

# General Education Requirement Committee Agenda

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March 17, 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 March 10, 2006 (pg. 2-4)

IV. Chair's Report

V. Course Action Requests

**A. CAS – ART**

Chg ART A367 History of Photography (3 cr) (3+0) (pg.5-8)

Add ART A491 Senior Seminar (3 cr) (3+0) (pg. 9-18)

Chg ECON A201 Principles of Macroeconomics (3 cr) (3+0) (pg. 19-24)

Chg ECON A202 Principles of Microeconomics (3 cr) (3+0) (pg. 25-29)

Chg ECON A488 Seminar in Economic Research (3 cr) (3+0) (pg. 30-35)

VI. Old Business

VII. New Business

A. Tier 3: Integrative Capstone – Suggested Changes from Ben Curtis

# General Education Requirement Committee Summary

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March 10, 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, fix page numbers.

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

Approved.

## IV. Chair's Report

## V. Course Action Requests

Tom - Copy, Board of Regents Policy on GERs - Board of Regents set parameters, we work within those parameters. We can define, as long as we don't contradict. If we want to say one belongs in one, instead of the other, we can. There isn't any policy that says we have to consider one in both. It would be a modification to the original resolution.

Ben – Len's conclusion is based on semantics. He was saying that we are calling our classifications as categories. Our discipline areas are categories. His interpretation is different.

Tom – This group needs to decide whether to take it to UAB, and UAB needs to decide if they need to take it to Faculty Senate.

Robin – we need to look at what is best for students. Are we doing our students a disservice if it is only listed in one category?

Caedmon – It depends on how we define benefit. Are we restricting it by only defining one category? Where is the greatest gain to students?

Tom – We can look at the outcomes in both areas. If you have outcomes in Fine Arts and you also have outcomes in another area that doesn't have as much outcomes achieved, then you should list in Fine Arts.

Caedmon - The number of Humanities that need to be taken – we require a lot. I am nervous about that one.

Tom – the Provost would have to make the decision on policy change. The GER Committee makes recommendations to UAB. UAB makes recommendations to Faculty Senate.

Sean – I feel that each course covers both areas.

**A. CAS – ART**

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

CAR: Box 14 - Delete “BFA in Digital Graphics & Design”.

CAR: Box 14 - Add “& Humanities” after “Fine Arts”.

CCG: Section VII: first outcome, delete word “circumstances”  
replace with word “contexts”.

CCG: Third outcome: at end of outcome, replace “presented in  
course materials” with “used to assess and interpret works of art”.

CCG: Section VII. Change “Instruction” to “Instructional”.

Approved for GER in Fine Arts and Humanities with changes.

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

CAR: Box 14 - Delete “BFA in Digital Graphics & Design”.

CAR: Box 14 - Add “& Humanities” after “Fine Arts”.

CCG: Section VII. Change “Instruction” to “Instructional”.

CCG: Section VII: first outcome, delete word “circumstances”  
replace with word “contexts”.

CCG: Third outcome: at end of outcome, replace “presented in  
course materials” with “used to assess and interpret works of art”.

Approved for GER in Fine Arts and Humanities with changes.

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

CAR: Box 14: Add word “Humanities” after “Fine Arts”

CCG: H. Add words “and Humanities” after “Fine Arts”

CCG: Need to redo outcomes, be specific to ART, need parallels  
to match goals, be more course specific.

CCG: Section VII.3, change “seasoned” to “reasoned”, extra period  
at end of sentence.

Tabled. Sean to bring back next week with changes.

Chg ART A367 History of Photography (3 cr) (3+0) (pg. 34-38)

Continued – Committee did not have time to review.

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

Continued – Committee did not have time to review.

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



## 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"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Corequisites <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 <input type="checkbox"/> Registration Restrictions			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      **5** 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 _____ Cross-Listed Coordination Signature		
13. Coordinate with Affected Units: Department of Philosophy & College of Business Department, School, or College _____ Initiator Signature    Date					
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    X 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    9 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"> <li>1. Discuss historical &amp; aesthetic influences</li> <li>2. Discuss the impact of global relationships on the making of art by means of reading, writing, and seeing.</li> <li>3. Discuss pertinent social &amp; public programs               <ol style="list-style-type: none"> <li>a. percent for art programs</li> <li>b. artist in schools programs</li> <li>c. artist in residency</li> </ol> </li> <li>4. Discuss business plans (taxes / contracts), financial plans, copyrights &amp; legal concerns relevant to art practice</li> <li>5. Discuss studio design &amp; organization</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate opportunities for consideration and discourse on historical, aesthetic, political, economic, and societal influences on the making of art</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate and integrate considerations of historical, aesthetic, political, economic, and societal influences art proposals</li> <li>2. Demonstrate knowledge of business practices used by artists engaged in art as a business</li> </ol>	<ol style="list-style-type: none"> <li>1. Written artistic proposals</li> <li>2. Business plans</li> </ol>

<p>EFFECTIVE COMMUNICATION</p>	<p>1. Discuss by means of writing and reading development of</p> <ul style="list-style-type: none"> <li>a. thesis proposal</li> <li>b. exhibition proposal</li> <li>c. artist statement</li> <li>d. resume</li> <li>e. exhibition plan</li> <li>f. publicity statement</li> </ul> <p>2. Discuss historical &amp; aesthetic influences on own work</p> <p>3. Discuss social &amp; public programs pertaining to</p> <ul style="list-style-type: none"> <li>a. percent for art programs</li> <li>b. artist in schools programs</li> <li>c. artist in residency</li> </ul>	<p>1. Guide the student in preparing appropriate proposals, plans &amp; statements required of an artist engaged in art as a business</p> <ul style="list-style-type: none"> <li>a. engage students in presenting and discussion of professional resources</li> <li>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</li> </ul>	<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>	<ul style="list-style-type: none"> <li>1. Written artistic proposals</li> <li>2. Oral presentations</li> </ul>
<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 &amp; 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 &amp; public programs</p> <ul style="list-style-type: none"> <li>a. percent for art programs</li> <li>b. artist in schools programs</li> <li>c. artist in residency</li> </ul>	<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"> <li>a. thesis topic including historical &amp; aesthetic influences</li> <li>b. resume formats</li> <li>c. local building codes</li> <li>d. studio equipment &amp; upkeep</li> <li>e. contracts</li> <li>f. percent for art programs</li> <li>g. grants and residencies</li> <li>h. internships and employment possibilities</li> <li>i. copyrights &amp; legal concerns</li> <li>j. professional organizations</li> <li>k. photographing art work</li> <li>l. portfolios (slide, digital &amp; online)</li> </ul>	<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"> <li>1. Discuss the preparation of exhibition budgets</li> <li>2. Discuss strategic financial plans for short and long term</li> </ul>	<ul style="list-style-type: none"> <li>1. Guide the student in the use of appropriate resources necessary to develop and analyze s budgetary and financial issues faced by artists</li> </ul>	<ul style="list-style-type: none"> <li>1. Demonstrate knowledge of budgetary and financial issues related to artist engaged in art as a business</li> </ul>	<ul style="list-style-type: none"> <li>1. Written budgetary and financial plans for the artist</li> </ul>

	developments 3. Discuss contracts and taxes related to running an art business	engaged in art as a business		
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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 CB CBPP		1b. Division ADBP		1c. Department ECON	
2. Course Prefix  ECON	3. Course Number  A201	4. Previous Course Prefix & Number  N/A		5a. Credits/CEU  3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Principles of Macroeconomics <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  <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"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other			9. Repeat Status No     # of Repeats     Max Credits 3.0		
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. List any programs or college requirements that require this course AAS-CIS; BBA; BA-ECON; BS, Technology					
14. Coordinate with Affected Units:     Listserve Department, School, or College _____ Initiator Signature     Date					
15. <input checked="" 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 checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Introduction to economics including analysis and theory of national income, money and banking, public finance and taxation, economic growth, and international finance. Primary concentration on the capitalist system and the United States economy.					
17a. Course Prerequisite(s) (list prefix and number) MATH A105 or MATH A107 or MATH A172		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
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) If prerequisite is not satisfied, suitable SAT score, ACT score, or UAA approved Math Placement Test is required.		
18. <input checked="" type="checkbox"/> Mark if course has fees standard CBPP computer lab fee					
19. Justification for Action This is an update to the existing CCG adding a prerequisite, changing the course description, and making the outline current.					

\_\_\_\_ 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     **19** Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

- I. Date Initiated**      January 17, 2006
- II. Course Information**
- College/School:** College of Business and Public Policy  
**Department:** Economics  
**Program:** Bachelor of Arts, Economics; Bachelor of Business Administration, Economics  
**Course Title:** Principles of Macroeconomics  
**Course Number:** ECON A201  
**Credits:** 3  
**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours  
6 hours outside of class per week x 15 weeks = 90 hours  
**Grading Basis:** A – F  
**Course Description:** Introduction to economics including analysis and theory of national income, money and banking, public finance and taxation, economic growth, and international finance. Primary concentration on the capitalist system and the United States economy.  
**Course Prerequisites:** MATH A105 or MATH A107 or MATH A172  
**Registration Restrictions:** If prerequisite is not satisfied, suitable SAT score, ACT score, or UAA approved Math Placement Test is required.  
**Fees:** Standard CBPP computer lab fee
- III. Course Activities**  
Lectures and discussions
- IV. Guidelines for Evaluation**
- A. Class participation and discussion
  - B. In-class written assignments and homework
  - C. Written exams
- V. Course Level Justification**  
The Principles of Economics courses introduce fundamental ideas and concepts in economic theory. The material rises above 100-level courses through its use of logical reasoning and mathematics to understand economic behavior. Math A105 is a prerequisite.
- VI. Outline**
- A. Basic Concepts/Postulates of Economics
  - B. Role and Method of Economics Written exams
  - C. Supply and Demand
  - D. Market Dynamics
  - E. Economic Institutions and Systems
  - F. Government and the Economy

- G. Macroeconomic Variables
- H. Economic Growth
- I. Aggregate Demand and Aggregate Supply
- J. Fiscal Policy
- K. Money and the Banking System
- L. The Federal Reserve and Monetary Policy
- M. Inflation, Unemployment and Expectations
- N. International Finance

## VII. Suggested Texts

- Case, Karl E. and Ray C. Fair. Principles of Macroeconomics. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson, 2005.
- Colander, David C. Macroeconomics. 5<sup>th</sup> ed. Boston: McGraw-Hill, 2004.
- Gwartney, James D., et al. Macroeconomics, Private and Public Choices. Mason, OH: Thomson, 2003.
- Krugman, Paul and Robin Wells. Macroeconomics. New York: Worth, 2006.
- McConnell, Campbell R. and Stanley L. Brue. Macroeconomics. 16<sup>th</sup> ed. Boston: McGraw-Hill, 2005.
- Miller, Roger L. Economics Today: The Macro View. Upper Saddle River, NJ: Pearson Addison-Wesley, 2004.
- Parkin, Michael. Macroeconomics. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson, 2005.
- Sexton, Robert L. Exploring Macroeconomics. Mason, OH: Thomson, 2005.

## VIII. Bibliography

- Friedman, Milton. Essays in Positive Economics. Chicago: University of Chicago Press, 1953.
- Hicks, John. The Economics of John Hicks. New York: Blackwell, 1984.
- Keynes, John Maynard. The General Theory of Employment, Interest and Money. New York: Brace and World, 1935.
- Lucas, Robert E. Studies in Business-Cycle Theory. Cambridge: MIT Press, 1981.
- Malthus, Thomas. An Essay on the Principle of Population. Ann Arbor: University of Michigan Press, 1959.
- Marshall, Alfred. Principles of Economics. London: Macmillan, 1961.
- Marx, Karl. Capital. New York: Dutton, 1930.
- Mill, John Stuart. Essential Works. New York: Bantam Books, 1961.
- Ricardo, David. The Principles of Political Economy and Taxation. New York: Dutton, 1911.

Samuelson, Paul. Foundations of Economic Analysis. Cambridge: Harvard UP, 1947.

Sen, Amartya Kumar. Choice, Welfare, and Measurement. Cambridge: MIT Press, 1982.

Smith, Adam. An Inquiry Into the Nature and Causes of the Wealth of Nations. New York: Collier, 1901.

Solow, Robert M. Growth Theory. New York: Oxford UP, 2000.

Walras, Leon. Elements of Pure Economics. New York: American Economic Association, 1954.

## IX. Instructional Goals and Student Outcomes

<b>A. Instructional Goals.</b> <b>The instructor will:</b>
1. Present the history and foundations of economics.
2. Discuss major macroeconomic theories.
3. Explain major macroeconomic results and implications.
4. Explain and analyze public policy actions using economic theory.
5. Integrate the global economy into discussions and examinations.

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Method</b>
1. Explain observed behavior by examining incentives.	Written assignments and examinations
2. Infer price and quantity changes in particular markets using supply and demand analysis.	Written assignments and examinations
3. Estimate gross domestic product from basic economic variables using commonly accepted techniques.	Written assignments and examinations
4. Compute inflation rates and unemployment rates from economic data.	Written assignments and examinations

5. Explain fiscal policy issues, actions, and consequences.	Written assignments and examinations
6. Explain monetary policy issues, actions, and consequences.	Written assignments and examinations
7. Employ economic theory to discuss international transactions.	Written assignments and examinations
8. Explain the role of property rights in market economies.	Written assignments and examinations
9. Identify factors that promote long-term economic growth.	Written assignments and examinations

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

## College of Business & Public Policy

Program/Course Title: ECON A201 Principles of Macroeconomics

### 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Trina Carter, Head of reference/Assoc. Professor, LIB 116, Phone: 786-1846,  
Fax: 786-6050, afcc@uaa.alaska.edu

### 2. Please list any new library resource and/or information that you recommend to support this course/program change.

- Business Source Premier (existing)
- NBER Working Papers (existing)
- ECONLit (existing)

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Initiator signature





**Curriculum Action Request**  
**University of Alaska Anchorage**  
**Proposal to Initiate, Add, Change, or Delete a Course or Program of Study**

1a. School or College CB CBPP		1b. Division ADBP		1c. Department ECON		
2. Course Prefix  ECON	3. Course Number  A202	4. Previous Course Prefix & Number  N/A		5a. Credits/CEU  3	5b. Contact Hours (Lecture + Lab) (3+0)	
6. Complete Course/Program Title Principles of Microeconomics						
Abbreviated Title for Transcript (30 character)						
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     # of Repeats     Max Credits 3.0	
(mark appropriate boxes) <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 <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 checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <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 Updated course outline					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. List any programs or college requirements that require this course AAS-CIS; BBA; BA-Economics; BS, Technology						
14. Coordinate with Affected Units: Listserve Department, School, or College _____ Initiator Signature     Date						
15. <input checked="" 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 checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
16. Course Description Theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade.						
17a. Course Prerequisite(s) (list prefix and number) ECON A201		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A		
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) N/A		
18. <input checked="" type="checkbox"/> Mark if course has fees standard CBPP computer lab fee						
19. Justification for Action This is an update to the existing CCG changing the course description and making the outline current.						

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Initiator (faculty only)     Date  
 Department Chairperson     Date

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Dean/Director of School/College     Date

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Department Chairperson     Date

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Undergraduate or Graduate  
 Academic Board Chairperson     Date

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Curriculum Committee Chairperson     Date

\_\_\_\_\_ Approved  
 \_\_\_\_\_ Disapproved: \_\_\_\_\_  
 Provost or Designee     **25**Date

**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

- I. Date Initiated**      January 17, 2006
- II. Course Information**  
**College/School:** College of Business and Public Policy  
**Department:** Economics  
**Program:** Bachelor of Arts, Economics; Bachelor of Business Administration, Economics  
**Course Title:** Principles of Microeconomics  
**Course Number:** ECON A202  
**Credits:** 3  
**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours  
6 hours outside of class per week x 15 weeks = 90 hours  
**Grading Basis:** A – F  
**Course Description:** Theory of prices and markets, industrial organization, public policy, income distribution, contemporary problems of labor and business, and international trade.  
**Course Prerequisites:** ECON A201  
**Registration Restrictions:** None  
**Fees:** Standard CBPP computer lab fee
- III. Course Activities**  
Lectures and discussions
- IV. Guidelines for Evaluation**  
A. Class participation and discussion  
B. In-class written assignments and homework  
C. Written exams
- V. Course Level Justification**  
The Principles of Economics courses introduce fundamental ideas and concepts in economic theory. The material rises above 100-level courses through its use of logical reasoning and mathematics to understand economic behavior. ECON A201 is a prerequisite.
- VI. Outline**  
A. Review of Basic Economic Concepts  
B. Elasticity  
C. Utility Theory and Marginal Utility Analysis  
D. Production and Costs  
E. Theory of the Firm and Profit Maximization  
F. Industrial Organization  
G. Theory of Perfect Competition, Imperfect Competition, and Monopoly  
H. Market Failure and Government Intervention

- I. Regulation and Antitrust Policy
- J. Input Markets
- K. International Trade

## **VII. Suggested Texts**

- Case, Karl E. and Ray C. Fair. Principles of Microeconomics. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson, 2005.
- Colander, David C. Microeconomics. 5<sup>th</sup> ed. Boston: McGraw-Hill, 2004.
- Gwartney, James D., et al. Microeconomics, Private and Public Choices. Mason, OH: Thomson, 2003.
- Krugman, Paul and Robin Wells. Microeconomics. New York: Worth, 2006.
- McConnell, Campbell R. and Stanley L. Brue. Microeconomics. 16<sup>th</sup> ed. Boston: McGraw-Hill, 2005.
- Miller, Roger L. Economics Today: The Micro View. Upper Saddle River, NJ: Pearson Addison-Wesley, 2004.
- Parkin, Michael. Microeconomics. 7<sup>th</sup> ed. Upper Saddle River, NJ: Pearson, 2005.
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- Hicks, John. The Economics of John Hicks. New York: Blackwell, 1984.
- Keynes, John Maynard. The General Theory of Employment, Interest and Money. New York: Brace and World, 1935.
- Lucas, Robert E. Studies in Business-Cycle Theory. Cambridge: MIT Press, 1981.
- Malthus, Thomas. An Essay on the Principle of Population. Ann Arbor: University of Michigan Press, 1959.
- Marshall, Alfred. Principles of Economics. London: Macmillan, 1961.
- Marx, Karl. Capital. New York: Dutton, 1930.
- Mill, John Stuart. Essential Works. New York: Bantam Books, 1961.
- Ricardo, David. The Principles of Political Economy and Taxation. New York: Dutton, 1911.
- Samuelson, Paul. Foundations of Economic Analysis. Cambridge: Harvard UP, 1947.
- Sen, Amartya Kumar. Choice, Welfare, and Measurement. Cambridge: MIT Press, 1982.

Smith, Adam. An Inquiry Into the Nature and Causes of the Wealth of Nations. New York: Collier, 1901.

Solow, Robert M. Growth Theory. New York: Oxford UP, 2000.

Walras, Leon. Elements of Pure Economics. New York: American Economic Association, 1954.

## IX. Instructional Goals and Student Outcomes

<b>A. Instructional Goals.</b> <b>The instructor will:</b>
1. Present the history and development of microeconomic theory.
2. Discuss major microeconomic theories.
3. Explain major microeconomic results and implications.
4. Explain and analyze how public policy actions affect economic units.
5. Integrate the global economy into discussions and examinations.

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Method</b>
1. Compare price and quantity outcomes resulting from shifts in supply and demand.	Written assignments and examinations
2. Compute and interpret elasticity measures.	Written assignments and examinations
3. Compute the solution to profit maximizing and cost minimizing problems of the firm.	Written assignments and examinations
4. Compute the solution to the utility maximization problem of households.	Written assignments and examinations
5. Discuss economic goals, activities, and outcomes of government.	Written assignments and examinations

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

## College of Business & Public Policy

Program/Course Title: ECON A202 Principles of Microeconomics

### 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Trina Carter, Head of reference/Assoc. Professor, LIB 116, Phone: 786-1846,  
Fax: 786-6050, afcc@uaa.alaska.edu

### 2. Please list any new library resource and/or information that you recommend to support this course/program change.

- Business Source Premier (existing)
- NBER Working Papers (existing)
- ECONLit (existing)

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Initiator signature



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated** February 17, 2006

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Economics

**Program:** Bachelor of Arts, Economics; Bachelor of Business Administration, Economics

**Course Title:** Seminar in Economic Research

**Course Number:** ECON A488

**Credits:** 3

**Contact Hours:** 3 per week x 15 weeks = 45 hours  
0 lab hours

6 hours outside of class per week x 15 weeks = 90 hours

**Grading Basis:** A – F

**Course Description:** Requires integration of principles, theories, and methods learned in courses taken throughout the economics major/program. Students analyze, synthesize, and critically evaluate and apply knowledge of economics in a research project. Formal written and oral presentations of the research are required.

**Course Prerequisites:** ECON A321, ECON A324, and either ECON A412 or ECON A429

**Registration Restrictions:** Completion of all GER Tier 1 (basic college-level skills) courses and senior standing.

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

Lectures, presentations, and discussions

**IV. Guidelines for Evaluation**

- A. Class participation and discussion
- B. Written course project and oral presentation
- C. Written and oral critique of peer research
- D. Written exams

**V. Course Level Justification**

This is an Integrative Capstone course that requires students to synthesize skills and knowledge learned throughout the economics major and through their Tier 1 GER courses.

## VI. Outline

- A. Overview and course requirements
- B. What you know now: A review of the content of the economics major
- C. Comprehensive exam
- D. Doing economic analysis
  - 1. Getting ideas
  - 2. Reviewing what others have done
  - 3. Gathering data and information
  - 4. Writing about economics
  - 5. Making a public presentation
- E. Planning a project
- F. Presentation of tentative student projects
- G. Seminars with professional economists
- H. Presentations of and critiques of student projects

## VII. Suggested Texts

Clayton, Gary E. and Martin Gerhard Giesbrecht. A Guide to Everyday Statistics. 5th ed. New York: McGraw-Hill, 2001.

Gwartney, James, Richard L. Stroup, and Dwight R. Lee. Common Sense Economics. New York: St. Martin's Press, 2005.

McCloskey, Deirdre N. Rhetoric of Economics. Madison: University of Wisconsin Press, 1998.

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## IX. Instructional Goals and Student Outcomes

<p><b>A. Instructional Goals.</b>  <b>The instructor will:</b></p>
<p>1. Knowledge Integration</p> <ol style="list-style-type: none"> <li>a. Present a review of the content of the economics program.</li> <li>b. Integrate knowledge from GER courses while doing economic analysis.</li> </ol>
<p>2. Effective Communication</p> <ol style="list-style-type: none"> <li>a. Discuss various approaches to clear communication of the results of economic analysis.</li> <li>b. Provide feedback to students during project development and execution of a written and oral presentation.</li> </ol>
<p>3. Critical Thinking</p> <ol style="list-style-type: none"> <li>a. Demonstrate how economic theory can be applied to a wide range of empirical investigations.</li> <li>b. Discuss the rhetoric of economics.</li> </ol>
<p>4. Information Literacy</p> <ol style="list-style-type: none"> <li>a. Provide for economic researchers to discuss analytic approaches with students.</li> <li>b. Discuss methods for evaluating quality of data and information.</li> </ol>
<p>5. Quantitative Perspectives</p> <p>Explain the relationship between theory, data, and empirical analysis.</p>

<b>B. Student Outcomes.</b> <b>Students will be able to:</b>	<b>Assessment Methods</b>
1. Knowledge Integration <ul style="list-style-type: none"> <li>a. Demonstrate the ability to assess, judge, compare, and critically evaluate diverse fields of knowledge in examining a problem.</li> <li>b. Demonstrate comprehension and application of economic concepts.</li> </ul>	<ul style="list-style-type: none"> <li>a. Written assignments</li> <li>b. Standardized test</li> </ul>
2. Communications Defend approaches to and results of economic research.	Written assignment and oral presentation
3. Critical Thinking <ul style="list-style-type: none"> <li>a. Formulate testable economic hypotheses.</li> <li>b. Devise an economics research project and carry it out.</li> <li>c. Evaluate and revise an economic research project at various stages of its conception, development, and execution.</li> <li>d. Critique approaches to and results of economic research.</li> </ul>	<ul style="list-style-type: none"> <li>a. Written assignment</li> <li>b. Written project</li> <li>c. Written project</li> <li>d. Written assignment and class discussion</li> </ul>
4. Information Literacy <ul style="list-style-type: none"> <li>a. Critique current research in economics.</li> <li>b. Propose avenues of economic investigation based on the literature and available data.</li> </ul>	<ul style="list-style-type: none"> <li>a. Written review of relevant literature</li> <li>b. Written assignment</li> </ul>
5. Quantitative Perspectives Demonstrate the ability to critique published studies using the scientific method or standardized statistical practice.	Written assignment

# Library Resource Form

Excerpts from the Northwest Association of Schools and Colleges Accreditation Handbook 1999 Edition

Standard Five - Library And Information Resources

Standard 5.A - Purpose and Scope

The primary purpose for library and information resources is to support teaching, learning, and, if applicable, research in ways consistent with, and supportive of, the institution's mission and goals. Adequate library and information resources and services, at the appropriate level for degrees offered, are available to support the intellectual, cultural, and technical development of students enrolled in courses and programs wherever located and however delivered.

Standard Two - Educational Program and Its Effectiveness

Standard 2.A. - General Requirements

2.A.8 Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

## College of Business & Public Policy

Program/Course Title: ECON A488 Seminar in Economic Research

### 1. Please identify the library liaison consulted in preparation of this proposal.

Name: Trina Carter, Head of reference/Assoc. Professor, LIB 116, Phone: 786-1846,  
Fax: 786-6050, afcc@uaa.alaska.edu

### 2. Please list any new library resource and/or information that you recommend to support this course/program change.

- Business Source Premier (existing)
- NBER Working Papers (existing)
- ECONLit (existing)

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