

General Education Requirement Committee Agenda

March 10, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

<input type="checkbox"/> Ben Curtis	<input type="checkbox"/> Caedmon Liburd	<input type="checkbox"/> Robin Wahto
<input type="checkbox"/> Jackie Cason	<input type="checkbox"/> Walter Olivares	<input type="checkbox"/> Dan Schwartz
<input type="checkbox"/> Barbara Harville	<input type="checkbox"/> Jack Pauli	<input type="checkbox"/> SOENGR Vacant
<input type="checkbox"/> Gail Holtzman	<input type="checkbox"/> Len Smiley	<input type="checkbox"/> Guest Tom Miller

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for February 24, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

A. CAS – ART

Chg ART A261 History of Western Art I (3 cr) (3+0) (pg. 4-11)

Chg ART A262 History of Western Art II (3 cr) (3+0) (pg. 12-19)

Add ART A360 History of Non-Western Art (3 cr) (3+0) (pg. 20-34)

Chg ART A367 History of Photography (3 cr) (3+0) (pg. 35-38)

Add ART A491 Senior Seminar (3 cr) (3+0) (pg. 39-48)

VI. Old Business

A. UAA Catalog Changes in Chapter 10 – Description of General Requirements (latest mark-up) (pg. 49-64)

B. Implementation of the Basic Skills in 60 Credits Rule (pg. 65-67)

C. WICHE Course Sharing (pg. 68)

VII. New Business

General Education Requirement Committee Summary

February 24, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

(x) Ben Curtis	(x) Caedmon Liburd	(x) Robin Wahto
() Jackie Cason	() Walter Olivares	(x) Dan Schwartz
() Barbara Harville	(x) Jack Pauli	() SOENGR Vacant
() Gail Holtzman	(x) Len Smiley	(x) Guest Tom Miller

II. Approval of the Agenda (pg. 1)

Approved.

III. Approval of Meeting Summary for February 17, 2006 (pg. 2-3)

Approved.

IV. Chair's Report

V. Course Action Requests

A. CAS – SOC

Chg SOC A110 Introduction to Gerontology: Multidisciplinary
Approach (3 cr) (3+0) (pg. 4-9)

Modify outcomes to match descriptor.

Outcome 2 – insert after gerontologists insert “including” add
wording from descriptor.

Outcome 3 – wording identify to “apply basic social science
approaches to demographic and historical . . . that affect older
persons.”

Move that we accept for GER Social Sciences list, seconded,
unanimously accepted.

VI. Old Business

- A. UAA Catalog Changes in Chapter 10 – Description of General Requirements (latest mark-up incorporated Gail's and Ben's suggestions). (pg. 10-20)

Jack - Occupational endorsement certificate, we are defining it here.

Tom - There are parameters that are set in Regent's policy in February, recent policy change.

Jack – What is an entry level position? Are we going to define what an entry level position is? Why restrict ourselves?

Jack – Applied Science – Curriculum focus to prepare a student for work.

Changes made to Associate Degrees.

VII. New Business

- A. Implementation of the Basic Skills in 60 Credits Rule (pg. 21-23)
- B. WICHE Course Sharing (pg. 24)

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2005

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Western Art I
- C. Course Subject/Number: ART A261
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Origins and development of painting, sculpture, and architecture. Covers the history of art from prehistory through the Medieval Period of the Western World.
- H. Status of course relative to degree or certificate program
Course required for the BA and BFA in Art and applies to GER Humanities and Fine Arts Requirements
- I. Lab Fees: YES
- J. Coordination: With UAA, all Community Campuses, Department of Journalism & Public Communications, and Undergraduate Academic Board
- K. Course Prerequisites: ENGL A111

III. Course Activities

Students attend lectures on a weekly basis. Various lectures and videos pertinent to the subject matter are presented to the students. Take-home examinations, in-class testing and brief research papers are assigned.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting from which the artwork emerged. Interpretative analysis is also expected to be mastered focusing on the formal and contextual aspects of works of art.

V. Course Level Justification

A 200 level course with one prerequisite: ENGL A111. This course meets General Educational Requirements and the Core Requirements for a BA and BFA in ART.

VI. Outline

- A. Introductory comments
 - 1. The Study of the History of Art
 - 2. The Western Tradition
 - 3. The Artistic Impulse
 - 4. The Value of Art
 - a. Material Value
 - b. Intrinsic Value
 - c. Religious Value
 - d. Nationalistic Value
 - 5. Art and Illusion
 - a. Images and Words
 - b. Traditions Equating Artists with Gods
 - 6. Art and Identification
 - a. Legends of How Art Began
 - b. Image Magic
 - 7. Architecture
 - 8. Art Collecting
 - 9. Archaeology and Art History
 - 10. The Methodologies of Art History
 - a. Formalism
 - b. Iconography and Iconology
 - c. Marxism
 - d. Feminism
 - e. Biography and Autobiography
 - f. Semiology
 - g. Deconstruction
 - h. Psychoanalysis
 - 11. The Language of Art
 - a. Form
 - b. Plane
 - c. Line
 - d. Shape
 - e. Light and Color
 - f. Texture
 - 12. Stylistic Terminology
- B. Prehistoric Art
 - 1. Western Europe: The Stone Age
 - 2. Upper Paleolithic
 - a. Upper Paleolithic Sculpture
 - b. Carving
 - c. Categories of Sculpture
 - d. Pigment
 - e. Modeling
 - f. Upper Paleolithic Painting in Spain and France
 - g. Dating and Meaning of the Cave Paintings: Changing Interpretations

3. Mesolithic
4. Neolithic
 - a. Malta
 - b. Northern Europe
 - c. The Celts
 - d. Post-and-Lintel Construction
5. Rock Paintings of Australia
- C. Ancient Near East
 1. The Neolithic Era
 - a. Chronology of the Ancient Near East and Principal Sites
 - b. Jericho
 - c. Catal Hüyük
 2. Mesopotamia
 - a. Mesopotamian Religion
 - b. The Uruk Period
 3. From Pictures to Words: Gilgamesh
 4. Sumer: Early Dynastic Period
 - a. Tell Asmar
 5. Akkad: Sargon of Akkad
 6. Neo-Sumerian Culture
 - a. Lagash and the Stele of Ur-Nammu
 7. Babylon
 - a. Old Babylonian Period
 8. Anatolia: The Hittites
 9. Assyria
 10. The Neo-Babylonian Empire
 11. The Scythians
 12. Achaemenid Persia
- D. Ancient Egypt
 1. The Gift of the Nile: Environmental Concerns
 2. Religion and the Pharaohs
 3. The Egyptian Concept of Kingship
 4. The Egyptian /View of Death and the Afterlife
 5. The Old Kingdom
 6. The New Kingdom
 7. Tutankhamon's Tomb
 8. Egypt and Nubia
- E. The Aegean
 1. Cycladic Civilization
 2. Minoan Civilization
 3. Discoveries at Thera
 4. Mycenaean Civilization
- F. The Art of Ancient Greece
 1. Cultural Identity
 2. Government and Philosophy
 - a. Women in Ancient Greece
 - b. Plato's Distrust of Artists

- c. Socrates
 - d. Greek Gods and its equivalents to the Roman Pantheon
 - 3. Literature and Drama
 - 4. Painting and Pottery
 - 5. Sculpture
 - 6. The Development of Greek Architecture and Architectural Sculpture
 - 7. Hellenistic Period
- G. Etruscan Art
 - 1. Architecture
 - 2. Pottery and Sculpture
 - 3. Women in Etruscan Art
 - 4. Funerary Art
- H. Ancient Rome
 - 1. Background
 - a. Virgil, Ovid, Chronology of Roman Periods
 - b. The Goths
 - c. Roman Architecture and Building Materials
 - 2. Architectural Types
 - 3. Sculptural Types
 - 4. Mosaic and Mural Painting
 - 5. Cross-Cultural Trends
- I. Early Christian and Byzantine Art
 - 1. A New Religion
 - 2. The Divergence of East and West
 - 3. Early Christian Art
 - 4. Centrally Planned Buildings
 - 5. Justinian and the Byzantine Style
 - 6. The Development of the Codex
 - 7. Later Byzantine tine Developments
- J. The Early Middles Ages
 - 1. Islam
 - 2. Northern European Art
 - 3. Hiberno-Saxon Art
 - 4. Carolingian Period
 - 5. Ottonian Period
- K. Romanesque Art
 - 1. Historical Background
 - 2. Pilgrimage Roads
 - 3. Romanesque Pilgrimage Churches
 - 4. Developments at Autun
 - 5. The Stave Church of Norway and Stone Interlace
 - 6. The Italian Romanesque Cathedral Complex at Pisa
 - 7. Mural Paintings
 - 8. The Bayeux Tapestry
- L. Gothic Art

1. The Origins of the Gothic Style in France
 2. Early Gothic Architecture
 3. Romanesque Precursors of Gothic
 4. The Age of Cathedrals
 5. Later Developments of the French Gothic Style
 6. Gothic Architecture and Scholasticism
 7. English Gothic
 8. The Spread of Gothic
- M. Proto-Renaissance Developments
1. Thirteenth-Century Italy
 2. Fourteenth-Century Italy
 3. The International Gothic Style

VII. Instruction Goals and Defined Outcomes

- A. Instructional Goals. The Instructor Will:
1. Develop and examine the contextual background from which art works emerge within their historical and cultural settings.
 2. Prepare and have the student employ the appropriate writing and communication skills in relation to the subject matter taught in this course.
 3. Instruct the students in various art historical methodologies for assessing and interpreting works of art by means of application, classification and reasoned argumentation.
- B. Student Outcomes. The student will be able to:

OUTCOME	ASSESSMENT
Develop written and oral skills	tests, papers and in-class presentations
Relate, classify and illustrate the stylistic, aesthetic, formal and historical circumstances underlying the meaning and interpretation of works of art from the Prehistoric period through the Proto-Renaissance period.	tests, papers, slide identification
Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course materials	tests and papers

- VIII. Suggested Text:** Instructor will select text appropriate to his or her teaching style.
- Adams, Laurie Schneider. Methodologies of Art: An Introduction. New York: Harper Collins, 1996.
- Janson, H. W. History of Art, 6th ed. rev. by Anthony Janson. Englewood Cliffs, NJ: Prentice Hall, 2001.
- Stokstad, Marilyn, and David Cateforis. Art History, 2nd ed. New York: H. N. Abrams, 2002.

IX. Bibliography and Resources

- Barasch, Moshe. Giotto and the Language of Gesture. Cambridge: Cambridge University Press, 1987.
- Boardman, John. Greek Art. New rev. ed. New York: Thames and Hudson, 1985.
- Boethius, Axel, and John B. Ward-Perkins. Etruscan and Early Roman Architecture. Pelican History of Art. Baltimore: Penguin, 1970.
- Bryson, Norman, et al., eds. Visual Theory: Painting and Interpretation. New York: Cambridge University Press, 1991.
- Bussagli, Mario. Oriental Architecture. 2 vols. New York: Electra/Rizzoli, 1989.
- Conant, Kenneth J. Carolingian and Romanesque Architecture, 800-1200. 3rd ed. Pelican History of Art. Harmondsworth: Penguin, 1973.
- Coomaraswamy, Ananda K. History of Indian and Indonesian Art. New York: Dover, 1985.
- D'Ambra, Eve. Roman Art. New York: Cambridge University Press, 1999.
- Dodwell, Charles Reginald. Pictorial Art of the West 800-1200. Pelican History of Art. New Haven: Yale University Press, 1993.
- Erlande-Brandenburg, Alain. Gothic Art. New York: Harry N. Abrams, 1989.
- Francis, Eric David. Image and Idea in Fifth-Century Greece: Art and Literature after the Persian Wars. London: Routledge, 1990.
- Frankfort, Henri. The Art and Architecture of the Ancient Orient. Rev. ed. Pelican History of Art. Baltimore: Penguin, 1971.
- Grape, Wolfgang. The Bayeux Tapestry: Monument to a Norman Triumph. New York: Prestel, 1994.
- Hall, James. Subjects and Symbols in Art, 2nd ed. New York: Harper Collins, 1994.
- Hood, Sinclair. The Art of Prehistoric Greece. Pelican History of Art. Harmondsworth: Penguin, 1978.
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- Lee, Sherman E. A History of Far Eastern Art. 5th ed.. New York: Harry N. Abrams, 1994.
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- Mylonas, George E. Mycenae and the Mycenaean Age. Princeton: Princeton University Press, 1966.
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- Petzold, Andreas. Romanesque Art. New York: Harry N. Abrams, 1995.
- Radding, Charles M., and Willilam W. Clark. Medieval Architecture, Medieval Learning; Builders and Masters in the Age of the Romanesque and Gothic. New Haven: Yale University Press, 1992.
- Rosenberg, Charles M. Art and Politics in Late Medieval and Early Renaissance Italy:

1250-1500. South Bend, IN: University of Notre Dame Press, 1990.

- Rowland, Benjamin. Art and Architecture of India: Buddhist, Hindu, Jain. Pelican History of Art. Harmondsworth: Penguin, 1977.
- Sandars, Nancy K. Prehistoric Art in Europe, 2nd ed. Pelican History of Art. New Haven: Yale University Press, 1985.
- Sickman, Lawrence, and Alexander Soper. Art and Architecture of China. Pelican History of Art. Harmondsworth: Penguin, 1972.
- von Simson, Otto G. The Gothic Cathedral: Origins of Gothic Architecture and the Medieval Concept of Order. 3rd ed. Princeton: Princeton University Press, 1988.
- Smith, William Stevenson, and W. Kelly Simpson. The Art and Architecture of Ancient Egypt. Rev. ed., New York: Viking, 1981.
- Wolff, Janet, The Social Production of Art, 2nd ed. New York: New York University Press, 1993.
- Zwalf, W., ed. Buddhism: Art and Faith. London: British Museum Press, 1985.



Curriculum Action Request University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CAS		1b. Division AFAR		1c. Department ART	
2. Course Prefix ART	3. Course Number A262	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title History of Western Art II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No Limit Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Applies to GER Humanities and Fine Arts			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2006 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13. Coordinate with Affected Units: with all Community Campuses, Department of Journalism & Public Communications, and Undergraduate Academic Board. Department, School, or College _____ Initiator Signature _____ Date _____					
14. List any programs or college requirements that require this course Required for the BA in Art, The BFA in Art, and the BFA in Digital Graphics & Design degrees and applies to GER Fine Arts requirements.					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input checked="" type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences					
16. Course Description Origins and development of painting, sculpture, and architecture. Covers the history of art from the Renaissance through the modern period with an emphasis on the art of the Western world.					
17a. Course Prerequisite(s) (list prefix and number) Engl A111		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Change of course name to reflect course focus.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2005

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Western Art II
- C. Course Subject/Number: ART A262
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Origins and development of painting, sculpture, and architecture. Covers the history of art from the Renaissance through the modern period with an emphasis on the art of the Western world.
- H. Status of course relative to degree or certificate program
Course required for BA and BFA in Art Degrees and applies to the GER Humanities and Fine Arts Requirements
- I. Lab Fees: YES
- J. Coordination: With all Community Campuses, Department of Journalism & Public Communications, and Undergraduate Academic Board
- K. Course Prerequisites: ENGL A111

III. Course Activities

Students attend lectures on a weekly basis. Various lectures and videos pertinent to the subject matter are presented to the students. Take-home examinations, in-class testing and brief research papers are assigned.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting from which the artwork emerged. Interpretative analysis is also expected to be mastered focusing on the formal and contextual aspects of works of art.

V. Course Level Justification

A 200 level course with one prerequisite: ENGL A111. This course meets General Educational Requirements and the Core Requirements for a B.A. and B.F.A. in Art.

VI. Outline

- A. Introductory Comments
 - 1. The Study of the History of Art
 - 2. The Western Tradition

3. The Artistic Impulse
4. The Values of Art
 - a. Material Value
 - b. Intrinsic Value
 - c. Religious Value
 - d. Nationalistic Value
5. Art and Illusion
 - a. Images and Words
 - b. Traditions Equating Artists with Gods
6. Art and Identification
 - a. Legends of How Art Began
 - b. Image Magic
7. Architecture
8. Art Collecting
9. Archaeology and Art History
10. The Methodologies of Art History
 - a. Formalism
 - b. Iconography and Iconology
 - c. Marxism
 - d. Feminism
 - e. Biography and Autobiography
 - f. Semiology
 - g. Deconstruction
 - h. Psychoanalysis
11. The Language of Art
 - a. Form
 - b. Plane
 - c. Line
 - d. Shape
 - e. Light and Color
 - f. Texture
12. Stylistic Terminology
- B. Proto-Renaissance Developments
 1. Thirteenth-Century Italy
 2. Fourteenth-Century Italy
 3. The International Gothic Style
- C. The Early Renaissance
 1. Italy in the Fifteenth Century
 2. Early Fifteenth-Century Painting
 3. Early Fifteenth-Century Sculpture
 4. Second-Generation Developments
 5. Fifteenth-Century Painting in Flanders
- D. The Development of Perspective in the Far East
- E. The High Renaissance in Italy
 1. Architecture
 2. Painting and Sculpture

- 3. Developments in Venice
- F. Mannerism and the Later Sixteenth Century in Italy
 - 1. Mannerism
 - 2. Counter-Reformation Painting
 - 3. Late Sixteenth-Century Architecture
- G. Sixteenth-Century Painting in Northern Europe
 - 1. The Netherlands
 - 2. Germany
- H. The Baroque Style in Western Europe
 - 1. Developments in Politics and Science
 - 2. Baroque Style
 - 3. Architecture
 - 4. Sculpture
 - 5. Italian Baroque Painting
 - 6. Baroque Painting in Northern Europe
 - 7. Spanish Baroque Painting
 - 8. French Baroque Painting
- I. Rococo and the Eighteenth Century
 - 1. Political and Cultural Background
 - 2. The Age of Enlightenment
 - 3. Rococo Painting
 - 4. Rococo Architecture
 - 5. Architectural Revivals
 - 6. European Painting
 - 7. American Painting
- J. Neoclassicism: The Late Eighteenth and Early Nineteenth Centuries
 - 1. The Neoclassical Style in France
 - 2. Developments in America
- K. Romanticism: The Late Eighteenth and Early Nineteenth Centuries
 - 1. The Romantic Movement
 - 2. Architecture
 - 3. Sculpture
 - 4. Figurative Painting
 - 5. Landscape Painting
- L. Nineteenth-Century Realism
 - 1. Cultural and Political Context
 - 2. French Realism
 - 3. Photography
 - 4. Photography
 - 5. English Realism: The Pre-Raphaelites
 - 6. American Realism
 - 7. French Realism in the 1860s
 - 8. Architecture and Sculpture
- M. Nineteenth-Century Impressionism
 - 1. Urban Renewal during the Second Empire
 - 2. Painting

3. Sculpture
4. American Painting at the Turn of the Century
5. “Art for Art’s Sake”
- N. Post-Impressionism and the Late Nineteenth Century
 1. Post-Impressionist Painting
 2. Symbolism
 3. Fin-de-Siècle Developments
- O. Turn of the Century: Early Picasso, Fauvism, Expressionism and Matisse
 1. Fauvism
 2. Expressionism
 3. Matisse after Fauvism
- P. Cubism, Futurism, and Related Twentieth-Century Styles
 1. Cubism
 2. Other Early Twentieth-Century Developments
 3. Early Twentieth-Century Architecture
- Q. Dada, Surrealism, Fantasy, and the United States between the Wars
 1. Dada
 2. Surrealism
 3. Sculpture Derived from Surrealism
 4. The United States: Regionalism and Social Realism
 5. Mexico
 6. Toward American Abstraction
- R. Abstract Expressionism
 1. Hans Hofmann and Josef Albers and their Pedagogical Approaches
 2. Abstract Expressionism and the The New York School
 3. Figurative Abstraction in Europe
 4. Sculpture
- S. Pop Art, Op Art, Minimalism, and Conceptualism
 1. Pop Art in England: Richard Hamilton
 2. Pop Art in the United States
 3. Op Art
 4. Minimalism
 5. From Happenings to Action Sculpture: Alan Kaprow and Joseph Beuys
 6. Conceptualism
- T. Postmodern Concerns
 1. Art and Politics and its Surroundings in the 80s and 90s
 1. Technological Concerns
 7. A Focus on Vitaly Komar and Alexander Melamid
 8. Multiculturalism and Global Developments

VII. Instruction Goals and Defined Outcomes

- A. Instructional Goals. The Instructor Will:
 1. Develop and examine the contextual background from which art works emerge within their historical and cultural settings.

2. Prepare and have the student employ the appropriate writing and communication skills in relation to the subject matter taught in this course.
3. Instruct the students in various art historical methodologies for assessing and interpreting works of art by means of application, classification and reasoned argumentation.

B. Defined Outcomes. Student will be able to:

OUTCOME	ASSESSMENT
Develop written and oral skills	tests, papers and in-class presentations
Relate, classify and illustrate the stylistic, aesthetic, formal and historical circumstances underlying the meaning and interpretation of works of art from the Renaissance through the Post-Modern period.	tests, papers, slide identification
Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course materials	tests and papers

VIII. Suggested Text: Instructor will select text appropriate to his or her teaching style.

Adams, Laurie. Methodologies of Art: An Introduction. New York: Harper Collins, 1996.

Janson, H. W. History of Art, 6th ed. rev. by Anthony Janson. Englewood Cliffs, NJ: Prentice Hall, 2001.

Stokstad, Marilyn, and David Cateforis. Art History, 2nd ed. New York: H. N. Abrams, 2002.

IX. Bibliography and Resources

Bryson, Norman, et al., eds. Visual Theory: Painting and Interpretation. New York: Cambridge University Press, 1991.

Carrier, David. The Aesthete in the City. University Park, PA; Pennsylvania State University Press, 1994.

Crow, Thomas. The Rise of the Sixties: American and European Art in the Era of Dissent. New York: Harry N. Abrams, 1996.

Clark, Toby. Art and Propaganda in the Twentieth Century. New York: Harry N. Abrams, 1997.

Crow, Thomas E. Painters and Public Life in Eighteenth-Century Paris. New Haven: Yale University Press, 1985.

Corbin, George A. Native Arts of North America, Africa, and the South Pacific. New York: Harper & Row, 1988.

Dachy, Marc. The Dada Movement, 1915-1923. New York: Skira/Rizzoli, 1990.

Doss, Erika. Benton, Pollock, and the Politics of Modernism: From Regionalism to Abstract Expressionism. Chicago: University of Chicago Press, 1991.

Eitner, Lorenz. Neoclassicism and Romanticism, 1750-1850: An Anthology of

- Sources and Documents. New York: Harper & Row, 1989.
- Feest, Christian F. Native Arts of North America. Rev. ed. London: Thames & Hudson, 1992.
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- Golding, John. Cubism: A History and an Analysis, 1907-1914. Cambridge, MA: Belknap, 1988.
- Gray, Camilla. Russian Experiment in Art, 1863-1922. New York: Harry N. Abrams, 1970.
- Green, Christopher, ed. Picasso's les Demoiselles d'Avignon. Cambridge; Cambridge University Press, 2001. New Haven: Yale University Press, 1993.
- Guth, Christine. Art of Edo Japan. New York: Harry N. Abrams, 1996.
- Hanson, Allan, and Louise Hanson. Art and Identity in Oceania. Honolulu: University of Hawaii Press, 1990.
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- Hartt, Frederick. A History of Italian Renaissance Art. 4th rev. ed. New York: Thames & Hudson, 1994.
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- Hayum, Andrée. The Isenheim Altarpiece: God's Medicine and the Painter's Vision. Princeton: Princeton University Press, 1989.
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Curriculum Action Request University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CAS		1b. Division AFAR		1c. Department ART	
2. Course Prefix ART	3. Course Number A360	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title History of Non-Western Art <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No Limit Max Credits		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Applies to GER Humanities and Fine Arts			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2006 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units: with UAA, & Undergraduate Affairs Board. Department, School, or College _____ Initiator Signature Date					
14. List any programs or college requirements that require this course Applies to the BA in Art and BFA in Art degrees (selective), and GER Fine Arts requirements.					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input checked="" type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences					
16. Course Description Emphasis will be on a comparative approach to non-western civilizations.					
17a. Course Prerequisite(s) (list prefix and number) Engl A111, and (Art A261, OR Art A262)		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Instructor Permission		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action New survey course to expand curriculum opportunities in Art History focusing on multi-cultural diversity.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee **20**Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2005

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Non-Western Art
- C. Course Subject/Number: ART A360
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Emphasis will be on a comparative approach to non-western civilizations.
- H. Status of course relative to degree or certificate program
Course required for BA and BFA in Art and applies to the GER Humanities and Fine Arts Requirements
- I. Lab Fees: YES
- J. Coordination: Undergraduate Academic Board
- K. Course Prerequisites: ENGL A111 Methods of Written Composition and (ART A261 History of Western Art I or ART A262 History of Western Art II)
- L. Registration Restriction: Instructor Permission

III. Course Activities

Lecture course. Readings and written work as assigned including brief research papers.

IV. Evaluation

Evaluation is based on various pedagogical approaches depending on the instructor but will generally include in-class testing and/or take home examinations and papers on various topics discussed with the professor. Students are graded on their ability to comprehend the chronological development of Art History within the social, economic, political and historical setting. Interpretative analysis focusing on the formal and contextual aspects of works of art based on a comparative approach.

V. Course Level Justification

This course satisfies the need for a non-western art history class to meet the General Education requirements in the Fine Arts as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.

VI. Outline

A. INDIA

1. Indus Valley Civilization (Harappan Civilization)
2. The Vedic & Maurya Periods
3. The Period of the Shungas and Early Andhras: Stupas, Buddhist Rock-Cults, Buddhist Art, Early Buddhist Art & Figurative Buddhist Sculpture
4. The Kushan and Later Andhra Period, The Gandhara, Mathura, & Amaravati Schools
5. The Gupta & Post-Gupta Periods
 - a. Buddhist Sculpture & Painting
 - b. The Early Northern Temple
 - c. Monumental Narrative Reliefs
 - d. The Early Southern Temple
6. The Early Medieval Period
 - a. The Monumental Northern Temple
 - b. The Monumental Southern Temple
 - c. The Bhakti Movement in Art
7. Architectural Elements: Stupas and Temples
8. Late Medieval Period
 - a. Buddhist Art, Jain Art, Hindu Art
 - b. Images of Hindu Deities
 - c. The Hindu Temple
9. Mughal Period
 - a. Mughal Painting & Architecture
Indian Painting on Paper
 - b. Rajput Painting
10. Modern Period
 - a. Colonialism, Extrication from the Colonial Yoke
 - b. British and European Connections
 - c. Contemporary Indian Identity in the Arts

B. TIBET AND SOUTHEAST ASIA

1. Tibet: Shamanism & The Tanka
2. Java: Buddhist Stupas: Borobudur
3. Cambodia: Khmer, Angkor Thom and Angkor Wat, & Hindu Connections
4. Thailand
 - a. Buddhist Sculpture
 - b. Hinayana & Mahayana Buddhism

C. CHINA

Chinese Art Before 1280

1. The Middle Kingdom
2. Neolithic Cultures: Painted Pottery & Beyond the Yellow River Valley
3. Bronze Age China: Shang & Zhou Dynasties
4. The Chinese Empire: Qin Dynasty
5. Han Dynasty
 - a. Taoism and Confucianism
 - b. Confucianism and the State

- c. Architecture
- 6. Six Dynasties: Painting, Calligraphy & Buddhism
- 7. Sui and Tang Dynasties: Buddhist Art and Architecture & Figure Painting
- 8. Song Dynasty: Neo-Confucianism, Landscape Painting, Southern Song, Northern Song
- 9. Materials and Processes
 - a. Three-Dimensional Media: Ceramics, Bronze and Piece-Mold Casting, Wood & Jade
 - b. Painting: Materials and Methods, Early Painting through the Tang Dynasty, Monochrome Ink Painting, Son through Qing
 - c. Architecture: Pagodas
- 10. Mongol Invasions
- 11. Yuan Dynasty
- 12. Ming Dynasty
 - a. Court and Professional Painting
 - b. Gardens and Decorative Arts
 - c. Architecture and City Planning
 - d. Literati Painting
- 13. Classifications of Chinese Painting: handscrolls, hanging scrolls, albums
- 14. Qing Dynasty
 - a. Orthodox Painting
 - b. Individualists
- 15. The Modern Period
 - a. European Connections and Western Influence
 - b. Rise of Communism: Mao Tse Tung - Art in Service of the State
 - c. Contemporary Art: Postmodern Developments

D. JAPAN

- 1. Japanese Art Before 1392
 - a. Prehistory Japan; Jomon Period, Yayoi and Kofun Periods, & Shinto
 - b. Asuka Period
 - c. Nara Period
 - d. Buddhist Influences
 - e. Heian Period: Esoteric Buddhism, Pure Buddhism, Poetry and Calligraphy, Secular Painting
 - f. Kamakura Period
 - Pure Land Buddhist Art
 - Zen: Painting, The Arts of Tea
 - Garden Design
 - g. Joined-wood Sculpture
 - h. Screen Painting
 - i. Woodblock Prints
 - j. Emperors and Warriors
- 2. Japanese Art After 1392
 - a. Muromachi Period: Ink Painting & Ryoan-ji
 - b. Momoyama Period: Architecture, Decorative Painting & Tea
 - c. Edo: Tea, Rimpa School, Nanga School, Zen, Maruyama-Shijo School, &

Ukiyo-e Pictures of the Floating World

- d. The Meiji and Modern Periods
 - Contact with Western Europeans
 - Modernism
 - Contemporary Art (Postmodernism and Japanese Identity)

E. AFRICA

1. Art of Ancient and Medieval Africa
 - a. Saharan Rock Art
 - b. Sub-Saharan Civilizations: Nok Culture, Ife, & Benin
 - c. Nilotic Cultures
 - d. Islamic Africa
 - e. Urban Centers: Djenné, & Great Zimbabwe
2. Colonial Africa: Asanti, Yoruba, Dogon, Luba, Kuba, & Kota
3. Art of Africa: The Modern Era
 - a. Traditional and Contemporary Africa
 - b. Children and the Continuity of Life
 - c. Initiation Rites
 - d. the Spirit World
 - e. concepts of Leadership
 - f. Death and Ancestors
 - g. Contemporary Art: Postmodernism and the African Diaspora

F. ART OF PACIFIC CULTURES AND THE PACIFIC RIM

1. Australia: Australian Aboriginal Art
2. Melanesia: Papua New Guinea, Irian Jaya, & New Ireland
3. Micronesia: Nan Mandol
4. Polynesia: Easter Island, Marquesas Islands, Islands, New Zealand
5. Pacific Rim Contemporary Developments

G. ART OF THE AMERICAS

1. Art of the Americas Before 1300
 - a. Mesoamerica: The Olmec, Teotihuacan, The Maya, & Western Mexican Ceramics
 - b. Central America: Diquis Culture
 - c. South America: The Central Andes
 - 1.1 Chavin Culture: Sculpture
 - 1.2 The Paracas Culture: Textiles
 - 1.3 Nazca Culture
 - 1.4 Moche Culture: Ceramics
 - 1.5 Chimú Culture: Metals
 - 1.6 Inca Culture: Inka masonry
2. Art of the Americas After 1300
 - a. Indigenous American Art
 - b. Mexico and South America: The Aztec Empire, The Inka Empire
 - 1.1 The Aftermath of the Spanish Conquest
 - 1.2 Modernism and Postmodernism in Mexico and South America
 - c. North America
 - 1.3 Ancient Period, before first contact

- 1.4 Eastern Woodlands
- 1.5 Southwest: Basketry
- 1.6 Historic Period, after first contact
- 1.7 Northwest Coast, Eastern Woodlands, Great Plains & Southwest
- 1.8 Contemporary Native American Art

H. ISLAMIC ART

- 1. Islam and Early Islamic Society
- 2. Art During the Early Caliphates: Architecture, Calligraphy, Ceramic and Textile Arts
- 3. Later Islamic Art: Architecture, Portable Arts, Manuscript, Illumination and Calligraphy
- 4. Technical and Architectural Developments: Carpet Making, Mosque Plans, Arches and Muqarnas
- 5. Contemporary Islamic Art: Politics and the Continuity of Life

VII. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The Instructor Will:
 - 1. Develop and examine the contextual background from which art works emerge within their cultural and historical settings.
 - 2. Develop student’s historical, critical, and aesthetic analytical written and oral communication skills.
 - 3. Develop an understanding of the various historical approaches and methodologies allowing the student to effectively construct viable comparative paradigms, research techniques and interpretive approaches by using application, classification and seasoned argumentation..

- B. Student Outcomes. The student will be able to:

OUTCOME	ASSESSMENT
Analyze primary and secondary research materials, theoretical approaches and interpretive models	research paper.
Develop analytical, written and oral skills	tests, papers and in-class presentations
Demonstrate an understanding of the various methodologies, significant text, and theoretical approaches presented in course materials	tests and papers
Develop a body of concepts and ideas that will effectively embody course material.	tests, papers, and in-class presentations
Assess from a comparative perspective the similarities and differences across the cultures presented.	tests, papers, in-class presentation

VIII. Suggested Text:

- Andrews, Julia Frances. Painters and Politics in the People's Republic of China, 1949-1979. Berkeley: University of California Press, 1994.
- Berlo, Janet Catherine and Lee Ann Wilson. Arts of Africa, Oceania, and the Americas: Selected Readings. Englewood Cliffs, N.J.: Prentice Hall, 1993.
- Blair, Sheila S., and Jonathan M. Brown. The Art and Architecture of Islam 1250-1800. New Haven: Yale University Press, 1991
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IX. Bibliography and Resources

India: Before 1100

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India: After 1100

- Asher, Catherine B. Architecture of Mughal India. New York: Cambridge Press, 1992.
- Beach, Milo Cleveland. Grand Mogul: Imperial Painting in India, 1600-1660. Williamstown: Sterling and Francine Clark Institute, 1978.
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China Before 1280

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China After 1280

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- The Distant Mountains: Chinese Painting in the Late Ming Dynasty, 1580-1644. New York: Weatherhill, 1982.
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- Tsu, Frances Ya-sing. Landscape Design in Chinese Gardens. New York: McGraw-Hill, 1988.
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Japan: Before 1392

- Egami, Namio The Beginnings of Japanese Art. Trans. John Bester. Heibonsha Survey of Japanese Art. vol. 2. New York: Weatherhill, 1973.

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- Hayashi, Ryoichi. Silk Road and the Shoso-in. Trans. Richard L. Gage. Heibonsha Survey of Japanese Art, vol.10. New York: Weatherhill, 1973.
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Africa

General and Nilotic

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Ancient Africa

- Bassani, Ezio and William Fagg. Africa and the Renaissance: Art in Ivory. New York: Center for African Art, 1988.
- Ben-Amos, Paula. The Art of Benin. London: Thames and Hudson, 1980.
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- Lhote, Henri. The Search for the Tassili Frescoes: The Story of the Prehistoric Rock Paintings of the Sahara. 2nd ed. Trans. Alan Houghton Brodrick. London: Hutchinson, 1973.
- Willett, Frank. Life in the History of West African Sculpture. New York: McGraw Hill 1967.

Art of Africa: Modern Era

- Abiodun, Rowland, Henry J. Drewal, and John Pemberton III, eds. The Yoruba Artist: New Theoretical Perspectives on African Arts. Washington, D.C.: Smithsonian Institution, 1994.
- Adler, Peter, and Nicholas Barnard. African Majesty: The Textile Art of the Ashanti and Ewe. New York: Thames and Hudson, 1992.
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- Allen, Louis. Time Before Morning: Art and Myth of the Australian Aborigines. New York: Crowell, 1975.
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- Greub, Suzanne, ed. Art of Northwest New Guinea: From Geelvink Bay, Humboldt Bay, and Lake Sentani. New York: Rizzoli, 1990.
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- Mead, Sydney Moko, ed. TeMaori: Maori Art from New Zealand Collections. New York: Abrams, 1984.
- Murphy, Howard. Ancestral Connections. Art and an Aboriginal System of Knowledge. Chicago: University of Chicago Press: 1991
- Rabineau, Phyllis. Feather Arts: Beauty, Wealth, and Spirit from Five Continents. Chicago: Field Museum of Natural History, 1979.
- Scott, R. W. B. and Christopher Gotch. Art, Sex and Symbol: The Mystery of Tattooing. 2nd ed. New York: Cornell University Press, 1986

Art of the Americas: Before 1300

- Abrams, Eliot Marc. How the Maya Built Their World: Energetics and Ancient Architecture. Austin: University of Texas Press, 1994.

- Alcina, Franch, José. Pre-Columbian Art. Trans. I. Mark Paris. New York: Abrams, 1983.
- Berrin, Kathleen and Esther Pasztory. Teotihuacan: Art from the City of the Gods. New York: Thames and Hudson, 1993.
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- Coe, Michael. The Jaguar's Children: Pre-Classical Central Mexico. New York: Museum of Primitive Art, 1965.
- Donnan, Christopher B. Ceramics of Ancient Peru. Los Angeles: Fowler Museum of Cultural History, University of California, 1992.
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- Miller, Mary Ellen. The Art of Mesoamerica: From Olmec to Aztec. World of Art. New York: Thames and Hudson, 1993.
- Miller, Mary Ellen and Karl Taube. The Gods and Symbols of Ancient Mexico and the Maya. An Illustrated Dictionary of Mesoamerican Religion. New York: Thames and Hudson, 1993.
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Art of the Americas: After 1300

- Bringhurst, Robert F. The Black Canoe: Bill Reid and the Spirit of Haida Gwaii. Seattle: University of Washington Press, 1991.
- Coe, Ralph. Lost and Found Traditions: Native American Art 1965-1985. Ed. Irene Gordon. Seattle: University of Washington Press, 1986.
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- Feest, Christian F. Native Arts of North America. Updated ed. World of Art. New York: Hudson Hills, 1987.
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- Smith, Jaune Quick-to-See and Harmony Hammond. Women of Sweetgrass: Cedar and Sage. New York: American Indian Center, 1984.
- Stierlin, Henri. Art of the Aztecs and Its Origins. New York: Rizzoli, 1992.
- Walters, Anna Lee. Spirit of Native America: Beauty and Mysticism in American Indian Art. San Francisco: Chronicle, 1989.

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- Akurgal, Ekrem, ed. The Art and Architecture of Turkey. New York: Rizzoli, 1980.
- Al-Faruqi, Ismail R. and Lois Lamya'al Faruqi. Cultural Atlas of Islam. New York: Macmillan Press, 1986.
- Atil, Esin. The Age of Sultan Suleyman the Magnificent. Washington, D.C.: National Gallery of Art, 1987.
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- Ferrier, R. W., ed. Arts of Persia. New Haven: Yale University Press, 1989.
- Frishman, Martin, and Hasan-Uddin Khan. The Mosque: History, Architectural Development and Regional Diversity. London: Thames and Hudson, 1994.
- Grube, Ernest J. Architecture of the Islamic World: Its History and Social Meaning. Ed. George Mitchell. New York: Morrow, 1978.
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- Raby, Julian, ed. The Art of Syria and Jazira, 1100-1250. Oxford Studies in Islamic Art Rizzoli, 1977.
- Schimmel, Annemarie. Calligraphy and Islamic Culture. New York: New York University Press, 1983.
- Ward, R. M. Islamic Metalwork. New York: Thames and Hudson, 1993.



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CAS		1b. Division AFAR		1c. Department ART	
2. Course Prefix ART	3. Course Number A367	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title History of Photography <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No Limit Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other remove from GER list			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2006 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13. Coordinate with Affected Units: with UAA, all Community Campuses, Undergraduate Affairs Board and Journalism & Public Communications Department. Department, School, or College _____ Initiator Signature _____ Date _____					
14. List any programs or college requirements that require this course BA and BFA in Art degrees					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences					
16. Course Description Investigates the history of photography; its origins, chronology, culture context, and the significant contributions of individual photographers.					
17a. Course Prerequisite(s) (list prefix and number) Art A262		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Remove from University GER list-specialized course with limited audience. Updated course description reflects current course content. Change in course prerequisites to better reflect course level expectations. Eliminate cross listing at the request of JPC.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: September 2005

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Photography
- C. Course Number: ART A367
- D. Credit Hours: 3
- E. Contact Time: 3 + 0
- F. Grading Information: A - F
- G. Course Description: Investigates the history of photography; its origins, chronology, culture context, and the significant contributions of individual photographers.
- H. Status of course relative to a degree or certificate program
Applies to B.A. and B.F.A. in Art degrees.
- I. Lab Fee: Yes
- J. Coordination: With UAA, all community campuses, Undergraduate Affairs Board and Journalism and Public Communications Department
- K. Course Prerequisite: ART A261 History of Western Art I
ART A262 History of Western Art II

III. Course Activities:

Lectures to include slides, films, videos, and actual early historical examples of books, cameras and photographs. Gallery and museum photographic shows and visiting lecturers. Class discussions and presentations.

IV. Evaluation:

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class presentations, homework assignments, essay/journal/written work and research papers, mid-term and final exams, progress throughout semester, attendance and participation.

A. Criteria for Grading

- 1.0 To receive a grade of A:
 - 1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
 - 1.2 Initiative: Contributions exceed expectations for the class.
 - 1.3 Attitude: Excellent interactive skills in the classroom.
 - 1.4 Cooperation: Excels in contributions to group activities.
 - 1.5 Demonstrates mastery and knowledge of the History of Photography.
- 2.0 To receive a grade of B:
 - 2.1 Scholarship/Research: Meets all instructor requirements
 - 2.2 Initiative: Contributions are above average for the class.
 - 2.3 Attitude: Above average interactive skills in the classroom.
 - 2.4 Cooperation: Above average contributions in group activities

- 2.5 Demonstrates mastery and knowledge of the History of Photography.
- 3.0 To receive a grade of C:
 - 3.1 Scholarship/Research: Does required assignments.
 - 3.2 Initiative: Contributions are average for the class.
 - 3.3 Attitude: Average interactive skills in the classroom.
 - 3.4 Cooperation: Average contributions to group activities.
 - 3.5 Demonstrates mastery and knowledge of the History of Photography.
- 4.0 To receive a grade of D:
 - 4.1 Scholarship/Research: Below average assignments
 - 4.2 Initiative: Contributions are below average for the class.
 - 4.3 Attitude: Below interactive skills in the classroom.
 - 4.4 Cooperation: Below average contributions to group activities.
 - 4.5 Demonstrates mastery and knowledge of the History of Photography.
- 5.0 To receive a grade of F:
 - 5.1 Majority of work unacceptable or missing

V. Course level justification:

History of Photography is an upper division Art History course that teaches the evolution of photography from its invention to present day artistic contemporary photographic works and artists. The course surveys style, approach, content and form of the major trends in Europe and America.

VI. Outline:

- 1.0 Historical, Technological and Cultural Perspectives
 - 1.1 Antecedents to and the invention of photography from its earliest inception to digital photographic processes.
 - 1.2 Contemporary applications and issues relevant to traditional and digital photography.
- 2.0 Photographic Analysis
 - 2.1 Critical assessments pertaining to social, political, and economic photographic applications.
 - 2.2 Photographic impact on the visual arts from the nineteenth to the twenty-first centuries.
- 3.0 Critical Issues pertinent to Photographers and Fine Artists
 - 3.1 Early photographers during the nineteenth and twentieth century.
 - 3.2 Photography as fine art
 - 3.3 Post World War II traditional and digital photographers

VII. Instructional Goals and Defined Outcomes:

- A. Instructional Goals: Instructor Will:
 - 1. Provide foundation for understanding photography's development as an art form.
 - 2. Introduce the student to appropriate resource materials
 - 3. Develop an understanding of Photography's impact on the world as an invention and as an expressive art discipline.
 - 4. Establish a basis for a fundamental analytical evaluation of historical and contemporary photography.

B. Defined Outcomes: Student will be able to:

Evaluate developments in the world that led to the invention of photography	Test, papers and in-class presentations.
Demonstrate how photography changed our view of the world.	Test, papers and in-class presentations.
Evaluate the impact of photography on society and the visual arts.	Test, papers and in-class presentations.
Demonstrate the use of contemporary applications to photography as an art form in a global context.	Test, papers and in-class presentations.
Demonstrate how photography continues to be a powerful form of communication.	Test, papers and in-class presentations.

VIII. Suggested Text

Rosenblum, Naomi. A World History of Photography. New York: Abbeville Press, 1997.

IX. Bibliography and Resources

Barrett, Terry. Criticizing Photographs. New York: McGraw-Hill, 2005.

Davenport, Alma. The History of Photography. Albuquerque: The University of New Mexico Press, 1997.

Newhall, Beaumont. The History of Photography. New York: Museum of Modern Art, 1982.

Rosenblum, Naomi. A History of Women Photographers. New York: Abbeville Press, 2000.

Rosenblum, Naomi. A World History of Photography. New York: Abbeville Press, 1997.

Trachtenberg, Alan. Critical Essays on Photography. Leete's Island Books, 1981.

On the Art of Fixing a Shadow: One Hundred & Fifty Years of Photography. National Gallery of Art/The Art Institute of Chicago. New York: Bulfinch Press, Little Brown, 1989.



Curriculum Action Request

University of Alaska Anchorage

Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College CAS		1b. Division AFAR		1c. Department ART	
2. Course Prefix ART	3. Course Number A491	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Senior Seminar <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No Limit Max Credits		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other GER Capstone			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG 11. Implementation Date semester/year From: Fall /2006 To: /9999 12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <div style="text-align: right; margin-right: 50px;">Cross-Listed Coordination Signature</div>		
13. Coordinate with Affected Units: Department of Philosophy & College of Business <small>Department, School, or College</small> _____ <div style="text-align: right; margin-right: 50px;">Initiator Signature Date</div>					
14. List any programs or college requirements that require this course Required for BA and BFA in Art. Satisfies GER capstone requirement					
15. X General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Capstone					
16. Course Description Lectures, discussions, and projects integrating the following: knowledge of professional practices for the artist, the development of effective communication skills to be a practicing artist, the necessary critical tools to resolve and assess creative problem solving art-related issues, and the ability to research the needed information to make reasonable decisions pertinent to art practices.					
17a. Course Prerequisite(s) (list prefix and number) PHIL A401 & BA A166		17b. Test Score(s) NA		17c. Corequisite(s) (concurrent enrollment required) NA	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input checked="" type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action New capstone course integrates knowledge of professional practices for the artists, professional communication skills, creative problem solving in the arts and ethical practices in the arts.					

____ Approved
 ____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
 ____ Disapproved: _____
Department Chairperson Date

____ Approved
 ____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
 ____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
 ____ Disapproved: _____
Undergraduate or Graduate Academic Board Chairperson Date

____ Approved
 ____ Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

- I. Initiation Date:** January 2005
- II. Course Information:**
- A. College: College of Arts and Sciences
 - B. Course Title: Senior Seminar
 - C. Course Subject/Number: ART A491
 - D. Credit Hours: 3.0 Credits
 - E. Contact Time: 3+0 Contact Time
 - F. Grading Information: A-F
 - G. Course Description: Lectures, discussions, and projects integrating the following: knowledge of professional practices for the artist, the development of effective communication skills to be a practicing artist, the necessary critical tools to resolve and assess creative problem solving art-related issues, and the ability to research the needed information to make reasonable decisions pertinent to art practices.
- Special Note: Offered Fall Semester Only
- H. Status of course relative to degree or certificate program
Required for Bachelor of Arts in Art and Bachelor of Fine Arts in Art degree and satisfies GER capstone requirement.
- I. Lab Fees: YES
- J. Coordination: Department of Philosophy & College of Business
- K. Course Prerequisites: PHIL A401 Aesthetics
BA A166 Small Business Management
- L. Registration Restrictions: Instructor Permission, Senior Status, and completion of GER Tier 1 (Basic-College Level Skills)
- III. Course Activities:**
Lecture seminar course. Readings, class discussions, research, and writing assignments.
Proposals for artistic projects will be written during this course.
- IV. Evaluation:**
Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on class projects, homework assignments, sketchbook/journal/written work, technical and critical thinking skills, progress throughout semester, attendance and participation. Project evaluation will generally include content, problem solving, craftsmanship, creativity/ingenuity, and amount of effort. It is understood that progress will vary with individual students and is dependent upon entry-level skills, expertise, creativity, and/or amount of time devoted to each project.

A. Criteria for Grading

- 1.0 To receive a grade of A:
 - 1.1 Scholarship/Research: Strong, exceeding all instructor requirements.
 - 1.2 Initiative: Contributions exceed expectations for the class.
 - 1.3 Attitude: Excellent interactive skills in the classroom.
 - 1.4 Cooperation: Excels in contributions to group activities.
 - 1.5 Individual Improvement: Demonstrates mastery of professional practices and skills in the arts.
- 2.0 To receive a grade of B:
 - 2.1 Scholarship/Research: Meets all instructor requirements
 - 2.2 Initiative: Contributions are above average for the class.
 - 2.3 Attitude: Above average interactive skills in the classroom.
 - 2.4 Cooperation: Above average contributions in group activities
 - 2.5 Individual Improvement: Above average demonstration of professional practices and skills in the arts.
- 3.0 To receive a grade of C:
 - 3.1 Scholarship/Research: Does required assignments.
 - 3.2 Initiative: Contributions are average for the class.
 - 3.3 Attitude: Average interactive skills in the classroom.
 - 3.4 Cooperation: Average contributions to group activities.
 - 3.5 Individual Improvement: Average demonstration of professional practices and skills in the arts.
- 4.0 To receive a grade of D:
 - 4.1 Scholarship/Research: Below average assignments
 - 4.2 Initiative: Contributions are below average for the class.
 - 4.3 Attitude: Below interactive skills in the classroom.
 - 4.4 Cooperation: Below average contributions to group activities.
 - 4.5 Individual Improvement: Below average demonstration of professional practices and skills in the arts.
- 5.0 To receive a grade of F:
 - 5.1 Majority of work unacceptable or missing

V. Course Level Justification:

To fulfill the GER Capstone requirement for BA and BFA in Art and to prepare BFA students for thesis semester.

VI. Outline:

- 1.0 Knowledge of Professional Practices for the Artist
 - 1.1 Art Proposal Research
 - 1.1.1 Proposal Development and Writing
 - 1.1.1.1 Topic selection
 - 1.1.1.2 Research
 - 1.1.1.3 Development of the proposal
 - 1.1.1.4 Historical and aesthetic influences on one's art

- 1.2 Exhibition/Presentation Planning Issues
 - 1.2.1 Site development
 - 1.2.2 Space usage in the gallery or museum
 - 1.2.3 Information and signage in the gallery or museum
 - 1.2.4 Publicity
- 1.3 Business and Technical Applications to the Arts
 - 1.3.1 Starting up the business
 - 1.3.2 Fiscal and physical plant management
 - 1.3.3 Advertising
- 2.0 Professional Communication Skills
 - 2.1 Resume preparation
 - 2.2 Portfolio production
 - 2.3 Documentation of art work
 - 2.4 Networking with galleries and museums
 - 2.5 Grant writing and Internships
- 3.0 Creative Problem Solving in the Arts
 - 3.1 Innovative use of materials in the production of art work
 - 3.2 Development of research methodologies to develop strategies for producing art work
 - 3.3 Long term planning in a globally challenging and changing environment
- 4.0 Information Pertinent to Art Practices and Ethics
 - 4.1 Copyright and patent issues pertaining to the arts
 - 4.2 Ethical practices in business
 - 4.3 Fair use issues pertaining to the appropriation of art images and objects

VII. Instructional Goals and Defined Outcomes:

A. Instructional Goals. The Instructor Will:

1. Present the pertinent information regarding the integration and knowledge of professional practices for the artist
2. Develop the necessary professional communication skills needed to be an effective practicing artist
3. Foster critical thinking to address creative problem solving abilities in the arts
4. Facilitate and understanding of the importance of ethics in business practices and their relevance to the arts

B. Defined Outcomes. Student will be able to:

Demonstrate knowledge of the integration and knowledge necessary to be a practicing artist regarding research as it applies to art proposals, exhibition and presentation planning concerns and the application of business and technical as they apply to the arts	Project designs and written assignment
Demonstrate the necessary communication skills to be a practicing professional artist	In-class discussions and written assignments

Understand creative problem solving as it pertains to the use of materials, research and long term planning at a global level	Written assignments, in-class discussions and presentations
Identify and understand the ethical aspects associated with art production in a business context	In-class discussions and written assignments

VIII. Suggested Text:

- Barrett, Terry. Criticizing Art. Mountain View, CA: Mayfield Publishing Co., 2000.
- Caplin, Lee. The Business of Art. Upper Saddle, NJ: Prentice Hall, 1998.

IX. Bibliography and Resources:

- Barrett, Terry. Criticizing Art. Mountain View, CA: Mayfield Publishing Co., 2000.
- Barrett, Terry, Interpreting Art. Boston: McGraw Hill, 2003.
- Bayles, David & Orland, Ted. Art & Fear: Observations on the Perils and rewards of Artmaking. Santa Barbara, CA: Capra Press, 1996.
- Berryman, Gregg. Designing Creative Resumes. Los Altos, CA: Crisp Publications, 1990.
- Calo, Carole Gold. Writings About Art. Upper Saddle, NJ: Prentice Hall, 1994.
- Viewpoints Readings in Art History. Upper Saddle, NJ: Prentice Hall, 2001.
- Caplin, Lee. The Business of Art. Upper Saddle, NJ: Prentice Hall, 1998.
- Dickie, George & Sclafani, Richard. Aesthetics: A Critical Anthology. New York: St. Martin's Press, 1989.
- DuBose, Mike, Anne Black, and Martha Davis. Developing Successful Grants: Where Ideas are Turned into Reality! Columbia, SC: Research Associates, 2005.
- Goals 2000: Educate America Act: Title III Application Guidance. Washington, DC: US Department of Education, 1993.
- Labus, Richard and Minimol Rajan. Book Grant Seeker Pro: Professional Edition: Government Grant Locating Tools on CD-ROM. Placentia, CA: Grant Seeker Pro, 2003.
- Lazzari, Margaret R. The Practical Handbook for the Emerging Artist. Fort Worth, TX: Harcourt College Publishers, 2002.
- Mayer, Ralph. The Artist's Handbook of Materials and Techniques. New York: Viking Press, 1991.
- Michels, Caroll. How to Survive & Prosper as an Artist. New York: Owl Books Henry Holt & Company, 2001.
- Miller, Patrick W. Grant Writing: Strategies for Developing Winning Proposals. Munster, Indiana: P. W. Miller, 2002.
- Siropolis, Nicholas C. Small Business Management, A Guide to Entrepreneurship. Boston : Houghton Mifflin Company, 1997.
- Tucker, Amy. Visual Literacy Writing About Art. Boston: McGraw Hill, 2002.

	ACTIVITY / TOPIC / THEME	INSTRUCTIONAL GOALS Instructor will:	STUDENT OUTCOMES Student will:	ASSESSMENT
KNOWLEDGE INTEGRATION	<ol style="list-style-type: none"> 1. Discuss historical & aesthetic influences 2. Discuss the impact of global relationships on the making of art by means of reading, writing, and seeing. 3. Discuss pertinent social & public programs <ol style="list-style-type: none"> a. percent for art programs b. artist in schools programs c. artist in residency 4. Discuss business plans (taxes / contracts), financial plans, copyrights & legal concerns relevant to art practice 5. Discuss studio design & organization 	<ol style="list-style-type: none"> 1. Demonstrate opportunities for consideration and discourse on historical, aesthetic, political, economic, and societal influences on the making of art 2. Engage in discussions focused on the essential resources to facilitate consideration of business and economic influences for artists engaged in art as a business 	<ol style="list-style-type: none"> 1. Demonstrate and integrate considerations of historical, aesthetic, political, economic, and societal influences art proposals 2. Demonstrate knowledge of business practices used by artists engaged in art as a business 	<ol style="list-style-type: none"> 1. Written artistic proposals 2. Business plans

<p>EFFECTIVE COMMUNICATION</p>	<p>1. Discuss by means of writing and reading development of</p> <ul style="list-style-type: none"> a. thesis proposal b. exhibition proposal c. artist statement d. resume e. exhibition plan f. publicity statement <p>2. Discuss historical & aesthetic influences on own work</p> <p>3. Discuss social & public programs pertaining to</p> <ul style="list-style-type: none"> a. percent for art programs b. artist in schools programs c. artist in residency 	<p>1. Guide the student in preparing appropriate proposals, plans & statements required of an artist engaged in art as a business</p> <ul style="list-style-type: none"> a. engage students in presenting and discussion of professional resources b. guide students in the development of effective understanding, synthesis, discourse and presentation of historical, aesthetic, political, economic, and societal influences on the making of art 	<p>1. Develop research and writing skills to present, and discuss effective proposals, plans and statements required of an artist engaged in art as a business</p> <p>2. Develop skills relevant to the synthesis, discourse and presentation of historical, aesthetic, political, economic, and societal influences on the making of art</p>	<p>1. Written artistic proposals</p> <p>2. Oral presentations</p>
<p>CRITICAL THINKING</p>	<p>1. Discuss and consideration of historical and aesthetic influences on content of an artist's body of work</p>	<p>1. Demonstrate historical, aesthetic, political, economic, and societal influences on the making of art</p>	<p>1. Develop and integrate considerations of historical, aesthetic, political, economic,</p>	<p>1. Written artistic proposals</p>

	<p>2. Discuss business plans & impact of copyrights and legal concerns on your artwork</p> <p>3. Discuss critical reviews and criticism of one's own art work and other artists' works</p> <p>4. Discuss the impact of global influences on the making of art by means of reading, writing and seeing</p> <p>5. Discuss pertinent social & public programs</p> <ul style="list-style-type: none"> a. percent for art programs b. artist in schools programs c. artist in residency 	<p>2. Demonstrate the needed resources to facilitate consideration of business and economic influences upon an artist engaged in art as a business</p>	<p>and societal influences into the thesis proposal</p> <p>2. Demonstrate and identify business and economic influences for artists engaged in art as a business</p>	
INFORMATION LITERACY	<p>1. Discuss research methodologies applied to</p>	<p>1. Demonstrate the needed resources to facilitate investigation</p>	<p>1. Demonstrate the use of published and web based resources to</p>	<p>1. Written artistic proposals</p>

	<ul style="list-style-type: none"> a. thesis topic including historical & aesthetic influences b. resume formats c. local building codes d. studio equipment & upkeep e. contracts f. percent for art programs g. grants and residencies h. internships and employment possibilities i. copyrights & legal concerns j. professional organizations k. photographing art work l. portfolios (slide, digital & online) 	<p>into a variety of issues, topics, and concerns facing the artist engaged in art as a business</p> <p>2. Direct the students in using web based information, guest speakers, and published materials.</p> <p>3. Engage students in the necessary resources for the development of an artists portfolio including online and photographic techniques</p>	<p>develop appropriate plans and proposals required for an artist engaged in art as a business</p>	
<p>QUANTITATIVE PERSPECTIVES</p>	<ul style="list-style-type: none"> 1. Discuss the preparation of exhibition budgets 2. Discuss strategic financial plans for short and long term 	<ul style="list-style-type: none"> 1. Guide the student in the use of appropriate resources necessary to develop and analyze s budgetary and financial issues faced by artists 	<ul style="list-style-type: none"> 1. Demonstrate knowledge of budgetary and financial issues related to artist engaged in art as a business 	<ul style="list-style-type: none"> 1. Written budgetary and financial plans for the artist

	developments 3. Discuss contracts and taxes related to running an art business	engaged in art as a business		
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CHAPTER 10

UNDERGRADUATE PROGRAMS

The Curriculum

Academic Programs

Certificates

Associate Degrees

Baccalaureate Degrees

General University Requirements for

Certificates and Associate Degree Programs

Concurrent Associate Programs

Double Majors

Double Degrees

Second Associate Degree

UAA Students

Transfer Students

Associate of Applied Science Degree

Requirements

General [Course](#) Requirement Classification List

for Associate of Applied Science Degrees

Baccalaureate Degrees

General University Requirements for All

Baccalaureate Degrees

General Education Requirements (GER)

Baccalaureate Degrees

Tier 1: Basic College-Level Skills

Tier 2: Disciplinary Areas

Tier 3: Integrative Capstone

GER Student Outcomes

Petitions for General Education and/or University Requirements

General Education Classification List

Tier 1: Basic College-Level Skills

Tier 2: Disciplinary Areas

Tier 3: Integrative Capstone

Concurrent Baccalaureate Programs

Double Majors

Multiple Degrees

Second Baccalaureate Degree

UAA Students

Transfer Students

Interdisciplinary Baccalaureate Degrees

Undergraduate Program Descriptions

Deleted: Undergraduate

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UNDERGRADUATE PROGRAMS

THE CURRICULUM

The University of Alaska Anchorage provides curricula that offer its students the opportunity to acquire the intellectual skills, habits of minds, and ethical sensibilities necessary to develop into individuals who make informed judgments and interpretations about their community and the broader world, who take full responsibility for their beliefs and actions, who recognize the connection between knowing and acting, and who commit themselves to lifelong learning. The UAA curricula emphasizes that while the acquisition of knowledge is an end in itself, each UAA graduate must enter the world beyond the University fully equipped to live resiliently in a changing world and be willing to apply theories and methodologies to examine and resolve the problems of their own communities, and those of an increasingly diverse and interdependent world.

The University does not prescribe specific courses for all students. It is the responsibility of each student to determine an appropriate program of courses within the framework of their academic program in consultation with an academic advisor. (See Chapter 6, "Advising and Academic Support," for further information.) The requirements for each degree include completion of a minimum number of courses, resident credits, fulfillment of the General University Requirements and the General Education Requirements, and completion of program requirements.

ACADEMIC PROGRAMS

CERTIFICATES

The university offers two types of certificates at the undergraduate level:

- Undergraduate certificates of 30 credits or more offer focused instruction in a concentrated area. They include an equivalent of at least 6 credits of related instruction at the collegiate level in communications, computation and human relations. These certificates provide knowledge and skill development in broad enough areas to prepare students for entry into a variety of career fields. They are particularly appropriate in scientific or technical areas such as health care, computer systems, transportation or industrial technology.
- Occupational Endorsements are certificates requiring 29 or fewer credits to complete. These certificates provide the specialized knowledge and skills needed in specific employment sectors.

Both of these certificate types are noted on transcripts. Coursework used to complete each type may also apply to associate and baccalaureate degrees that the student may pursue.

ASSOCIATE DEGREES

The University of Alaska Anchorage offers two types of associate degrees, both of which require the completion of 60 credits or more:

- Associate of Arts (AA) degrees combine broad studies in the general education areas of written communication, oral communication, humanities,

mathematics, natural sciences, and social sciences, with elective coursework selected by the student. The degree provides broad exposure to systems of thought and inquiry, allows exploration of a variety of disciplines and learning experiences, and provides a solid foundation for further study at the baccalaureate level. The AA degree is administered by the College of Arts and Sciences (CAS). The complete program description is found under the CAS section of this chapter.

- Associate of Applied Science degrees provide applied or specialized studies that are used to satisfy a student's specific educational needs. Many AAS programs prepare students for work in a particular field of employment. Some AAS degrees are designed to provide a foundation for a specific related baccalaureate degree.

Students in these degree programs build knowledge and skills needed to carry out specific tasks while they develop abilities in the essential elements of communications, computation, and human relations.

BACCALAUREATE DEGREES

Baccalaureate, or Bachelor degrees, are organized programs of study that consist of a minimum of 120 credits. In addition to providing extensive preparation in a specific knowledge area, the content and activities found in the baccalaureate degree promote in students the abilities to reason, research, and analyze, and to form, support, and communicate ideas and opinions. Baccalaureate degrees are offered at UAA in over 50 major study areas.

MINORS

A minor is a component of a baccalaureate degree. A minor may only be issued simultaneously with a baccalaureate degree. A minor from UAA consists of a minimum of 18 credits, at least six (6) of which must be upper-division. Students must earn at least three (3) credits in residence in each minor field. They must also earn a UAA cumulative GPA of at least 2.00 (C) in the minor. Students must follow minor requirements from the same catalog used for the baccalaureate program. Refer to each discipline for specific requirements. Students must declare minors no later than the deadline to submit an Application for Graduation.

REGIONAL STUDIES

Regional studies programs offer students opportunities to develop the academic insight, knowledge, and technical skills needed to deal effectively with the far-reaching challenges of contemporary global society. At UAA, regional studies are informed by national developments, international contexts and comparative studies, and their aim is to prepare students to become educated world citizens by providing courses which draw upon the insights of many academic disciplines and by recognizing the cultural diversity that exists within the North Pacific region.

Deleted: <#>Associate degrees are programs of 60 credits or more that combine focused coursework in a major field with broad studies in the general education areas of written communication, oral communication, humanities, mathematics, natural sciences, and social sciences.¶

An Associate of Arts degree provides a broad-based program of studies that may be used to satisfy a student's educational need, or may be used as a basis for transfer into a selected baccalaureate degree field.¶

¶ Associate

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Deleted: a focused curriculum that prepares students for

Deleted: a position

Deleted: work in a particular field of employment, or for a particular type of endeavor. Students in these degree programs build knowledge and skills needed to carry out specific tasks while they develop abilities in the essential elements of communications, computation, and human relations.

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Deleted: Bachelor of Arts and Bachelor of Science degrees are offered in over 40 majors. Other baccalaureate degrees are more directly related to specific disciplines such as the Bachelor of Music, Bachelor of Business Administration or Bachelor of Social Work.

Deleted: are programs

Deleted: will

Deleted: for entry-level positions

Deleted: NON-TRANSCRIPTED CERTIFICATES¶

A Non-Transcribed Certificate documents that an individual has completed a program of formal instruction that may satisfy the training requirement(s) in a code or license regulated field, while not contributing towards either the associate or the baccalaureate degree equivalency.¶

Comment [U1]: Need AA program description in CAS section of catalog. Description should include a GER preamble or something similar that identifies the GER outcomes of the AA degree.

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POST-BACCALAUREATE AND GRADUATE PROGRAMS
Post-Baccalaureate and Graduate certificates and degrees are described in later chapters of this catalog.

GENERAL UNIVERSITY REQUIREMENTS FOR UNDERGRADUATE CERTIFICATES AND ASSOCIATE DEGREE PROGRAMS

General University Requirements have been established for all certificate and associate degree programs at UAA. Students must complete these requirements in addition to specific certificate and major requirements stated in the program section of this catalog.

GENERAL UNIVERSITY REQUIREMENTS FOR UNDERGRADUATE CERTIFICATES

1. Students must be admitted to the program and must complete the certificate program requirements listed in the program section of this chapter.
2. When completing the last half of a certificate program, students must earn at least 50 percent of the credits in residence. For example, in a 30-credit certificate program, at least eight (8) of the last 15 must be resident credits. Additional residency credit requirements, to meet discipline or accreditation standards, may be established.
3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.
4. Students must earn a minimum of 30 credits for an Undergraduate Certificate
5. Students may elect to complete under the requirements of the catalog in effect at the time of formal acceptance to a certificate program or the catalog in effect at the time of graduation.
6. If the requirements for a certificate are not met within five (5) years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students may earn more than one (1) certificate by completing all requirements for each additional program.
8. Undergraduate Certificates must differ by at least (6) credits.

GENERAL UNIVERSITY REQUIREMENTS FOR OCCUPATIONAL ENDORSEMENT CERTIFICATES

1. Students must be admitted to the program and must complete the certificate program requirements listed in the program section of this chapter.
2. Students must complete at least 30% of the program in residence at UAA. Additional residency credit requirements, to meet discipline or accreditation standards, may be established.
3. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. Some certificate programs require higher GPAs.
4. Students must complete at least 3 courses and earn a minimum of (9) credits for an Occupational Endorsement Certificate.
5. Students may elect to complete under the requirements of the catalog in effect at the time of formal acceptance to a certificate program or the catalog in effect at the time of graduation.
6. If the requirements for a certificate are not met within five (5) years of formal acceptance into the program, admission expires

and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance. Program requirements may require completion in less than 5 years.

7. Students may earn more than one (1) certificate by completing all requirements for each additional program.
 8. Occupational Endorsement Certificates must differ by (3) or more credits.
- Note:** Not all Occupational Endorsement Certificates are eligible for federal financial aid.

GENERAL UNIVERSITY REQUIREMENTS FOR ASSOCIATE OF ARTS DEGREES

The following requirements must be met for associate degrees to which students have been admitted:

1. Students must be admitted to the program and must complete the General Education and Degree requirements listed in the program section of this chapter, listed under the College of Arts and Sciences.
2. Students must earn a minimum of 60 credits for an Associate of Arts degree.
3. Students must complete at least 15 credits in residence. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA.
5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to an associate degree program or the catalog in effect at the time of graduation.
6. If the requirements for an associate degree are not met within 5 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. Students must complete a minimum of 60 credits at the 100-level or above, including at least 20 credits at the 200-level or above.
8. No more than 15 military credits can be applied to an Associate of Arts degree.

GENERAL UNIVERSITY REQUIREMENTS FOR ASSOCIATE OF APPLIED SCIENCE DEGREES

The following requirements must be met for Associate Of Applied Science degrees:

1. Students must be admitted to the degree program and complete the General Course Requirements that follow this section.
2. Students must complete the major degree requirements listed in the program section of this chapter. Each program is listed under its offering college.
2. Students must earn a minimum of 60 credits for an AAS degree.
3. Students must complete at least 15 credits in residence. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major. Some associate degree programs may require higher GPAs.

Comment [U6]: We should make sure that certificates are not closely related – like the AET certificates now.

Comment [U2]: Wouldn't this sentence be better included as #1 in the list for both certificates and Associate degrees?

Deleted: them

Deleted: The Associate of Arts degree (AA) is intended to provide general education. Therefore, it includes no major specialty, and students may earn only one AA degree. The Associate of Applied Science (AAS) degree is intended to provide specialized education. Therefore, it does include a major specialty, and students may earn more than one AAS degree.

Deleted: In addition to specific certificate requirements stated in the program section of this catalog, the following requirements must be met in order to obtain a certificate:¶

Deleted: program

Deleted: They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major. Some associate degree programs may require higher GPAs.¶

Deleted: an official transcribed certificate.

Deleted: as specified in the entry-level catalog

Deleted: graduate

Deleted: as specified in the entry-level catalog

Comment [U3]: Do we want a shorter time for the shorter certificates. Currency is an issue. Should each OCC Endorsement have a stated completion time?

Deleted: For an AA degree, s

Deleted: . All courses for an AAS degree must be at the 100-level or above.¶

Comment [U4]: We should make sure that certificates are not closely related – like the AET certificates now.

Comment [U5]: Add? Leave out? Put in Curriculum Handbook?

5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to an associate degree program or the catalog in effect at the time of graduation.
6. If the requirements for an associate degree are not met within 5 years of formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.
7. All courses for an AAS degree must be at the 100-level or above.
8. No more than 15 military credits can be applied to an Associate of Applied Science degree.

ASSOCIATE OF APPLIED SCIENCE DEGREE REQUIREMENTS

In order to receive an Associate of Applied Science Degree, students must be admitted to the program and must satisfy:

1. **General University Requirements** for Associate of Applied Science Degrees;
2. **General Course Requirements** for Associate of Applied Science degrees in Oral and Written Communications. (see below).

Advising note for AAS students who plan to pursue a 4-year degree: AAS students who intend to pursue a baccalaureate degree should consult a faculty or academic advisor for appropriate course selections.

- A. Oral Communication Skills** 3
 COMM A111 Fundamentals of Oral Communication
 COMM A235 Small Group Communication
 COMM A237 Interpersonal Communication
 COMM A241 Public Speaking
- B. Written Communication Skills** 6
 ENGL A111 Methods of Written Communication and one of the following:
 CIOS A260A Business Communications
 ENGL A211 Academic Writing About Literature
 ENGL A212 Technical Writing
 ENGL A213 Writing in the Social and Natural Sciences
 ENGL A214 Persuasive Writing

3. **General Course Requirements in designated disciplines** 6
 Choose Humanities*, Math, Natural Sciences, or Social Sciences courses from the General Course Requirement Classification List for Associate of Applied Science Degrees (see below.)

Courses chosen must be at or above the 100-level.
 *Any English course used to satisfy the Humanities general requirement must be different from the Written Communications Skills requirement and have a course number higher than ENGL A111.

4. **Degree-Specific Requirements** Varies
 (See Degree Programs under each college in this chapter)

5. **Electives** Varies
 Total Minimum Credits 60
 All courses must be at the 100-level or above.

GENERAL COURSE REQUIREMENT CLASSIFICATION LIST FOR ASSOCIATE OF APPLIED SCIENCE DEGREES

These general course requirements are designed to ensure that all students graduating with AAS degrees have demonstrated fundamental written and oral communication skills and have successfully performed at the collegiate level in at least one of the listed discipline areas (Humanities, Natural Science, Mathematics or Social Science). The design of AAS degrees, like that of undergraduate certificates, ensures further that students gain some proficiency in essential skills of communication, computation and human relations. In the absence of specific required courses in these areas, the degrees address these topics in the major requirements and measure student performance in those classes.

Humanities

- [Alaska Native Studies](#)
- [American Sign Language](#)
- [Art](#)
- [Chinese](#)
- [Communication](#)
- [Creative Writing and Literary Arts](#)
- [Dance](#)
- [English*](#)
- [French](#)
- [German](#)
- [History](#)
- [Humanities](#)
- [Italian](#)
- [Japanese](#)
- [Journalism & Public Communications](#)
(JPC A215 and A367 only)
- [Korean](#)
- [Languages](#)
- [Latin](#)
- [Liberal Studies Integrated Core](#)
- [Linguistics](#)
- [Music](#)
- [Philosophy](#)
- [Political Science \(PS A331, A332, and A333 only\)](#)
- [Russian](#)
- [Spanish](#)
- [Theatre](#)
- [Women's Studies](#)

*Any English course may be used to satisfy the Humanities general requirement, but must be different from the written communications requirement and have a course number higher than ENGL A111.

Mathematics and Natural Sciences

- [Anthropology \(ANTH A205 only\)](#)
- [Applied Statistics](#)
- [Astronomy](#)
- [Biological Sciences](#)
- [Chemistry](#)
- [Computer Science](#)
- [Environmental Studies \(ENVI A202 only\)](#)
- [Geography \(GEOG A205 and A205L only\)](#)
- [Geology](#)
- [Liberal Studies Integrated Science](#)

Comment [U7]: This needs a correlated addition to the Curriculum Handbook so that the accreditation requirements are not a surprise to those developing new programs.

Deleted: ¶ CONCURRENT ASSOCIATE PROGRAMS¶ DOUBLE MAJORS¶

Associate of Applied Science degree-seeking students may apply to graduate (during the same semester) with two majors, providing the degree program is the same for each major. For example, a student may select two areas from the approved majors within the Associate of Applied Science degree program (such as Welding and Automotive Technology).¶

¶ Students must apply and be accepted into each major program. Students may request a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major degree process. Forms are available from Enrollment Services.¶

¶ Students must satisfy the General University Requirements, the General Education Requirements, and both sets of major requirements.¶

¶ Students must satisfy the catalog requirements in effect at the time of acceptance into the major(s) or the catalog requirements in effect at the time of graduation.¶

¶ A double major is not applicable to the Associate of Arts Degree.¶

¶ DOUBLE DEGREES¶

Associate degree-seeking students may graduate (during the same semester) with two degrees provided they have applied to and been accepted in both degree programs. An Associate of Applied Science and Associate of Arts is an example of a double degree.¶ Students must submit a separate application for admission for each degree they expect to receive. Admission forms are available from Enrollment Services.¶

¶ Associate degree-seeking students must complete the General University Requirements, the General Education Requirements for their primary program, the requirements for both major programs, and at least 12 resident credits beyond the total number of credits required for the primary degree.¶

... [1]

Deleted: ¶ All courses must be at the 100-level or above.¶
1

Deleted: Course

Mathematics
Philosophy (PHIL A101 only)
Physics

Social Sciences

Anthropology
Business Administration (BA A151 only)
Counseling
Economics
Environmental Studies (ENVI A202 only)
Geography (except GEOG A205 and A205L)
Guidance
Health Sciences (HS A220 only)
History
Human Services (HUMS A106 only)
International Studies
Journalism and Public Communications (JPC A101 only)
Justice (JUST A110 and A330 only)
Liberal Studies Social Sciences
Paralegal Studies (PARL A101 only)
Political Science
Psychology
Social Work (SWK A106 and A243)
Sociology
Women's Studies

Multiple DEGREES or Concurrent Majors

Associate degree-seeking students may graduate (during the same semester) with two degrees provided they have applied to and been accepted in both degree programs (An Associate of Applied Science and Associate of Arts is an example)

Students must submit a separate application for admission for each degree they expect to receive. Admission forms are available from Enrollment Services.

Students seeking a second Associate degree must be admitted to the program and must complete the General University Requirements, the General Course Requirements for their primary program, the General Education Requirements (for the AA degree), the major or degree requirements for both programs, and at least 12 resident credits beyond the total number of credits required for the primary degree.

Students must satisfy the catalog requirements in effect at the time of acceptance into the degree program(s) or the catalog requirements in effect at the time of graduation.

DOUBLE MAJORS for AAS programs

The Associate of Arts degree (AA) is intended to provide general education. Therefore, it includes no major specialty, and students may earn only one AA degree. The Associate of Applied Science (AAS) degree is intended to provide specialized education. Therefore, it does include a major specialty, and students may earn more than one AAS degree.

Associate of Applied Science degree-seeking students may apply to graduate (during the same semester) with two majors. For example, a student may select two areas from the approved

major within the Associate of Applied Science degree program (such as Welding and Automotive Technology).

Students must apply and be accepted into each major program. Students may request a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major degree process. Forms are available from Enrollment Services.

Students must satisfy the General University Requirements, the General Course Requirements, and both sets of major requirements.

Students must satisfy the catalog requirements in effect at the time of acceptance into the major(s) or the catalog requirements in effect at the time of graduation.

A double major is not applicable to the Associate of Arts Degree.

SECOND ASSOCIATE DEGREE

The Associate of Arts degree is intended to provide students with the education necessary to undertake baccalaureate degree work. Due to its general intent, only one Associate of Arts degree may be earned per student.

Students who have received an Associate of Applied Science degree from UAA and who want to obtain another Associate of Applied Science degree must:

1. Meet admission requirements.
2. Complete at least 12 resident credits beyond the previous associate degree(s).
3. Complete the Major Program Requirements for the second degree.
4. Maintain a cumulative GPA of at least 2.00 (C) at UAA in order to graduate. Some programs may require a higher GPA in the major.

TRANSFER STUDENTS

Students who have received a baccalaureate degree from another regionally accredited college or university and who want to obtain an associate degree from UAA must:

1. Meet program admission requirements.
2. Complete the General University Requirements but not the General Education or General Course Requirements.
3. Complete the Major Program Requirements.

BACCALAUREATE DEGREES

THE ACADEMIC MAJOR

Baccalaureate degree-seeking students select a major discipline which reflects their interests, academic talents and professional goals, and in consultation with academic advisors declare themselves to be majors in the selected discipline. Students select courses within the declared discipline, which in combination with other successfully completed University requirements, lead to a UAA baccalaureate degree. Students may declare a major, a double major, and/or an interdisciplinary

Comment [U8]: This is part of the Second Associate Degree discussion.

Deleted: GENERAL REQUIREMENT COURSE¶ CLASSIFICATION LIST FOR ASSOCIATE OF APPLIED SCIENCE DEGREES¶

Humanities¶
Alaska Native Studies¶
American Sign Language¶
Art¶
Chinese¶
Communication¶
Creative Writing and Literary Arts¶
Dance¶
English*¶
French¶
German¶
History¶
Humanities¶
Italian¶
Japanese¶
Journalism & Public Communications¶ (JPC A215 and A367 only)¶
Korean¶
Languages¶
Latin¶
Liberal Studies Integrated Core¶
Linguistics¶
Music¶
Philosophy¶
Political Science (PS A331, A332, and A333 only)¶
Russian¶
Spanish¶
Theatre¶
Women's Studies

Deleted: *

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Deleted: *History and Women's Studies may be used for either Humanities or Social Sciences credit, but not for both.¶
*

Deleted: *Any English course may be used to satisfy the Humanities general requirement, but must be different from the written communications requirement and have a course number higher than ENGL A111.¶

¶ Mathematics and Natural Sciences¶

Anthropology (ANTH A205 only)¶
Applied Statistics¶
Astronomy¶
Biological Sciences¶
Chemistry¶
Computer Science¶
Environmental Studies (ENVI A202 only)¶
Geography (GEOG A205 and A205L only)¶

... [2]

Deleted: *History and Women's Studies may be used for either Humanities or Social Sciences credit, but not for both.¶

major. The requirements for completing specific majors are presented in detail in the section describing the programs offered by each department.

Interdisciplinary majors are described below. Students may declare their majors at any time during their academic careers but should do so before registering for courses for the junior year or applying to participate in off-campus study programs. Some departments have courses that must be passed, or standards that must be met before a student will be accepted as a major. Students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests.

Students may change their majors after consultation with the relevant departments. Declaration of major is a formal process which requires the appropriate forms and signatures. Students must follow established UAA procedures for declaring a major and for changing a major or degree.

BACCALAUREATE DEGREE REQUIREMENTS

To receive a baccalaureate degree from UAA, students [must be admitted to the program and](#) must satisfy:

- General University Requirements;
- General Education Requirements;
- School/College Requirements, if applicable; and
- Major Program Requirements.

For General Education Requirements, refer to the “General Education Requirements (GER) for Baccalaureate Degrees” section of this chapter. For School/College and Major Program Requirements, refer to the appropriate school or college section of this catalog.

GENERAL UNIVERSITY REQUIREMENTS FOR ALL BACCALAUREATE DEGREES

1. Students must earn at least 120 credits at the 100 level and above. Some degree programs require completion of additional credits.
2. Students must earn at least 42 upper-division credits, including 24 upper-division credits in residence. Some degree programs require completion of additional upper division credits.
3. Students must earn at least 30 credits in residence. In addition, transfer students must earn in residence at least 12 credits in each major field and, where applicable, at least three (3) credits in each minor field. Additional residency credit requirements, to meet program accreditation standards, may be established.
4. Students must earn a cumulative GPA of at least 2.00 (C) at UAA. They must also earn a cumulative GPA of at least 2.00 (C) in all courses required for each major and each minor. Some degree programs may require higher GPAs.
5. Students may elect to graduate under the requirements of the catalog in effect at the time of formal acceptance to a baccalaureate degree program or the catalog in effect at the time of graduation.
6. If the requirements for a baccalaureate degree, as specified in the entry-level catalog, are not met within seven (7) years of

formal acceptance into the program, admission expires and the student must reapply for admission and meet the admission and graduation requirements in effect at the time of formal acceptance.

7. Students must follow established UAA procedures for declaring a major and for changing a major or degree. Students who change their major or degree must satisfy the catalog requirements for the new major or degree in effect at the time of the change.

8. No more than 30 military credits can be applied to a baccalaureate degree.

GENERAL EDUCATION REQUIREMENTS (GER) FOR BACCALAUREATE DEGREES

PREAMBLE

The GER provides students with a common educational experience in order to (1) provide a foundation for further study and (2) broaden the educational experience of every degree-seeking student. It is designed to promote an elevation of the student's level in basic college-level skills (Tier 1), a breadth of exposure to traditional academic disciplines (Tier 2), and experience in applying his/her education in understanding and responding to the evolving state of knowledge and the world in the 21st Century (Tier 3).

Tier 1: Basic College-Level Skills 12 credits

The UAA GER begins with Basic College-Level Skills enhancement in written communication, oral communication, and quantitative skills:

- Courses in Written Communication and Oral Communication develop the critical reading, thinking, and communication skills (writing, speaking, and listening) necessary for personal and professional success.
- Courses in Quantitative Skills foster the analytical and mathematical abilities necessary for success in undergraduate study and professional life. Baccalaureate students are required to complete the 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits. Students may select approved Basic College-Level Skills, which may also fulfill requirements in their intended major. Faculty in English, Communication, and Mathematics provide placement criteria (which may require the completion of preparatory coursework).

Tier 2: Disciplinary Areas 22 credits

The GER continues with courses in four required disciplinary areas categorized by course content and academic discipline that are designed to guarantee a breadth of academic experience. These are Fine Arts, Humanities, Natural Science, and Social Science:

- Courses in the Fine Arts examine the historical, aesthetic, critical, and creative aspects of art.
- Courses in the Humanities consider the cultural, historical, literary, aesthetic, ethical, and spiritual traditions shaping the contemporary world.
- Courses in Natural Science present theoretical and descriptive approaches to understanding the natural and physical worlds. Lab courses in the Natural Sciences emphasize gathering data and analyzing hypotheses according to the scientific method.
- Courses in the Social Sciences explore insights about individuals, groups, and cultures derived from empirical methodologies.

Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).

Tier 3: Integrative Capstone 3 credits

For Baccalaureate students, the GER concludes with an Integrative Capstone, which demonstrates student integration of

GER disciplines and skills. Tier 3 (Integrative Capstone) courses may be taken only after the student has completed all Tier 1 (Basic College-Level Skills) requirements.

GER Advising Note: All students should consult a faculty or academic advisor for appropriate course selections.

- Baccalaureate students are required to complete 12 credits of Basic College-Level Skills (Oral, Written, and Quantitative) before completing 60 total degree applicable credits.
- *The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*
- Each of the eight General Education Classifications has a list of approved courses (see the General Education Classification List). Only courses from the GER Classification List may be used to satisfy a distribution area requirement.
- Courses used to satisfy distribution area requirements in General Education may also be used to satisfy School/College requirements and/or Degree/Program requirements, but no course may be counted in more than one General Education category.
- Courses ending with numbers _93 or _94 cannot satisfy a GER, and UAA courses not on the approved GER Classification List cannot be petitioned to meet a GER.

Comment [U9]: Need to clarify what is being integrated.

Deleted: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation beginning in the 2008-2009 academic year for baccalaureate students entering under this 2005-2006 UAA Catalog or later.¶

GER STUDENT OUTCOMES

After completing the General Education Requirement, UAA students shall be able to:

1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

PETITIONS FOR GENERAL EDUCATION AND/OR UNIVERSITY REQUIREMENTS

Petitions pertaining to general education requirements and/or general university requirements must be processed through the Office of Academic Affairs, with final authority to deny or approve resting with the Provost. After the petition has received final approval or denial, a copy reflecting that decision will be returned to the student and advisor. Changes in course level, grading, or number of credits awarded are not petitionable. UAA courses not on the approved baccalaureate General Education

Deleted: beginning in the 2008-2009 academic year for baccalaureate students entering under this 2005-2006 UAA Catalog or later.

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Requirements (GER) list cannot be petitioned to meet a GER. For more information, see Academic Petition section in chapter 7 of this catalog.

GENERAL EDUCATION CLASSIFICATION LIST

Courses listed here as satisfying a General Education Requirement are also identified in the course description area of the catalog.

TIER 1: BASIC COLLEGE-LEVEL SKILLS

Classification	Credits
1. Oral Communication Skills	3

Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in orally communicating ideas in an organized fashion through instruction accompanied by practice.

Courses completed at UAA must be selected from the following:

COMM A111 Fundamentals of Oral Communication
 COMM A235 Small Group Communication
 COMM A237 Interpersonal Communication
 COMM A241 Public Speaking

2. Quantitative Skills	3
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Courses that fulfill this requirement are those which emphasize the development and application of quantitative problem-solving skills as well as skills in the manipulation and/or evaluation of quantitative data.

Courses completed at UAA must be selected from the following:

AS A252 Elementary Statistics
 AS A253 Applied Statistics for the Sciences
 AS A307 Probability
 MATH A107 College Algebra
 MATH A108 Trigonometry
 MATH A109 Precalculus
 MATH A172 Applied Finite Mathematics
 MATH A200 Calculus I
 MATH A201 Calculus II
 MATH A272 Applied Calculus

3. Written Communication Skills	6
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Courses that fulfill this requirement are those which emphasize the acquisition of English language skills in organizing and communicating ideas and information through expository writing.

Courses completed at UAA must be selected from the following:

ENGL A111 Methods of Written Communication
 ENGL A211 Academic Writing About Literature
 ENGL A212 Technical Writing
 ENGL A213 Writing in the Social & Natural Sciences
 ENGL A214 Persuasive Writing
 ENGL A311 Advanced Composition
 ENGL A312 Advanced Technical Writing
 ENGL A414 Research Writing

TIER 2: DISCIPLINARY AREAS

4. Fine Arts**	3
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Courses that fulfill this requirement are those that provide the student with an introduction to the fine arts (visual arts and performing arts) as academic disciplines as opposed to those that emphasize acquisition of skills.

**Note: Music Majors must select courses outside the major.

Courses completed at UAA must be selected from the following:

ART A160 Art Appreciation

Classification	Credits
ART A261 History of World Art I	
ART A262 History of World Art II	
ART A367 History of Photography	
DNCE A170 Dance Appreciation	
JPC A367 History of Photography	
MUS A121 Music Appreciation*	
MUS A221 History of Music I*	
MUS A222 History of Music II*	
THR A111 Introduction to the Theatre	
THR A311 Representative Plays I	
THR A312 Representative Plays II	
THR A411 History of the Theatre I	
THR A412 History of the Theatre II	
5. Humanities* (outside the major)	6

Courses that fulfill this requirement are those which introduce the student to the humanistic fields of language, arts, literature, history and philosophy within the context of their traditions.

*Note: History and Women's Studies may be applied to either the Humanities or the Social Sciences requirements but not to both. The student may not count one or more history course toward one requirement and an additional history course or courses toward the other.

Courses completed at UAA must be selected from the following:

AKNS A101 Alaska Native Languages I
 AKNS A102 Alaska Native Languages II
 AKNS A201 Native Perspectives
 ART A261 History of World Art I
 ART A262 History of World Art II
 ART A367 History of Photography
 ASL A101 Elementary American Sign Language I
 ASL A102 Elementary American Sign Language II
 ASL A201 Intermediate American Sign Language I
 ASL A202 Intermediate American Sign Language II
 CHIN A101 Elementary Chinese I
 CHIN A102 Elementary Chinese II
 ENGL A121 Introduction to Literature
 ENGL A201 Masterpieces of World Literature I
 ENGL A202 Masterpieces of World Literature II
 ENGL A301 Literature of Britain I
 ENGL A302 Literature of Britain II
 ENGL A305 Topics in National Literatures
 ENGL A306 Literature of the United States I
 ENGL A307 Literature of the United States II
 ENGL A310 Ancient Literature
 ENGL A383 Film Interpretation
 ENGL A445 Alaska Native Literatures
 FREN A101 Elementary French I
 FREN A102 Elementary French II
 FREN A201 Intermediate French I
 FREN A202 Intermediate French II
 GER A101 Elementary German I
 GER A102 Elementary German II
 GER A201 Intermediate German I
 GER A202 Intermediate German II
 HIST A101 Western Civilization I
 HIST A102 Western Civilization II

HIST A121 East Asian Civilization I
 HIST A122 East Asian Civilization II
 HIST A131 History of United States I
 HIST A132 History of United States II
 HIST A341 History of Alaska

Classification

Humanities, continued
 HUM A211 Introduction to Humanities I
 HUM A212 Introduction to Humanities II
 HUM A250 Myths and Contemporary Culture
 ITAL A101 Elementary Italian I
 ITAL A102 Elementary Italian II
 JPC A215 History of Mass Communication
 JPC A367 History of Photography
 JPN A101 Elementary Japanese I
 JPN A102 Elementary Japanese II
 JPN A201 Intermediate Japanese I
 JPN A202 Intermediate Japanese II
 KOR A101 Elementary Korean I
 KOR A102 Elementary Korean II
 LAT A101 Elementary Latin I
 LAT A102 Elementary Latin II
 LING A101 The Nature of Language
 MUS A221 History of Music I
 MUS A222 History of Music II
 PHIL A101 Introduction to Logic
 PHIL A201 Introduction to Philosophy
 PHIL A211 History of Philosophy I
 PHIL A212 History of Philosophy II
 PHIL A301 Ethics
 PHIL A313B Eastern Philosophy and Religion
 PHILA314 Western Religion
 PS A331 Political Philosophy
 PS A332 History of Political Philosophy I: Classical
 PS A333 History of Political Philosophy II: Modern
 RUSS A101 Elementary Russian I
 RUSS A102 Elementary Russian II
 RUSS A201 Intermediate Russian I
 RUSS A202 Intermediate Russian II
 SPAN A101 Elementary Spanish I
 SPAN A102 Elementary Spanish II
 SPAN A201 Intermediate Spanish I
 SPAN A202 Intermediate Spanish II
 THR A311 Representative Plays I
 THR A312 Representative Plays II
 THR A411 History of the Theatre I
 THR A412 History of the Theatre II
 WS A200 Introduction to Women's Studies

Credits
 6

6. Natural Sciences (must include a laboratory course) 7

Courses that fulfill this requirement are those that provide the student with broad exposure and include general introduction to the theory, methods, and disciplines of the natural sciences.

Courses completed at UAA must be selected from the following:

ASTR A103 Introductory Astronomy I
 ASTR A104 Introductory Astronomy II
 BIOL A102 Introductory Biology
 BIOL A103 Introductory Biology Laboratory
 BIOL A111 Human Anatomy and Physiology I
 BIOL A112 Human Anatomy and Physiology II
 BIOL A115 Fundamentals of Biology I
 BIOL A116 Fundamentals of Biology II
 BIOL A178 Fundamentals of Oceanography
 BIOL A179 Fundamentals of Oceanography Lab
 CHEM A103/L Survey of Chemistry

CHEM A104/L Introduction to Organic Chemistry and Biochemistry
 CHEM A105/L General Chemistry I
 CHEM A106/L General Chemistry II
 ENVI A202 Earth as an Ecosystem: Introduction to Environmental Science
 GEOG A205/L Elements of Physical Geography
 GEOL A111 Physical Geology
 GEOL A221 Historical Geology
 GEOL A115/L Environmental Geology
 GEOL A178 Fundamentals of Oceanography
 GEOL A179 Fundamentals of Oceanography Lab
 LSIS A101 Discoveries in Science
 LSIS A102 Origins: Earth-Solar Systems-Life
 LSIS A201 Life on Earth
 LSIS A202 Concepts and Processes: Natural Sciences
 PHYS A101 Physics for Poets
 PHYS A123/L Basic Physics I
 PHYS A124/L Basic Physics II
 PHYS A211/L General Physics I
 PHYS A212/L General Physics II

7. Social Sciences* 6

(outside the major; from 2 different disciplines)

Courses that fulfill this requirement are broad survey courses which provide the student with exposure to the theory, methods, and data of the social sciences.

**Note:* History and Women's Studies may be applied to either the Humanities or the Social Sciences requirement but not to both. The student may not count one or more history courses toward one requirement and an additional history course or courses toward the other.

Courses completed at UAA must be selected from the following:

ANTH A101 Introduction to Anthropology
 ANTH A200 Natives of Alaska
 ANTH A202 Cultural Anthropology
 ANTH A250 The Rise of Civilization
 BA A151 Introduction to Business
 ECON A201 Principles of Macroeconomics
 ECON A202 Principles of Microeconomics
 ENVI A201 Living on Earth: Introduction to Environmental Studies
 GEOG A101 Introduction to Geography
 HIST A101 Western Civilization I
 HIST A102 Western Civilization II
 HIST A121 East Asian Civilization I
 HIST A122 East Asian Civilization II
 HIST A131 History of United States I
 HIST A132 History of United States II
 HIST A341 History of Alaska
 HS A220 Core Concepts in the Health Sciences
 HUMS A106 Introduction to Social Welfare
 INTL A301 Canada: Introductory Survey
 JPC A101 Introduction to Mass Communication
 JUST A110 Introduction to Justice
 JUST A330 Justice and Society
 PARL A101 Introduction to Law
 PS A101 Introduction to American Government
 PS A102 Introduction to Political Science
 PS A311 Comparative Politics
 PS A351 Political Sociology
 PSY A111 General Psychology
 PSY A150 Life Span Development
 SOC A101 Introduction to Sociology
 SOC A201 Social Problems and Solutions

SOC A202 The Social Organization of Society
 SOC A222 Small and Rural Communities
 SOC A342 Sexual, Marital and Family Lifestyles
 SOC A351 Political Sociology
 SWK A106 Introduction to Social Welfare
 SWK A243 Cultural Diversity and Community Services
 WS A200 Introduction to Women's Studies

TIER 3: INTEGRATIVE CAPSTONE

Classification Credits

8. Integrative Capstone*** 3

Courses from across the University that fulfill this requirement are those that require the student to demonstrate knowledge integration using GER skills (Tier 1), across GER disciplines (Tier 2).

HIST A390A Themes in World History
 HNRS A490 Senior Honors Seminar
 MATH A420 History of Mathematics
 MEDT A302 Clinical Laboratory Education and Management
 NS A411 Health II: Nursing Therapeutics
 PEP A384 Cultural and Psychological Aspects of Health and Physical Activity
 PSY A370 Biological Psychology
 SWK A431 Social Work Practice IV

See Class Schedule for additional Integrative Capstone courses.

*** *Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation after September 2008 for baccalaureate students who were admitted to major or pre-major status under the 2005-2006 UAA Catalog or later catalogs. (For specifics on catalog year requirements, see chapter 7, Academic Standards and Regulations, Related Undergraduate Admissions Policies).*

CONCURRENT BACCALAUREATE

PROGRAMS

DOUBLE MAJORS

Baccalaureate degree-seeking students may graduate (during the same semester) with two majors, provided they have applied for and been accepted in each degree program and that the degree is the same for each major. For example, a student may select two areas from the approved majors within a Bachelor of Arts degree program (such as History and Justice). Students must apply for and be accepted into each major. Students may declare a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major/Degree process. Forms are available from Enrollment Services. Students must satisfy the General University Requirements, the General Education Requirements for the primary program, both sets of School/College Requirements, if applicable, and Major Program Requirements. Students must satisfy the catalog requirements in effect at the time of acceptance into the major(s) or the catalog requirements in effect at the time of graduation.

MULTIPLE DEGREES

Baccalaureate degree-seeking students may graduate (during the same semester) with multiple degrees provided they have applied for and been accepted in each degree program. Students must submit a separate application for admission and application for graduation for each degree they expect to complete. Forms are available at Enrollment Services. Students must satisfy the

catalog requirements in effect at the time of acceptance into the degree program(s) or the catalog requirements in effect at the time of graduation. Baccalaureate degree-seeking students must complete the General University Requirements, the General Education Requirements, School/College Requirements, if applicable, all Major Program Requirements, and at least 24 resident credits beyond each degree completed (i.e., if the first degree requires a total of 120 credits, the second requires at least 144 total credits, and the third requires at least 168 total credits, etc.).

SECOND BACCALAUREATE DEGREE

UAA STUDENTS

Students who have received a baccalaureate degree from UAA, who return and want to obtain another baccalaureate degree must:

1. Meet admission requirements.
2. Complete at least 24 resident credits beyond the last baccalaureate degree(s) awarded.
3. Complete the School/College Requirements, if applicable, and the Major Program Requirements, including any resident and/or upper-division requirements, for the second degree.
4. Maintain a cumulative GPA of at least 2.00 (C) at UAA in order to graduate. Some programs may require a higher GPA in the major.

TRANSFER STUDENTS

Students who have received a baccalaureate degree from another regionally accredited college or university and who want to obtain a baccalaureate degree from UAA must:

1. Meet admission requirements.
2. Complete the General University Requirements but not the General Education Requirements.
3. Complete all School/College Requirements, if applicable, and the Major Program Requirements.

INTERDISCIPLINARY BACCALAUREATE DEGREES

Upon completing at least 15 UAA credits, a student may develop an interdisciplinary BA or BS degree program. The proposed program must differ significantly from established degree programs and must not be a substitute for a regular degree program. Interdisciplinary degree programs are not transferable to other University of Alaska campuses.

To receive a baccalaureate degree in Interdisciplinary Studies from UAA, the student must meet General University Requirements, General Education Requirements, and School/College Requirements as applicable. Major Program Requirements are established in the interdisciplinary program plan developed by the student in consultation with an advisory committee.

An interdisciplinary baccalaureate program proceeds as follows:
 1. The student develops a proposal specifying the degree (BA or BS), title, and program content, including recommendations for courses to meet General Education Requirements and School/College Requirements as applicable.

Comment [U10]: Need to clarify what is being integrated.

Deleted: *Note: The 37-credit General Education Requirement, including the 3-credit Integrative Capstone, is required for graduation beginning in the 2008-2009 academic year for baccalaureate students entering under this 2005-2006 UAA Catalog or later.*

2. The student obtains an advisory committee of at least three faculty members from the appropriate academic disciplines. If the interdisciplinary degree program involves more than one school or college, the committee must include a faculty member from each.
3. The student obtains the assistance of one faculty member to chair the advisory committee and serve as the interdisciplinary degree program director.
4. The student presents the proposal for committee review and approval. If the committee supports the proposal, it is forwarded to the appropriate academic Dean(s) or Director(s).
5. The Dean(s) or Director(s) review(s) the proposal, committee membership, and recommendation for degree program director. If the Dean(s) or Director(s) approves the interdisciplinary degree program and committee structure, the degree program plan is forwarded to Enrollment Services.
6. If changes are necessary in the degree program plan, they must have written approval of the advisory committee and appropriate Dean(s) or Director(s).
7. The student works with the advisory committee and Enrollment Services to insure that all degree requirements are met.

UNIVERSITY HONORS PROGRAM

<http://honors.uaa.alaska.edu>

Academic Affairs, Business Education Building (BEB), Room 119, (907) 786-1086

The University Honors Program is designed to provide enhanced educational opportunities for outstanding UAA students, leading to a designation of "University Honors Scholar" upon graduation. The Honors Program is interdisciplinary and university-wide. Honors students may pursue any major and minor they wish at the University, and core Honors courses will satisfy General Education Requirements.

University Honors offers smaller classes with excellent faculty, guided individual research, personalized academic advising and mentoring, special leadership and internship opportunities, community involvement, and enhanced scholarship prospects. Honors courses will approach the course subject matter with more intensity and rigor than is demanded of typical courses. Students will also participate in a range of honors activities together, designed to enhance intellectual and personal opportunities.

Intensive advising by program faculty and staff is an important element of the program, and Honors students are required to meet regularly with advisors.

There are two ways to earn University Honors: completion of the Honors Program requirements, and completion of an additional curriculum in democratic institutions and leadership. This intensive curriculum in democratic institutions and leadership is called the "Forty-Ninth State Fellows Program." Focusing on politics, history, and Alaska, it consists of selected courses, weekly tutorials, and extracurricular activities. A limited number of students are admitted to the Honors Program and the Forty-Ninth State Fellows Program each year. Students typically apply prior to their freshman year to begin the program as they start their studies at UAA.

In addition to the University Honors Program, several departments at UAA offer departmental honors options. Students may complete both University and departmental honors requirements with dual designations upon graduation, and in some cases departmental honors courses may be substituted for one or more University Honors Program requirements. In addition, students pursuing only departmental honors may enroll in some University Honors Program courses with permission of the University Honors Program Director, and on a space available basis.

ADMISSION TO THE UNIVERSITY HONORS PROGRAM

1. Admission to the University Honors Program is limited to baccalaureate degree seeking students. Admission is separate from and in addition to general UAA admission requirements.
2. Students must submit a completed University Honors Program application, including supporting documents, to the Program Office (BEB 119).

Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) university transcripts and GPA for transfer students, (3) an essay on personal goals, and (4) a completed reference form from two previous teachers (either high school or college). Application packets may be obtained from the University Honors Program office.

3. In general, students applying to the University Honors Program from high school or transferring into the program with previous college-level work must have at least a 3.0 GPA, and show strong evidence of ability to reach and maintain a 3.5 GPA level at UAA within a reasonable time. However, the initial GPA entrance requirement should be interpreted as a general guideline, and not as an absolute criterion; all students who believe that they can succeed and benefit in an honors program are encouraged to apply.

4. Admission to the University Honors Program will be determined by the Honors Program Admission Committee. Admission is based on an overall evaluation of the student's probability of success in the Program, and not on any single criterion or formula. The Committee may ask the applicant for additional information and/or suggest an interview. Applicants will be ranked, and admitted on a space-available basis. In some cases the Committee may initially grant conditional admission, which will be changed to formal admission if the student demonstrates ability to do honors work.

REQUIREMENTS TO GRADUATE AS A "UNIVERSITY HONORS SCHOLAR"

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog. Students enrolled in the University Honors Program who successfully complete the Core Honors Requirements listed in section 2 below may apply three credits toward satisfying the General Education requirement in the humanities and three credits toward satisfying the General Education requirement in the social sciences.

2. Students must complete the following University Honors Program Curriculum requirements with a grade of "C" or higher:

Core Honors Requirements:

HNRS A192 Honors Seminar: Enduring Books 3
HNRS A292 Honors Seminar in Social Science 3
HNRS A310 Community Service: Theory and Practice 3

Upper-division Honors Requirements:

HNRS A392 Honors Thesis Seminar 1
and one of the following options to total 6 credits 6

A. HNRS A490 Senior Honors Seminar

(6 credits over two semesters)

or

B. A course proposed by the student, and approved by the Honors Program Director (3 credits minimum; may be an existing course or independent study)

and

Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

C. An upper-division course listed in the catalog as a specific departmental honors requirement (3 credits minimum)

and

Senior thesis or project (3 credits minimum; either departmental thesis/project, or HNRS A499 Honors Thesis)

or

D. Six-credit thesis/project (either departmental thesis/project, or HNRS A499 Honors Thesis).

Total University Honors Program credits required

(9 core + 7 upper-division): 16

3. Students must have earned a cumulative grade point average of 3.5 or higher, as defined under "Graduation with Honors" in Chapter 7 of this catalog.

4. As part of the advising/mentoring process, Honors students' progress will be evaluated every semester. Students whose performance indicates potential difficulties in meeting the Honors graduation requirements will be counseled on how to correct these difficulties, but if performance improvements do not result, the student may be removed from the Program.

FORTY-NINTH STATE FELLOWS PROGRAM

This option within the University Honors Program offers a limited number of students the opportunity for an intensive, intellectually challenging four-year undergraduate program to develop new Alaskan leaders. Forty-Ninth State Fellows study the roots of liberty in Western civilization, the founding and development of American political institutions, and the challenges of self-government in Alaska, to become knowledgeable about American and Alaskan history, politics, and cultural diversity, and familiar with the application of leadership skills and ideas.

In addition to their common curriculum, Forty-Ninth State Fellows enjoy many activities together, including opportunities for summer internships, membership in civic organizations, lectures and colloquia, weekly tutorials, and special events. Intensive advising by program faculty and staff is an important element of the option, and Fellows are required to meet regularly with advisors.

Forty-Ninth State Fellows may pursue any major they wish at the University. They take selected courses together in economics, history, and political science, as well as the required courses for the University Honors Program. Many of these courses satisfy General Education requirements (GER) at UAA and/or requirements for those pursuing degrees in the College of Arts and Sciences. Students admitted to study as Forty-Ninth State Fellows receive the designation "Forty-Ninth State University Honors Scholar" on their transcripts upon successful completion of the option requirements.

ADMISSION TO THE FORTY-NINTH STATE FELLOWS PROGRAM

1. Admission to the Forty-Ninth State Fellows Program is limited each year to a small group of baccalaureate degree seeking students. At the time of application, students are considered for admission to both the University Honors Program and the Forty-Ninth State Fellows Program. Students should meet the general criteria for admission to University Honors (Admission to University Honors Program #3).

2. Students must submit a completed Forty-Ninth State Fellows Program application, including supporting documents, to the University Honors Program Office (BEB 119). Supporting documents include (1) high school transcripts and SAT or ACT scores for incoming freshmen, (2) high school and university transcripts and GPA for transfer students, (3) a letter of

application explaining their background and interests, and why they want to be Forty-Ninth State Fellows and members of the University Honors Program, (4) a short paper or essay (750-1000 words) addressing a contemporary social, political, or economic problem in Alaska, and (5) three letters of reference commenting on their academic ability and promise, one of which must be from an unrelated adult outside of high school who can speak to their skills and potential. Application forms may be obtained from the University Honors Program office or website.

3. Admission to the Forty-Ninth State Fellows Program will be determined by the Forty-Ninth State Admission Committee. The Committee may ask the applicant for additional information and/or request an interview. Applicants will be ranked and admitted on a space-available basis.

REQUIREMENTS TO GRADUATE AS A "FORTY-NINTH STATE UNIVERSITY HONORS SCHOLAR"

1. Students must meet all General University Requirements, General Education Requirements, School/College requirements, and major requirements as printed in the UAA catalog.

2. Students must complete all requirements to graduate in the University Honors Program as a "University Honors Scholar," including GPA requirements and completion of an Honors Senior Thesis.

3. Students must complete the following Forty-Ninth State Fellows curriculum requirements with a grade of "C" or higher:

First-year Forty-Ninth State Fellows Program

Requirements:

HIST A101 Western Civilization I* 3

HIST A102 Western Civilization II* 3

HNRS A191 Freshman Honors Tutorial (fall) 1

HNRS A191 Freshman Honors Tutorial (spring) 1

Second-year Forty-Ninth State Fellows Program

Requirements:

ECON A201 Principles of Macroeconomics* 3

HIST A131 History of United States I* 3

HIST A132 History of United States II* 3

HNRS A291 Sophomore Honors Tutorial (fall) 1

HNRS A291 Sophomore Honors Tutorial (spring) 1

PS A330 The American Political Tradition 3

Third-year Forty-Ninth State Fellows Program

Requirements:

HIST A341 History of Alaska* 3

HNRS A391 Junior Honors Tutorial 1

PS A332 History of Political Philosophy I: Classical* 3

PS A333 History of Political Philosophy II: Modern* 3

Fourth-year Forty-Ninth State Fellows Program

Requirements:

PS A345 Alaska Government and Politics 3

* Indicates courses that can satisfy GERs and/or CAS requirements.

Forty-Ninth State Fellows ordinarily take all of the Forty-Ninth State requirements together as a cohort. Since Honors tutorials are associated with designated course sections, and other courses required by the Forty-Ninth State Fellows Program have designated sections for Fellows, Fellows must secure advice and permission from the Forty-Ninth State advisors before registering for classes each term. In some cases, classes that meet General Education requirements may be designated for Forty-Ninth State Fellows or for all University Honors students; these sections are highly recommended for Forty-Ninth State Fellows. In case of time conflicts between courses required for

Forty- Ninth State Fellows and for other degree requirements, the program may allow Fellows to substitute sections or to take courses outside the usual sequence.

4. As part of the advising and mentoring process, Forty-Ninth State Fellows' progress will be evaluated every semester.

Fellows whose performance indicates potential difficulties in meeting the requirements for the Forty-Ninth State Fellows Program or for the University Honors Program will be counseled on how to correct these difficulties, but if performance improvements do not result, Fellows may be removed from the program.

FACULTY

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**Forty-Ninth State Fellows Program facult*

CONCURRENT ASSOCIATE PROGRAMS

DOUBLE MAJORS

Associate of Applied Science degree-seeking students may apply to graduate (during the same semester) with two majors, providing the degree program is the same for each major. For example, a student may select two areas from the approved majors within the Associate of Applied Science degree program (such as Welding and Automotive Technology).

Students must apply and be accepted into each major program. Students may request a double major at the time of initial admission to UAA or add a major at a later date through the Change of Major degree process. Forms are available from Enrollment Services.

Students must satisfy the General University Requirements, the General Education Requirements, and both sets of major requirements.

Students must satisfy the catalog requirements in effect at the time of acceptance into the major(s) or the catalog requirements in effect at the time of graduation.

A double major is not applicable to the Associate of Arts Degree.

DOUBLE DEGREES

Associate degree-seeking students may graduate (during the same semester) with two degrees provided they have applied to and been accepted in both degree programs. An Associate of Applied Science and Associate of Arts is an example of a double degree.

Students must submit a separate application for admission for each degree they expect to receive. Admission forms are available from Enrollment Services.

Associate degree-seeking students must complete the General University Requirements, the General Education Requirements for their primary program, the requirements for both major programs, and at least 12 resident credits beyond the total number of credits required for the primary degree.

Students must satisfy the catalog requirements in effect at the time of acceptance into the degree program(s) or the catalog requirements in effect at the time of graduation.

~~SECOND ASSOCIATE DEGREE~~

~~The Associate of Arts degree is intended to provide students with the education necessary to undertake baccalaureate degree work. Due to its general intent, only one Associate of Arts degree may be earned per student.~~

~~UAA STUDENTS~~

~~Students who have received an Associate of Applied Science degree from UAA and who want to obtain another Associate of Applied Science degree must:~~

- ~~1. Meet admission requirements.~~
- ~~2. Complete at least 12 resident credits beyond the previous associate degree(s).~~
- ~~3. Complete the Major Program Requirements for the second degree.~~
- ~~4. Maintain a cumulative GPA of at least 2.00 (C) at UAA in order to graduate. Some programs may require a higher GPA in the major.~~

TRANSFER STUDENTS

Students who have received a baccalaureate degree from another **regionally accredited college** or university and who want to obtain an associate degree from UAA must:

1. Meet admission requirements.
2. Complete the General University Requirements but not the General Education Requirements.
3. Complete the Major Program Requirements.

**Any English course may be used to satisfy the Humanities general requirement, but must be different from the written communications requirement and have a course number higher than ENGL A111.*

Mathematics and Natural Sciences

Anthropology (ANTH A205 only)
Applied Statistics
Astronomy
Biological Sciences
Chemistry
Computer Science
Environmental Studies (ENVI A202 only)
Geography (GEOG A205 and A205L only)
Geology
Liberal Studies Integrated Science
Mathematics
Philosophy (PHIL A101 only)
Physics

Social Sciences

Anthropology
Business Administration (BA A151 only)
Counseling
Economics
Environmental Studies (ENVI A202 only)
Geography (except GEOG A205 and A205L)
Guidance
Health Sciences (HS A220 only)
History
Human Services (HUMS A106 only)
International Studies
Journalism and Public Communications (JPC A101 only)
Justice (JUST A110 and A330 only)
Liberal Studies Social Sciences
Paralegal Studies (PARL A101 only)
Political Science
Psychology
Social Work (SWK A106 and A243)
Sociology
Women's Studies

From: JAN GEHLER
Sent: Monday, February 20, 2006 5:47 PM
To: THOMAS MILLER
Cc: MONICA KANE
Subject: FW: FW: Utilizing CAPP for 12 GER Credit rules

Do any of the deans or directors need to know about this? Yet? Jan

Jan L. Gehler, Interim Provost
Office of Academic Affairs
University of Alaska Anchorage
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From: Rick Weems
Sent: Monday, February 20, 2006 4:07 PM
To: 'Greg Protasel'
Cc: Sarah Kirk; KERRI MORRIS; Srivastava, Suresh; Jocelyn Krebs; Caedmon Liburd; TIMOTHY HINTERBERGER; Rich Whitney; JAN GEHLER; PATTY ITCHOAK
Subject: RE: FW: Utilizing CAPP for 12 GER Credit rules

Greg,

1. We think that this might be a possibility by fall but are still working thru it as fall requires a solution by early April.
2. CAPP is a Banner process that identifies degree requirements and it stands for Curriculum Advising and Program Planning
3. Pop Select is a Banner process where you can select individuals with a characteristic such as Bachelors program and completed 60 credits, but it is very limited
4. We have determined that even if we use a programmer that will have to use some of the functionality of CAPP to solve the GER issues and programming will not get a fall solution, programming will be a better long term solution if what we try does not work.
5. We are focusing on a solution to assist Faculty Senate in implementing a requirement that we have been given a very short window to work within. Fall registration opens around April 10th and this process must be in place by then or we move to Spring 2007. Whatever we do, it must prevent students from registering if they have not met the requirement of completing GER's by the time they complete 60 credits.

The 60 credit decision was not thought through and certainly it was not researched to determine how it could be implemented. We are trying to assist.

Rick

Rick Weems
Assistant Vice Chancellor
for Enrollment Management
(907)786-1266
rick.weems@uaa.alaska.edu

From: Greg Protasel [mailto:afgjp@uaa.alaska.edu]
Sent: Friday, February 17, 2006 2:23 PM
To: Rick Weems
Cc: Sarah Kirk; KERRI MORRIS; Srivastava, Suresh; Jocelyn Krebs; Caedmon Liburd; TIMOTHY HINTERBERGER; Rich Whitney; JAN GEHLER
Subject: Re: FW: Utilizing CAPP for 12 GER Credit rules

Rick,

This seems to be good news, however, please clarify the following:

1. Will this be done in time for the start of online Fall 2006 registration on April -- as expected by the Faculty Senate?
2. What does the acronym CAPP mean?
3. What does the jargon "run a pop select" mean?
4. What ever happened to Rich Whitney's suggestion that you solve this problem permanently by hiring a programmer who is BANNER certified by Statewide. I think that the solution should be a comprehensive one, not a temporary quick fix.

Please focus on the programming problem and don't get sidetracked by worrying about the workload this may cause student advisors. This policy -- which has been in the UAA catalog for two years-- needs to be implemented next semester.

Greg

Rick Weems wrote:

Sarah and Greg,
Here is an update on what we are working on. As we gain more insights into how we can utilize this process we will keep you informed.
Rick

Rick Weems
Assistant Vice Chancellor
for Enrollment Management
(907)786-1266
rick.weems@uaa.alaska.edu

-----Original Message-----

From: PATTY ITCHOAK
Sent: Tuesday, February 14, 2006 3:04 PM
To: Rick Weems; MARY HOWARD
Cc: PATTY ITCHOAK
Subject: Utilizing CAPP for 12 GER Credit rules

Rick and Mary,

As I suspected, CAPP can be utilized to help identify students who have met or have not met the 12 credit GER rule. I spoke with Colleen and she said it is very capable of doing that and would be happy to come down and show our degree services staff on how to create the CAPP rules and maintain them for this process. It can be coded to also understand the transfer credit. She would just need approval from her boss to do the travel, so Mary, I will let you work with Colleen on organizing when that could occur.

She mentioned that a new process has been added where we can run a pop select identifying the students we are interested in looking at, then running that load of students through the CAPP process and getting our results. We can then utilize those results to begin assigning students the 'Completed 12 CR GER' requirement attribute and the others we could then put on hold.

FYI... I suspect that we will still end up with too many students who have not met the requirement, thus they will be put on HOLD and the advisors will not be able to handle seeing that load of students each term. So though we may have Colleen come down and create this for us, it still may be 'unreasonable' of a workload to deal with in the end, but until we can see the amount of students we are talking about, we won't be able to gauge the workload onto advisors.

There is a way to get counts according to Colleen but its not like running a quick report. I will continue to work with her on how they go about getting counts and get that to you soon.

Patty Itchoak
UAA Enrollment Services
Student Systems Support Manager
907-786-1843

--

Greg J. Protasel
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From: JACQUELINE CASON [mailto:afjec1@uaa.alaska.edu]
Sent: Friday, February 17, 2006 11:44 AM
To: THOMAS MILLER
Subject: Re: RE: GER Meeting Tomorrow

Tom,

We just heard from Patty Linton in our department's undergraduate curriculum meeting concerning the decision over course sharing through the WICHE program. I understand that you will be traveling with Jim Liszka to a conference soon and will need to make a decision about entering an agreement with the council. Consequently, there will not be time to carry this decision through the channels of faculty governance. I am hoping you will bring this up at the GER meeting today because I think it may impact GER courses in particular, especially since all of the tier one courses are in CAS and CAS has a hiring freeze. My concern is that our ability to provide enough sections for current students is hindered by our inability to replace retiring faculty and that the movement of students to GERs at other universities may undermine our need to replace retiring faculty, increasing the need for more course sharing as time continues. I know it sounds circular, but that's how it is when