

General Studies Request Form

Consult the [General Studies Request Overview and FAQ](#) for more 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
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 (CLANLIT)

Submission Information

Type of submission:

New Request (Course or topic does not hold this designation)

Requested Effective Date

Spring 2024

ASU Request

Is this request for a permanent course or a topic?

Topic

Subject Code	Course Number	Units/Credit Hours
SPA	194	3

Topic Information

If your request is approved:

1. Topics on **omnibus courses** only carry designations for three consecutive semesters (excluding summer), *whether or not they are scheduled*. Once expired, a new request must be submitted.
2. Topics on **permanent courses** require mandatory review every five years.

Topic Title

The Southwest Before the United States

Topic Description

Through the 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.

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

SPA 194, SLC 194

General Studies

Requested Designation

C - Cultural Diversity in the United States

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Rationale and Objectives:

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

[Revised April 2014]

"C" Criteria 1

A Cultural Diversity course must contribute to an understanding of cultural diversity in **contemporary** U.S. society.

Identify the submitted documentation that provides evidence.

Syllbus

How does this course meet the spirit of this criteria?

The Hohokam Chronicles are included in Week 8 to open a discussion about diverse opinions and productions of culture artifacts. The contrast between the oral testimony of local songs and the European letters/reports helps build a diverse assessment of the regions and its history. The emphasis on cartography, and archeology in weeks 2, 3, have the same objective. The inclusion of concepts such as Cultural area, Tepima Corridor, etc. on weeks 3 and 4, help expand and challenge a narrow point of view of the region. Input from New Native American History, and current events, are incorporated constantly to contrast with Eurocentric voice of the readings from week 11 to 14.

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

On Week 14 we discuss Juan de Oñate letter in contrast with the documentary about the turmoil created in El Paso by the equestrian sculpture of De Onate nearby the airport.

Week 14

□M 11/20

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

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

On week 8 and 9, we compare two different forms of myth creation (Native American oral epics, and U.S. Federal institutions) around the Casa Grande site and history.

Week 8 The Hohokam in oral literature and archeology

W, Oct 11 Feb 15 – THE HOHOKAM CHRONICLES." Ed. Donald Bahr. pp. 45-74 (Parts1&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.

Week 9□

M 10/16– Reconstruction of the CASA GRANDE Myth

Curtis M. Hinsley, David R.Wilcox. "Arizona's First Sacred Site: The Mystique of the Casa Grande, 1848-1889." *Bilingual Review / La Revista Bilingüe* 25.2 (2000): 129-45.

<https://www-jstor-org.ezproxy1.lib.asu.edu/stable/25745699>

"C" Criteria 2

A Cultural Diversity course must meet at least one of the following specific criteria. Select all that apply.

a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

"C" Criteria 2A Information

The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender, racial, ethnic and/or linguistic minority groups within the United States.

Identify the submitted documentation that provides evidence.

syllabus

How does this course meet the spirit of this criteria?

In the course the experience of Native American groups is constantly contrasted Spanish documents. To that end we introduce art, archeology, ethnography, oral literature, new historical trends

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

Some of the readings connected to the minority groups in the U.S. are the following:

Week 2 Monday, Aug 28

McNamee. The Ancient Southwest: A Guide to Archeological Sites (IN CANVAS > Files > Readings)

Wed, Aug 30 Visit

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

Week 3

M, Sept 4 NO CLASS

W, Sept 7

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>

Week 4 Models and concepts

M, Sept 11

Concept: Tepima Corridor / Tepiman Connection (Wilcox) (IN CANVAS > Files > Readings)

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" and "Aridamerica" applied to early cartography of the Sonora/Arizona area. (IN CANVAS > Files > Readings)

Week 8 The Hohokam in oral literature and archeology

W, Oct 11 Feb 15 – THE HOHOKAM CHRONICLES." Ed. Donald Bahr. pp. 45-74 (Parts1&2)

Week 7 The weather factor, and the cultural wars

M, Oct 2 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. (READ ONLY THE FIRST TWO PAGES)

<https://www-sciencedirect-com.ezproxy1.lib.asu.edu/science/article/pii/S0277379118307261>

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)

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CODEX BOTURINI. Visit this webpage:

https://commons.wikimedia.org/wiki/Boturini_Codex

Read: Gruzinski, Serge. "Secrets of an Outlawed Past." Painting the conquest: The Mexican Indians and the European Renaissance. Paris: Flammarion, 1992. pp. 26-101. (IN CANVAS > Files > Readings)

Curtis M. Hinsley, David R.Wilcox. "Arizona's First Sacred Site: The Mystique of the Casa Grande, 1848-1889." Bilingual Review / La Revista Bilingüe 25.2 (2000): 129-45.

<https://www-jstor-org.ezproxy1.lib.asu.edu/stable/25745699>

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 Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands." Pekka Hämmäläinen. The William and Mary Quarterly Vol. 67, No. 2 (April 2010), pp. 173-208 (36 pages). (IN CANVAS > Files > Readings)

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

[Syllabus_SPA 194 Southwest\[39\].docx](#)

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

No Response

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

No Response

Admin Only

Mandatory Review Implementation Needed

Form Submission - Proposer

Submitted for Approval | Proposer

Juan Gil-Osle - August 29, 2023 at 1:18 PM (America/Phoenix)

Department Approval

Approved

Mike Tueller - August 31, 2023 at 11:12 AM (America/Phoenix)

Provost's Office Review

Approved

Kaitlyn Dorson - September 5, 2023 at 11:15 AM (America/Phoenix)

April Randall

Cultural Diversity Committee Review

Acknowledgement Requested

Susan Harmeling

Annapurna Ganesh - September 25, 2023 at 5:41 PM (America/Phoenix)

Revise and Resubmit. Course clearly examines the experiences, culture and art of people living in the SouthWest from Prehistory to 1800's. The course is relevant and challenging. However, based on this proposal it is not clearly evident that the dominant and pervasive perspective of the course is cultural diversity and contemporary.

More evidence focusing on the criteria for this designation of cultural diversity would be helpful to see in the revised proposal including examples of assignments and specifically highlighting the course focus on contemporary US society.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Juan Gil-Osle

Topic Notification

Notification

Leticia Mayer

Peggy Boivin
