

## General Studies Request Form

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Permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of the new course being reviewed by the Senate.

More detailed information about requesting General Studies designations is found [here](#).

### Proposal Contact Information

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Submitter Name	Submitter Email	Submitter Phone Number
Juan Pablo Gil-Osle	jgilosle@asu.edu	4804943337

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLAN-LIT)

### Submission Information

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Select the type of submission:

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Mandatory Review (This course or topic currently holds this designation and is undergoing review)

#### **What is Mandatory Review?**

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

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Is this request for a permanent course or a topic?

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Topic		
Subject	Course Number	Units/Credit Hours
SPA	194	3

#### Topic Information

##### Topic Title

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The Southwest Before the US

##### Topic Description

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Through reading original texts, criticism, innovating research, visualizations of engravings, paintings, and films we will explore various interpretations of the Southwest from pre-history up to the 1810-20s.

Cultural and historical contextualization will be introduced by the teacher, as well as by the students. In order to achieve a more complete understanding of the cultural and literary richness of early modern culture, history and society, each student will present one article addressing meaningful concepts and key historical moments.

This course will focus on

1. Visits to archeological sites, museums and exhibits
2. Geography and cartography
3. Explorers and missionaries accounts and history
4. Native American ethno-folklore, history

If this topic exists on any other courses and the sections will be combined in the schedule, please list those courses here.

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SPA 194, SLC 194, SGS 194

## General Studies

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### Requested Designation

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HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

#### **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 artwork 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 artwork 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 March 2021]

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Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"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.

Select which "HU" criteria this course meets.

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2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.

"HU" Criteria 2

Concerns the interpretation, **critical analysis**, or creation of written, aural, or visual texts; and/or the **critical analysis (not summary or memorization)** of historical development of textual traditions.

Identify the submitted documentation that provides evidence.

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syllabus

How does this course meet the spirit of this criteria?

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We use original texts, criticism, innovating research, visualizations of engravings, paintings, and films, to explore various interpretations of the Southwest from pre-history up to the 1810-20s .

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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Week 2 ☒ The land: Geography of the region ☒

Tu Jan18.

Reading before coming to class: "1 Southwestern United States" (IN CANVAS > Files > Readings)

Thu Jan20 Visit

Visit Simon Burrow Map Collection, School of Transborder Studies, ASU Campus, Tempe

Week 3 ☒ The time

Tu Jan 25

McNamee. The Ancient Southwest: A Guide to Archeological Sites (IN CANVAS > Files > Readings)  
Nathan J. Steiger, et al. "Oceanic and Radioactive Forcing of Medieval Megadroughts in the American Southwest." Science Advances 5 (2019): 1-8. (IN CANVAS > Files > Readings)

Tu Jan 27 Visit

Arizona Museum of Natural History, Mesa

Week 4 Models and concepts I

Tu Feb 1 ☒ Wilcox, David R., Phil C. Wiegand, J. Scott Wood and Jerry Howard. "Ancient Cultural Interplay of the American Southwest in the Mexican Northwest." Journal of the Southwest 50.2 (2008): 103-206. (IN CANVAS > Files > Readings)

Available in Jstor: <https://www-jstor-org.ezproxy1.lib.asu.edu/stable/40170446>

Concept: Tepima Corridor / Tepiman Connection (Wilcox) (IN CANVAS > Files > Readings) "Ancient Cultural Interplay of the American Southwest in the Mexican Northwest."

☒ Thu Feb 3 Visit

Pueblo Grande Museum and Archeological Park, Phoenix

Week 5 Models and concepts II ☒

Tu Feb 8 ☒

Burrus. Gran Chichimeca by Charles C. Di Peso (book review) (IN CANVAS > Files > Readings)

Return to Aztlan: Indians Spaniards and the Invention of New Mexico. By Rojo. Chap2 (IN CANVAS > Files > Readings)

Concept of "Oasisameria" (Entry from Wikipedia) (IN CANVAS > Files > Readings)

Thu Feb 10 -- Visit ☐ HEARD MUSEUM, Phoenix

Week 6 Transformations between 1450 and 1539

Tu Feb 15 – Crosby, Alfred W. “The Contrasts” and “The Columbian Exchange Continuous”. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport: Praeger, 2003. pp. 3- 34, 208-221. (IN CANVAS > Files > Readings)

Koch, Alexder, et al. “Earth System Impacts of the European Arrival and Great Dying in the Americas after 1492.” *Quaternary Science Reviews* 207 (2019): 13-36.  
<https://www-sciencedirect-com.ezproxy1.lib.asu.edu/science/article/pii/S0277379118307261>

☐ Thu Feb 17 – Readings

Pictorial work art in South Mountain: “Hohokam Rock Art at South Mountain Park” (IN CANVAS > Files > Readings)

Gruzinski, Serge. “The clash of cultures,” *Painting the conquest: The Mexican Indians and the European Renaissance*. Paris: Flammarion, 1992. (IN CANVAS > Files > Readings)

Week 7 ☐ Cultures in Mesoamerica and Oasisamerica: From Conquest to Foundational Myths

Tu Feb 22 –

The Hohokam Chronicles.” Ed. Donald Bahr. pp. 45-74 (Parts 1 and 2)

In 1935, Juan Smith and William Smith Allison, tradition bearers of the Pima tribe of Arizona, narrated and translated their telling of the Pima creation narration. Recorded by anthropologist Julian Hayden and published as *The Hohokam Chronicles*, the document was re-published in its entirety by ASU anthropologist Donald Bahr, with extensive notes and commentary to clarify the contexts of history and culture that informed the work.

We will explore the earliest of the 36 stories that comprise the *Chronicles*, beginning with the creation of the cosmos and ending with the coming of corn, a crop integral to the life of the Pima people. I will begin with a brief discussion of the dynamics of Native American oral traditions and contextual material on Pima culture and Smith and Allison’s performance and translation. Afterwards, we will look at the specifics of stories we will be reading.

“HU” Criteria 4

In addition, an “HU” course must meet one or more of the following requirements. Select all that apply.

d. Concerns the demonstrable critical analysis of literature and the development of literary traditions.

“HU” Criteria 4D Information

Concerns the **demonstrable critical analysis** of literature and the development of literary traditions.

Identify the submitted documentation that provides evidence.

syllabus

How does this course meet the spirit of this criteria?

We read and discuss the reports from some of the most important explorers, missionaries, etc. of the area between 1530 and 1800. Always with complementary approaches from different points of view.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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#### Week 10 The First Europeans going from Florida to the Southwest: Cabeza de Vaca and his group

Tu March 15

Núñez Cabeza de Vaca, Álvar. The 1542 Relación (Account) of Álvar Núñez Cabeza de Vaca p. 1-281.

Chap 13-23

<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503>

Cabeza de Vaca. Dr. Nicolas Echevarría (1991). (Film in CANVAS> Assignments)

☒ Thu March 17

Núñez Cabeza de Vaca, Álvar. The 1542 Relación (Account) of Álvar Núñez Cabeza de Vaca p. 1-281.

Chap 24-to the end

<http://hdl.handle.net.ezproxy1.lib.asu.edu/2027/heb.03503> ☒ ☒

Juan Pablo Gil-Osle. "Cabeza de Vaca's Primahaitu Pidgin, O'odham Nation, and euskaldunak." *Journal of the Southwest* 60.1 (2018): 252-68. Available at:

[https://www.academia.edu/35645678/Cabeza\\_de\\_Vaca\\_s\\_Primahaitu\\_Pidgin\\_O\\_odham\\_Nation\\_and\\_Euskaldunak](https://www.academia.edu/35645678/Cabeza_de_Vaca_s_Primahaitu_Pidgin_O_odham_Nation_and_Euskaldunak)

#### Week 11 Next Entradas in the Southwest: Niza, Alarcon,

Tu March 22

Document 6. Fray Marcos de Niza. Documents of the Coronado Expedition 1539-1542,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

Document 15. Narrative of Alarcon's Voyage, 1540. In Documents of the Coronado Expedition 1539-1542,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390> ☒

Thu March 24

Levin Rojo, Danna A. "Exploration and Conquest of New México". *Return to Aztlan: Indians, Spaniards and the Invention of New Mexico*. University of Oklahoma Press, 2014. 69-86.

Document 13. Record of Mexican Indians Participating in the Expedition, 1576. In Documents of the Coronado Expedition 1539-1542,

<https://ebookcentral.proquest.com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=1104390>

others: Pedro Castañeda de Nájera, Juan Jaramillo, Fray Toribio de Benavente

#### Week 12 Next Entradas in the Southwest: Coronado, De Oñate

Tu March 29

Duval. *The Native Ground*. Introduction, chapter 1 & chapter 2

<https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=3441510>

*The Last Conquistador*. 2008. Directed by John J. Valadez, Cristina Ibarra. (Film in CANVAS> Assignments)

Thu March 31

Juan de Oñate. Letter, on March 2, 1599. In *The Norton Anthology of Latino Literature*, pp. 77-89 (IN CANVAS > Files > Readings)

Week 13 Slaving, mining, missionizing, and revolts (1610-1680s)

Tu April 5

Fray Eusebio Francisco Kino, In *The Norton Anthology of Latino Literature*, pp. 116-128 (IN CANVAS > Files > Readings)

Through the Wilderness on Horseback - Scientist and Missionary: The Life of Eusebio Kino, S.J. [https://www.youtube.com/watch?v=WHMniVH\\_lqk](https://www.youtube.com/watch?v=WHMniVH_lqk) (IN YOUTUBE, optional)

Kino la leyenda del cura negro [Kino: The Legend of the Black Priest]. Directed by Felipe Cazals (2006). Ref: PN1997 | .K566 1993 (Film in CANVAS> Assignments)

Thu April 7. Jesuit Entries from the South. Mapping of Pimería

Juan Pablo Gil-Osle. "Early Map-Making of the Pimería Alta (1597-1770) in Arizona and Sonora: A Transborder Case Study" *Journal of the Southwest* 63.1 (2021): 39-74. Available at: [https://www.academia.edu/48837395/Early\\_Mapmaking\\_of\\_the\\_Pimer%C3%ADa\\_Alta\\_in\\_Arizona\\_and\\_Sonora\\_1597\\_1770\\_A\\_Transborder\\_Case\\_Study](https://www.academia.edu/48837395/Early_Mapmaking_of_the_Pimer%C3%ADa_Alta_in_Arizona_and_Sonora_1597_1770_A_Transborder_Case_Study)

Attach a sample syllabus for this course or topic, including the list of any required readings.

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[Sylabus Fall 2022.docx](#)

Attach the table of contents from any required textbook(s).

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No Response

Attach any other materials that would be relevant or helpful in the review of this request.

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No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Juan Gil-Osle - September 15, 2022 at 9:24 AM (America/Phoenix)

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## Department Approval

Sent Back

Paul LePore

Jenny Smith - September 23, 2022 at 7:42 AM (America/Phoenix)

Under Department/School select SILC instead of Dean, The College of Liberal Arts and Sciences.

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## Form Submission - Proposer

Submitted for Approval | Proposer

Juan Gil-Osle - September 25, 2022 at 12:50 PM (America/Phoenix)

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## Department Approval

Approved

Mike Tueller - September 26, 2022 at 8:46 AM (America/Phoenix)

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## Provost's Office Review

Approved

April Randall - October 7, 2022 at 11:37 AM (America/Phoenix)

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## Humanities, Arts and Design Committee Review

Acknowledgement Requested

Bertha Manninen - October 13, 2022 at 4:39 PM (America/Phoenix)

We recommend a revise and resubmit. The syllabus is completely vague. There are no specifics whatsoever for any of the mid term, final, or presentation assignments. We are given a list of readings about topics, but those do not necessarily indicate that HU 2 or 4d are, in fact, being met. The professor should go back and explain how the learning outcomes relate to the HU designation and how the assignments foster critical thinking and critical analysis.

Peter Schmidt

Michelle Saint

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