu.edu/>. Online support for graduate student writing can be found at <https://tutoring.asu.edu/student-services/online-writing-graduate-support>.

Schedule

<u>Date</u>	<u>Due</u>	<u>In Class</u>
Unit 1: Early-Mid Twentieth-Century FAH		
1/7		Introductions
1/9	<i>FAH</i> : Intro, Timeline, Thelma and Louise	Clips: <i>Indiana Jones and the Temple of Doom</i> , <i>Fatal Attraction</i> , <i>Thelma and Louise</i> , <i>Wonder Woman</i>
1/14	<i>Ghost Kings</i> (ch. 1-5)	
1/16	<i>Ghost Kings</i> (ch. 6-9)	
1/21	MARTIN LUTHER KING DAY: NO CLASS	
1/23	<i>Ghost Kings</i> (ch. 10-16)	
1/28	<i>Ghost Kings</i> (ch. 16-20)	
1/30	<i>Ghost Kings</i> (ch. 20-24)	
2/4	<i>Nancy Drew</i> (ch. 1-9)	
2/6	CREATIVE PROJECT DUE <i>Nancy Drew</i> (ch. 10-20)	Clip: <i>Nancy Drew: Detective</i>
2/11	<i>Wonder Woman</i> (pp. 5-79)	Clip: <i>Wonder Woman</i>
2/13	<i>Wonder Woman</i> (pp. 80-175)	
Unit 2: Late Twentieth-Century FAH		
2/18	<i>FAH</i> : Foxy Brown, Charlie’s Angels, Wonder Woman, Bionic Woman	Clips: <i>Foxy Brown</i> , <i>Charlie’s Angels</i> , <i>Wonder Woman</i> , <i>Bionic Woman</i>
2/20	<i>FAH</i> : Princess Leia, Ellen Ripley	Clip: <i>Aliens</i>
2/25	<i>FAH</i> : Sarah Connor, G.I. Jane	Clips: <i>Terminator 2: Judgment Day</i> , <i>G.I. Jane</i>
2/27	RESEARCH PROJECT OR DIGIAL PROPOSAL DUE <i>FAH</i> : Xena, Jen Yu, Buffy	Clips: <i>Xena: Warrior Princess</i> , <i>Crouching Tiger, Hidden Dragon</i> , <i>Buffy</i>
3/4	SPRING BREAK	
3/6	SPRING BREAK	

<u>Date</u>	<u>Due</u>	<u>In Class</u>
Unit 3: Millennial FAH		
3/11	<i>Hunger Games</i> (ch. 1-10)	
3/13	<i>Hunger Games</i> (ch. 11-17)	
3/18	<i>Hunger Games</i> (ch. 18-21)	Clip: <i>Hunger Games</i>
3/20	<i>FAH</i> : Chun Li, Lara Croft, Powerpuff Girls	Clip: <i>Powerpuff Girls</i>
3/25	<i>FAH</i> : Catwoman, Storm	Clip: <i>Batman, Catwoman</i>
3/27	PROJECT PROPOSAL DUE <i>Batwoman: Elegy</i>	
4/1	<i>Batwoman: Elegy</i>	
4/3	<i>Kim & Kim</i>	
4/8	<i>Kim & Kim</i>	
4/10	ANNOTATED BIBLIOGRAPHY DUE <i>America</i>	
4/15	<i>Ms. Marvel</i>	
4/17	<i>Qahera</i>	Clip: <i>Burka Avenger</i>
4/22	<i>Priya's Shakti, Priya's Mirror</i>	
4/24	FINAL PAPER DUE	