

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New 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 a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
Stephanie Fitzgerald	stephanie.j.fitzgerald@asu.edu	480-727-0060

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	American Indian Studies Program (CAMINDIAN)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year 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

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
AIS	445	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

American Indian Leadership and Resistance

Course Catalog Description

Examines the modern challenges that leaders face in American Indian communities with a foundation in indigenous concepts of leadership, sovereignty and nationhood. Topics include pre-contact leadership principles and systems of governance, tribal sovereignty, nation-building, politics, governing systems, leadership styles, military leadership, internal disputes and conflict resolution, activism, mobilization, community leadership, political/elected leadership, and other leadership-related topics.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

H - Historical Awareness

H: Historical Awareness

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions **and** how political, social, economic, and/or cultural conditions are affected by the field of study.

[Revised October 2015]

Note: The following are **not** acceptable submissions for the "H" designation:

1. Courses that are merely organized chronologically.
2. Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
3. Courses whose subject areas merely occurred in the past.

"H" Criteria 1

History is a major focus of the course.

Identify the submitted documentation that provides evidence.

syllabus and reading list

How does this course meet the spirit of this criteria?

Students study, analyze and compare the pre- and post-contact leadership systems and styles of tribal leaders, including historic, military and modern challenges. They will compare leadership systems and standards of select tribal groups

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

syllabus page 1, reading list pages 5 and 6

"H" Criteria 2

The course examines and explains human development as a sequence of events influenced by a variety of factors.

Identify the submitted documentation that provides evidence.

syllabus and and reading list

How does this course meet the spirit of this criteria?

Throughout the course, students study the historic and modern leadership challenges of individual leaders and of tribal nations as they were impacted by historical events and evolved over time..

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

syllabus page 1, reading list pages 5 and 6

"H" Criteria 3

There is a disciplined systematic examination of human institutions as they change over time.

Identify the submitted documentation that provides evidence.

syllabus and reading list

How does this course meet the spirit of this criteria?

In this course, students will learn how tribal leadership systems and individual leadership styles evolved over time as they were impacted by historical events.

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

syllabus, page 1, reading list pages 5 and 6.

"H" Criteria 4

The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

Identify the submitted documentation that provides evidence.

syllabus and reading list

How does this course meet the spirit of this criteria?

The readings and lectures provide a comparative understanding of different tribal value systems and historical events as they impacted tribal leadership systems and individual leaders.

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

syllabus page 1 and reading list, pages 5 and 6

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

[AIS 445 General Studies \(1\).docx](#)

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

[Porter. TofC Sovereignty, Colonialism and the Indigenous Nations- A Reader.pdf](#)

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

[Alfred. TofC Wasase Indigenous Pathways of Action and Freedom.pdf](#)

Form Submission - Proposer

Submitted for Approval | Proposer

Stephanie Fitzgerald - February 7, 2023 at 11:29 AM (America/Phoenix)

Department Approval

Approved

Stephanie Fitzgerald - February 7, 2023 at 11:53 AM (America/Phoenix)

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - February 15, 2023 at 8:08 AM (America/Phoenix)

Historical Awareness Mandatory Review

Acknowledgement Requested

David Corlett

Matt Simonton - February 28, 2023 at 8:08 AM (America/Phoenix)

The basic structural organization of the course, comparing Native societies pre and post colonization is clearly relevant to the criteria. However, despite the fact that the proposal flatly states that the syllabus and reading list show it meets the criteria, there is virtually no description of pedagogy, assignments, or learning outcomes as they relate to historical understanding. How should students understand change in American Indian societies as a series of events through time? What specific moments and events are drivers of change? How do the assignments advance students' ability to think historically? What are the assignments? The learning outcomes are more than a bit opaque (e.g. profile "historic American Indian leaders" and profile "modern American Indian leaders"). What is the difference between historic and modern and what course elements would help students understand this distinction? Revise and resubmit.

Evan Berry - February 27, 2023 at 4:00 PM (America/Phoenix)

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Stephanie Fitzgerald
