

General Education Requirement Committee Agenda

April 28, 2006
LIB 302
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 April 21, 2006 (pg. 2-4)

IV. Chair's Report

V. Course Action Requests

A. CBPP – CIS

Chg CIS A376 Management Information Systems (3 cr) (3+0)
(pg. 5-11)

B. CHSW - CEL

Add CEL A450 Civic Engagement Capstone (3 cr) (1+4)
(pg. 12-21)

C. CAS – ART

Add 360A History of Non-Western Art I (3 cr) (3+0) (pg. 22-30)

Add 360B History of Non-Western Art II (3 cr) (3+0) (pg. 31-39)

VI. Old Business

A. GER Catalog Updates (pg. 40-43)

VII. New Business

General Education Requirement Committee Summary

April 21, 2006
ADM 201
1:00 – 1:45 pm

I. Roll

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

II. Approval of the Agenda (pg. 1)

Approved.

III. Approval of Meeting Summary for April 14, 2006 (pg. 2-3)

Approved.

IV. Chair's Report

Have received nothing from anyone on GER 2 Descriptors.

V. Course Action Requests

A. CBPP – CIS

Chg CIS A376 Management Information Systems (3 cr) (3+0)
(pg. 4-11)

(Developed under grant from last Spring.)

Caedmon: What is the deal with “ethical dilemmas”, we don’t understand.

A: Deals with other cultures.

Q: We don’t know what traditional legal framework means in regards to ethical dilemmas. Take out and say “ethical, global and legal dilemmas related to cultural norms.”

Outline: Also need to add separate sections for cultural, ethical, legal issues, which should reflect the course descriptions.

Also add material under “suggested reading” to reflect the ethical, legal, global, cultural.

Add a line item for each section. (passed out a one page GER copy) made a motion on it.

IS THERE A VOTE ON THIS: Don't need to go to UAB with it.
Proposal: Motion to approve as is? Motion not passed. Will put on agenda for next week.

B. CAS – CHSW

Add CEL A450 Civic Engagement Capstone (3 cr) (1+4)
(pg. 12-19)

Caedmon: Concerned about advisory board, that it is too narrow.

CHSW: We had a primary emphasis with Alaska natives about two years ago. Should the program move forward, we will pay attention to that concern.

CHAIR: The advisory board is too concentrated of Anchorage UAA. There really should be others of outlying regions. I really urge change to this discrepancy.

Ben: “Knowledge integration” of the three areas of the CCG – specify that the final product is meeting the criteria in evaluation.

Caedmon: Doesn't like the program because it doesn't show that the student is engaged outside campus.

What service learning is about from an academic perspective. Need more wording that shows partnership with outside agency/mentor. Use more wording defining generically, a true engagement with a community partner.

Len: Q: Would it function like an internship?

A: it will grow out of an internship. It complements the internship.

General Q's: There is a problem with the number of Lecture/Lab hours 135 hrs. per 3 cr. Course. It has been identified as a lab. 120 hrs in the field.

Q: Shouldn't there be more structured in class accountability?

Discussion: This is not general ed as an outside agency has no interest in the academic side of the student from a general ed standpoint, but they will be concerned with their end product, what satisfies their needs - from the student.

Q: Would 0 + 9 meet the criteria?

Q: OUTCOME #4 : can you work on changing that, as the focus appears to be more scholarly.

Q: How are you going to say that the student has met the capstone requirements?

A: You will have to have students come in and have their projects reviewed. Their projects will be so vastly different that it will be harder to assess if they are following the capstone.

Final product #4. Definition: Creative activity vs. civic engagement.

Where we aren't clear is will this project meet the outcomes if you call it a GER capstone and the student needs to meet the outcomes of the program which needs to be articulated more clearly.

Q: Do you want to come back next week with revisions and move to second reading?

A: Yes.

VI. Old Business

A. GER Tier 2 Descriptors – memo sent out to CAS by Gail Holtzman (pg. 20-22) Gail has not heard back from anyone on this. Neither has the Governance Office.

B. GER Catalog Updates (pg. 23-26)

Tom to update and send copy to GER members for review.

VII. New Business

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

- I. Date Initiated** April 25, 2006
- II. Course Information**
- College/School:** College of Business and Public Policy
Department: Computer Information Systems
Program: Bachelor of Business Administration, Computer Information Systems
- Course Subject:** Management Information Systems
Course Number: CIS A376
Credits: 3.0
Contact Hours: 3 per week x 15 weeks = 45 hours
0 lab hours
Approximately 6 -9 hours outside of class per week x 15 weeks = 90 - 135 hours
- Course Title:** Management Information Systems
Grading Basis: A – F
- Course Description:** Analysis of the historical, current, and future implications of Information Systems (IS) and emerging technologies on businesses and on the society in general. Ethical dilemmas that arise as new technologies challenge cultural norms and the traditional legal framework. Focus on e-commerce and globalization issues.
- Course Prerequisites:** CIS A305 or COMM A241
Registration Restrictions: BBA students must be admitted to upper-division standing. For GER Capstone credit, must have completed all Tier I GER courses and junior standing.
Fees: Standard CBPP computer lab fee.
- III. Course Activities**
- A. Discussion and lecture augmented by case analyses, guest speakers, and student presentations
 - B. Multimedia presentations
 - C. Class projects exploring applications, technologies, or societal issues of relevance to the Management Information Systems (MIS) field
- IV. Guidelines for Evaluation**
- A. Homework and class discussions
 - B. Written exams
 - C. Group project presentations
 - D. Research papers and presentations
- V. Course Level Justification**
- This is an Integrative Capstone course dealing with the theory, analysis, and design of IS for management planning and control, from both historical and future perspective.

VI. Outline

- A. Introduction to Management Information Systems (MIS)
 - 1. Importance of MIS knowledge for non-IS professionals
 - 2. Using MIS to solve problems and support decisions
 - 3. Raising awareness of constant changes in technology
 - 4. Using MIS to build and sustain competitive advantage
 - 5. Social problems of the digital divide
- B. Hardware and Software
 - 1. Impact of the hardware and software selection on IS performance
 - 2. Processing and memory devices
 - 3. Secondary storage, input devices, and output devices
 - 4. Computer system types
 - 5. Systems and application software
 - 6. Programming languages
- C. Organizing Data and Information
 - 1. Philosophical foundations of Database Management Systems
 - 2. Data management and data modeling
 - 3. Database development
 - 4. Database security
 - 5. Legal and ethical implications of public and private databases
- D. Telecommunications and Networks
 - 1. Organizational policies regarding the use of PC's the Internet
 - 2. Role of government and private sector in the evolution of the Internet and telecommunications services
 - 3. Using Intranets and extranets for integration across business functions and for competitive advantage
 - 4. Network security and privacy issues
- E. Electronic Services and Transactions Processing Systems
 - 1. Applications of E-commerce
 - 2. E-Commerce technology components
 - 3. Culturally-sensitive strategies for successful E-commerce
 - 4. Transaction Processing Systems as the foundation for company-wide data collection, planning and reporting
 - 5. Using Enterprise Resource Planning to integrate information across business functions and for competitive advantage
- F. Information and Decision Support Systems
 - 1. Functional and cross-functional aspects of MIS
 - 2. Ego-centric vs. empathetic thinking
 - 3. Decision Support Systems
 - 4. Group Decision Support Systems
 - 5. Executive Support Systems

- G. Specialized Business IS
 - 1. Technology and ethical implications of Artificial Intelligence
 - 2. Legal impact of developing and using Expert Systems
 - 3. Societal repercussions of Virtual Reality
- H. Systems Development
 - 1. Systems Development Life Cycle (SDLC)
 - 2. Interdependent relationship between information systems and organizations
 - 3. Focus on business needs and competitive strategies
 - 4. Role of non-information technology staff in IS development
 - 5. Human resistance to change
 - 6. Considerations of differing cultures, religions, languages, politics, laws and regulations
 - 7. Advantages and disadvantages of outsourcing
 - 8. Alternative systems development approaches
- I. IS Security, Privacy, Legal and Ethical Issues in Today's Society
 - 1. Organization response to computer waste, mistakes, computer crime, privacy issues, and health concerns
 - 2. Importance of individual and global perspectives in thinking and communicating in a highly connected world
 - 3. How business pressures can motivate unethical and illegal behavior
 - 4. Disaster preparedness for IS

VII. Suggested Text

Kroenke, D. Using MIS. Upper Saddle River, NJ: Prentice-Hall, 2007.

VIII. Bibliography

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- Huber, P., Law and disorder in cyberspace. New York, NY: Oxford University Press, 1997
- Jessup, L., & Valacich, J. Information Systems Today. Upper Saddle River, NJ: Prentice-Hall, 2003.
- Kisielnicki, J. Modern Organizations in Virtual Communities. Hershey, PA: IRM Press, 2002.
- Kudyba, S. & Hoptroff, R. Data Mining and Business Intelligence: A Guide to Productivity. Hershey, PA: Idea Group, 2001.
- McDonald, K. Mastering the SAP Business Information Warehouse. New York, NY: John Wiley, 2002.
- McNurlin, B. C. & Sprague, R. H. Jr. Information Systems Management in Practice. Upper Saddle River, NJ: Prentice-Hall, 2005.

O'Brian, J. A. Introduction to Information Systems; Essentials for the e-Business Enterprise. Boston, MA: McGraw-Hill Irwin, 2003.

Porter, M. E. Competitive Advantage: Creating and Sustaining Superior Performance. New York, NY: The Free Press, 1998.

Schwalbe, K. Information Technology; Project Management. Boston, MA: Course Technology, 2005.

Spinello, R.A. Cyberethics. Sudbury, MA: Jones and Bartlett, 2006.

Thompson, R. & Cats-Baril, W. Information Technology and Management. Boston, MA: McGraw-Hill Irwin, 2003.

IX. Instructional Goals and Student Outcomes

<p>A. Instructional Goals. The instructor will:</p>
<p>1. Knowledge Integration</p> <ul style="list-style-type: none"> a. Integrate GER knowledge and business knowledge in presenting the history and foundations of IS. b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS.
<p>2. Effective Communication</p> <ul style="list-style-type: none"> a. Identify and analyze the effects of globalization and IS on business practices. b. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. c. Empower students to be able to make clear business presentations on technological issues.
<p>3. Critical Thinking</p> <ul style="list-style-type: none"> a. Engage students in classroom debates on the implications of emerging technologies and globalization on businesses and on IS. b. Challenge students in identifying societal and business implications of emerging technologies.
<p>4. Information Literacy</p> <ul style="list-style-type: none"> a. Empower students to be good information consumers and to be able to assess the credibility of businesses and non-business information posted online. b. Engage students in library research involving online resources.
<p>5. Quantitative Perspectives</p> <p>Lead students in developing analysis and database tools to support quantitative decision making.</p>

B. Student Outcomes. Students will be able to:	Assessment Methods
<p>1. Knowledge Integration</p> <ul style="list-style-type: none"> a. Describe why businesses use IS and how IS has evolved to meet changing business needs, considering technological, economical, geographic, and cultural reasons. b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems in support of business value creation. c. Explain the central role people play in the planning, development and operation of IS. 	<ul style="list-style-type: none"> a. Homework, class discussions, research paper, and written exam b. Homework, class discussion, and written exam c. Homework and class discussion
<p>2. Effective Communication</p> <ul style="list-style-type: none"> a. Debate implications of emerging technologies and globalization on businesses and on IS. b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology. 	<ul style="list-style-type: none"> a. Homework, class discussion, and written exam b. Research paper and presentation
<p>3. Critical Thinking</p> <ul style="list-style-type: none"> a. Identify and differentiate the competitive advantages attained through e-commerce and online transaction processing systems, as well as the implications of emerging technologies and globalization on businesses and on IS. b. Deliver a clear and convincing team presentation on selected cases that demonstrate the impact of technology on businesses and society. 	<ul style="list-style-type: none"> a. Homework, class discussion, and written exam b. Group project presentation and class discussion
<p>4. Information Literacy</p> <ul style="list-style-type: none"> a. Identify the options in acquiring and maintaining a system for a given business situation and how the system life cycle affects mission critical functions. b. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer. 	<ul style="list-style-type: none"> a. Homework, class discussion, and written exam b. Homework, class discussion, and written exam

<p>c. Evaluate the human resources and societal implications of the Internet; with emphasis on the new security, privacy, and ethical issues introduced for both technical and non-technical personnel.</p> <p>d. Engage in library research involving online resources.</p>	<p>c. Research paper and presentation</p> <p>d. Homework</p>
<p>5. Quantitative Perspectives Develop analysis and database tools to support quantitative decision making.</p>	<p>Homework and class discussion</p>

**University of Alaska Anchorage
Center for Community Engagement and Learning
CEL A450 Civic Engagement & GER Capstone
Course Content Guide**

Date of Initiation: Spring, 2006

Course Information

School/College: Health and Social Welfare

Course Subject: Civic Engagement

Course Number: CEL A450

Number of Credits: 3 credits

Contact Hours: 2 + 2

Title: Civic Engagement Capstone

Grading Basis: A - F

Course Description: Integration of Certificate, major, and GER coursework through an individual project.

Course pre-requisites: CEL A292 and CEL A395

Course attribute: UAA GER Integrative Capstone

Registration restrictions: formal enrollment in Certificate for Civic Engagement, completion of GER Tier 1 (basic college-level skills) courses

Co-requisites: none

Course fee: none

Attributes of an Integrative, Civic Engagement Capstone Project:

1. has innovative, effective, or ethical impacts with significance to a community-identified need applied through a collaborative off-campus project;
2. presents depth of expertise and preparation regarding the problem in the context of scholarly, professional, *and* community-based models, perspectives, methodologies, and orientations;
3. demonstrates appropriateness of chosen goals and methods;
4. includes the student's participation in the community through leadership in and scholarly contributions with organizations working to address civic engagement, poverty, or sustainability interests and beliefs;
5. has sufficient scope to clearly demonstrate advanced knowledge and skills in civic engagement and the student's undergraduate program of study;
6. produces a project report or portfolio presented publicly in scholarly, professional, or community audiences; and
7. requires a level of effort consistent with three or six semester hours of credit.

Instructional Goals, Outcomes, and Evaluation Methods (*Capstone domains in italics*):

Instructional Goals: Faculty instructor and community partner supervisor will:

1. Provide guidance and mentorship as students design and complete individual projects – for example, community-based research projects – that incorporate and integrate previously gained knowledge, skills, and values from Certificate experiences, their majors, and GERs (*knowledge integration*);
2. Highlight the importance of history and processes of democracy, social class, and sustainability within the public and civic issues pertinent to the project (*critical thinking*);
3. Suggest relevant information and resources for conducting the project (*information literacy*); and
4. Provide orienting questions and facilitate discussions during class meetings and for reflection papers to promote students' integration of knowledge and skills regarding civic commitments with the moral & ethical virtues of their home disciplines (*critical thinking and effective communication*).

Outcomes: On successful completion of the civic engagement capstone project, students will be able to:

1. Recognize historical, aesthetic, organizational, or cultural dynamics that impact civic engagement (*knowledge integration, critical thinking*);
2. Identify and utilize pertinent resources in order to review, analyze, and adopt critical perspectives for understanding civic engagement, poverty, and environmental sustainability (*information literacy, critical thinking*);
3. Determine, interpret, and resolve competing interests and stakes in a concrete public problem-solving situation, particularly pertaining to a local community (*knowledge integration, critical thinking*);
4. Discern vocational and personal pathways regarding moral and ethical dilemmas found in a variety of concrete situations, and weigh solutions using a meaningful and coherent framework (*critical thinking*);
5. Adapt and demonstrate a variety of civic engagement leadership skills including problem-setting and –solving (*knowledge integration*); and
6. Determine and analyze the complexities in building civic commitments and deliver resources building community capacity (*knowledge integration*).

Evaluation Methods: (for ALL outcomes, demonstrating integration of GER, major, and Certificate knowledge):

1. Active participation in class meetings (*knowledge integration, critical thinking, effective communication*);
2. Reflection papers addressing academic, personal, and civic issues raised by project engagement (*knowledge integration, critical thinking, effective communication*);
3. Final product (e.g., report, paper, or creative activity), including public presentation of product to University and/or Community Partner groups, submitted with a final reflection in which student explicitly justifies how project a) demonstrates knowledge integration across GER, major, and Certificate areas and b) meets identified GER outcomes (*knowledge integration, critical thinking, effective communication, information literacy*).

All written materials will be included in the students' Certificate portfolios (*artifacts demonstrating achievement of outcomes*).

Most teaching and learning activities focus on the production of the required senior project, a major piece of scholarship that demonstrates the ability to integrate information, skills, and concepts from multiple disciplines for personal development, professional enhancement, and civic engagement. The final product reports the results of original research, field or laboratory work; comments on the creation of original art, music, theater, performance, fiction, or other forms; and analyzes the significance of their community involvement or social action—accompanied in each case by a review of relevant literature and an original written text that places the work in pertinent contexts.

Assessment of the final project will include the student's (a) knowledge integration by accessing, judging, and comparing diverse fields of knowledge and evaluating critically their own views in relation to these different fields of knowledge, (b) critical thinking by defining issues clearly, identifying problems accurately, describing situations precisely, bringing material of appropriate relevance, depth, and breadth; analyzing them logically, and conceptualizing reasoned solutions, and (c) information literacy by practicing the responsible, legal, and ethical uses of information from various media (including print sources).

Regular seminars provide a forum in which to apply intellectual standards to students' quality of reasoning about a problem, issue, or situation. Students will practice and share with faculty and peers the process of writing, revision, and research; advanced bibliographic instruction; assistance in organizing the tasks of a major paper; peer editorial and rhetorical oversight; and practice in public presentation of results. The seminar culminates in a public presentation where results of the capstone project are presented. Assessment will evaluate students' communication, critical thinking, and information literacy skills drawn from the form and content of their seminar discussions, presentations, and reflection assignments.

Course Level Justification:

This capstone provides students an opportunity to bring together in a situation of their own design the various knowledges, skills, and commitments developed through the Certificate experiences, their major studies, and GERs. It is anticipated that many students will ground their capstone projects in previous community-service learning internships.

Topical Course Outline

Students are expected to work independently on their projects, consisting of approximately 60 hours outside the seminar over the semester. Students will meet with faculty and community mentors regularly. All students taking this class will meet for 30 hours in seminar during the semester. Community-based work requires 30 hours on site plus 15 hours off-site. [This conforms to the *UAA Curriculum Handbook (2005)* example on page 35: (2+2) = A combined lecture and laboratory course. Equivalent to a 3 credit course with 2 contact hours of lecture and 2 hours of supervised laboratory per week for a total of 135 hours for the course (30 contact hours of lecture and 60 hours outside lecture plus 30 hours lab plus 15 hours outside lab).]

Regular class meetings will revolve around core thematic topics and questions based on student projects. A typical range of topics includes:

- Project design and evaluation criteria, with emphasis on GER outcomes
- Public Service
- Purposes of Community Service
- The Human Condition & Community Contexts
- Research as Service
- The Scholar in Public Service

Suggested Texts:

Readings will be based on that term's student projects.

Readings will draw from civic engagement core themes, including

- Civic Responsibility
- Poverty
- Community Building and Public Policy
- Diversity
- Ethics and Social Justice
- Sustainability

and methodological techniques for

- Participatory Action Research and Analysis
- Community-based Project Designs and Management
- Community Organizing and Asset Enhancement
- Deliberative Dialogue and Public Negotiation
- Public Policy Advocacy

Bibliography

- Block, P. (1996). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler Publishers.
- Campus Compact, editor. (2003). *Introduction to service-learning toolkit: Readings and resources for faculty (2nd Ed.)*. Providence, RI: Campus Compact.
- Campus Compact. (2005). *Raise your voice: Student action for change*. Providence, RI: Brown University (URL: <http://www.actionforchange.org/>).
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- Driskell, D. (2002). *Creating better cities with children and youth: A manual for participation*. Paris: UNESCO.
- Gerston, L.N. (2002). *Public policymaking in a democratic society: A guide to civic engagement*. New York: ME Sharpe.
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- Palmer, P.J. (1999). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). *Community-based research and higher education: Principles and practices*. San Francisco: Jossey-Bass.
- Stringer, E.T. (2004). *Action research in education*. Upper Saddle River, NJ: Pearson Prentice Hall.

Example of Required Readings for a Senior Project working with Habitat for Humanity in Veracruz, Mexico:

Mexico and its Culture

- ▣ Habitat for Humanity International. n.d. "Habitat for Humanity: Mexico." Americus, GA: Partner Service Center (URL: <http://www2.habitat.org/intl/>).
- ▣ Latin American Network Information Center. 1992-2001. "Mexico: Reference Desk." Austin: University of Texas at Austin (URL: <http://www.lanic.utexas.edu/la/Mexico/>).
- ▣ Library of Congress. 1996. "Mexico: A Country Study," edited by Tim L. Merrill and Ramón Miró. Washington, DC: Federal Research Division. (URL: <http://lcweb2.loc.gov/frd/cs/mxtoc.html>).
- ▣ Peace Corps Information Collection and Exchange. 1999. *Culture Matters: The Peace Corps Cross-Cultural Workbook*. Washington, DC: U.S. Government Printing Office (URL: <http://www.peacecorps.gov/wws/culturematters/workbook.pdf>).
- ▣ Andrew Grant Wood. 2000. "Urban Protest and the Discourse of Popular Nationalism in Postrevolutionary Mexico: The Case of the Veracruz Rent Strike." *National Identities*, 2 (3): 265-276.

After the revolution of 1910-17, many Mexicans forged new identities, notions of citizenship, & conceptions of social justice. As an example of how this process took shape in urban areas, this essay examines how rent protesters during a housing strike in the port of Veracruz used antiforeign rhetoric as an effective means to mobilize nearly 75% of the local population. Comparing the discourse of the tenants with the available property record, the author argues that charges of foreign "monopoly" were overly generalized. Nevertheless, in detailing specific aspects of the housing situation, the author is able to identify certain elements in the port - namely, those responsible for the administration of tenements - against which tenant claims were well substantiated. From this it can be seen how militants constructed a powerful set of charges that not only identified a common enemy against which strikers could rally, but also helped to articulate their own brand of locally based popular nationalism. Adapted from the source document.

- ▣ One World. n.d. "OneWorld.net by Country: Mexico." London: One World International (URL: <http://www.oneworld.net/themes/country/>).

Volunteerism and Housing

- ▣ Jerome Baggett. 2000. *Habitat for Humanity®: Building Private Homes, Building Public Religion*. Philadelphia: Temple University Press.

Habitat for Humanity®, a grassroots house-building ministry founded in 1976 by evangelical Christians, is one of the best-known and most widely popular nonprofit organizations in operation today. With approximately 1500 local Habitat affiliates in the United States and more than 250 abroad in fifty countries, the organization has constructed more than 85,000 homes primarily by mobilizing concerned citizens, who include about 250,000 American volunteers each year.

The author tells the story of Habitat's development and the special fervor it evokes among volunteers and those for whom it builds houses. Through interviews with staff, he also provides a look into the organizational dynamics of Habitat, a non-profit whose religious mission for social change is inevitably affected by the instrumental, bottom-line orientation of the state and the market.

Baggett argues that Habitat is an example of a particular social form of religion, the paradenominational organization, that is uniquely adapted to the climate of the modern world. It is one of the vital forms that voluntarism takes today.

- ▣ Carolyn Fleur-Lobban. 1995. "Cultural Relativism and Universal Human Rights." *Chronicle of Higher Education* (June 9):B1, B2.

- ▣ Pedro D. Pacheco Vasquez, Earl W. Morris, Mary Winter, and Arthur D. Murphy. 1991. "Neighborhood Type, Housing and Household Characteristics in Oaxaca, Mexico." *Urban Anthropology* 20 (1):31-47.

Similarities & differences among 7 different neighborhood types in the city of Oaxaca de Juarez, Mexico, are assessed via social & cultural area analysis techniques drawing on data gathered in 1987 from 604 households (Murphy, Arthur D., "City in Crisis." Comparison with data gathered in 1977 (Murphy, A. D., "Studying Housing Areas in a Developing Nation: Lessons from Oaxaca City, Mexico," *Housing & Society*, 1987, 14, 143-160) indicates that differences among the neighborhoods are less pronounced than they once were. Specifically, the highest-income neighborhoods enjoy the highest standard of living according to virtually all measures of socioeconomic status, higher than either middle-class neighborhoods or the central city. Adapted from the source document.

- ▶ Alex Vuyst 1989. "Self-Help for the Homeless." *The Humanist* 49(3):13, 49.

The work of Habitat for Humanity International - an ecumenical Christian housing organization that originated in GA in the 1960s-is described. Habitat's philosophy is that decent shelter is a matter of conscience, & emphasizes the principals of self-help, partnership, & the "theology of the hammer." It relies on voluntary labor in construction & administration, & works with donated materials to build houses that are affordable to low-income families; selected case studies of projects across the US & in 26 other nations are described. Habitat's

relationship with the government, home builder associations, & low-income clients is explored.

- ▣ Wineburg, Robert J. 1993. "Social Policy, Community Service Development, and Religious Organizations." *Nonprofit Management & Leadership* 3:283-297.

Building Global Cooperation

- ▣ Michael Edwards. 2001. *Future Positive: International Co-Operation in the 21st Century*. London: Earthscan.
- ▣ Michael Edwards and John Gaventa. 2001. *Global Citizen Action*. London: Earthscan.
 - "Ethical Globalization" by John D. Clark
 - "Transnational Civil Society" by Ann M. Florini
 - "Global Citizen Action" John Gaventa
- ▣ Paul Rogat Loeb. 2001. *Soul of a Citizen: Living with Conviction in a Cynical Time*. New York: St. Martin's Griffin.
- ▣ David L. L. Shields. 1995. "Race and Poverty in the Psychology of Prejudice," pages 35-53 in *The Color of Hunger: Race and Hunger in National and International Perspective*, edited by David L.L. Shields. Lanham, MA: Rowman & Littlefield.

Tools for Civic Engagement

- ▶ Campus Compact. (2005). *Raise your voice: Student action for change*. Providence, RI: Brown University (URL: <http://www.actionforchange.org/>).
- ▣ Chrislip, D.D. (2002). *The collaborative leadership fieldbook: A guide for citizens and civic leaders*. San Francisco: Jossey-Bass.
- ▣ Krezmann, John P. and John McKnight. 1993. *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*. Evanston, IL: The Asset-based Community Development Institute.
- ▣ Hinsdale, Mary Ann, Helen M. Lewis and S. Maxine Waller. 1995. *It comes from the people: community development and local theology*. Philadelphia: Temple University Press.

- ▣ Horton, Myles. 1998. *The Long Haul: An Autobiography*. New York: Teachers College Press.
- ▣ Slocum, Rachel B. 1995. *Power, Process and Participation: Tools for Change*. London: Intermedicate Technology Publications.

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: March 2006

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Non-Western Art I
- C. Course Subject/Number: ART A360A
- 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 including Indian Art, Tibetan and Southeastern Art, Chinese Art, and Japanese Art.
- H. Status of course relative to degree or certificate program
Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities 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)

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 and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.

VI. Outline

A. INDIAN ART

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. TIBETAN AND SOUTHEASTERN ASIAN ART

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. CHINESE ART

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. JAPANESE ART
- 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)

VII. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The Instructor Will:
1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
 2. Develop student’s historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
 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 relevant to non-western art by using application, classification and reasoned argumentation.
- B. Student Outcomes. The student will be able to:

OUTCOME	ASSESSMENT
Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art	research paper.
Develop analytical, written and oral skills	tests, papers and in-class presentations
Demonstrate an understanding of the various methodologies, significant texts, and theoretical approaches presented in course Materials relevant to non-western art	tests and papers
Develop a body of concepts and ideas that will effectively embody non-western art course material.	tests, papers, and in-class presentations
Assess from a comparative perspective the similarities and differences across the non-western 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.
- Harle, James C. Art and Architecture of the Indian Subcontinent. Pelican History of Art. Harmondsworth, Eng.: Penguin, 1987.
- Kawakita, Michiaki. Modern Currents in Japanese Art. Trans. and adapted by Charles S. Terry. Heibonsha Survey of Japanese Art, vol. 24 New York: Weatherhill, 1974.
- Thapar, Romila. History of India. Harmondsworth, Eng.: Penguin, 1972.
- Varley, H. Paul. Japanese Culture. 3rd ed. Honolulu: University of Hawaii Press, 1984.
- Welch, Stuart Cary. India: Art and Culture 1300-1900. New York: Metropolitan Museum of Art, 1985.

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- Welch, Stuart Cary. India: Art and Culture 1300-1900. New York: Metropolitan Museum of Art, 1985.

China Before 1280

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- Index of Early Chinese Painters and Paintings: T'ang, Sung and Yuan. Berkeley: University of California Press, 1980.
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- Fukjioka, Ryoichi. Shino and Oribe Ceramics. Trans. Samuel Crowell Morse. Japanese Arts Library. , vol 9. New York: Kodansha International, 1977.
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Japan After 1392

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UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Initiation Date: March 2006

II. Course Information

- A. College: College of Arts and Sciences
- B. Course Title: History of Non-Western Art II
- C. Course Subject/Number: ART A360B
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Emphasis on a comparative approach to non-western civilizations including Islamic Art, African Art, Art of Pacific Cultures, and Art of the Americas.
- H. Status of course relative to degree or certificate program
Course required for BA and BFA in Art and applies to the GER Fine Arts and Humanities 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)

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 and Humanities as well as an art history requirement for a B.A., B.F.A., or elective in the visual arts.

VI. Outline

A. ISLAMIC ART: THE GATEWAY TO THE WEST AND EAST

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

B. AFRICAN ART

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

C. ART OF PACIFIC CULTURES

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

D. 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 Chimu 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

VII. Instructional Goals and Defined Outcomes

- A. Instructional Goals. The Instructor Will:
 - 1. Develop and examine the contextual background from which non-western art works emerge within their cultural and historical settings.
 - 2. Develop student’s historical, critical, aesthetic, and analytical written and oral communication skills as they apply to non-western art.
 - 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 relevant to non-western art by using application, classification and reasoned argumentation.

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

OUTCOME	ASSESSMENT
Analyze primary and secondary research materials, theoretical approaches and interpretive models pertaining to non-western art	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 relevant to non-western art	tests and papers
Develop a body of concepts and ideas that will effectively embody non-western art course material.	tests, papers, and in-class presentations
Assess from a comparative perspective the similarities and differences across the non-western cultures presented.	tests, papers, in-class presentation

VIII. Suggested Text:

- 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
- Caruana, Wally. Aboriginal Art. World of Art. New York: Thames and Hudson, 1993
- Cole, Herbert M. Icons: Ideas and Power in the Art of Africa. Washington, D.C.; National Museum of African Art, Smithsonian Institution, 1989
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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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IX. Bibliography and Resources

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- 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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African Art

General and Nilotic

- Aldred, Cyril. Akhenaten and Nefertiti. New York: Brooklyn Museum, 1973.
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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.
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Art of Pacific Cultures

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Art of the Americas: Before 1300

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- Walters, Anna Lee. Spirit of Native America: Beauty and Mysticism in American Indian Art. San Francisco: Chronicle, 1989.

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 experience concludes with an Integrative Capstone, which includes courses from across the university that require students to synthesize across GER domains. Integrative Capstone courses include knowledge integration of GER basic college-level skills (Tier 1) and/or disciplinary areas (Tier 2) as part of their course design.

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.
- 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.
- *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).*

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 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
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.	

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

Classification	Credits
2. Quantitative Skills	3
Quantitative skills courses increase the mathematical abilities of students in order to make them more adept and competent producers and wiser consumers of the mathematical, statistical and computational analyses which will dominate 21st century decision-	

making. In these courses, all baccalaureate students develop their algebraic, analytic and numeric skills, use them to solve applied problems, and correctly explain their mathematical reasoning.

Courses completed at UAA must be selected from the following:

- 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
- STAT A252 Elementary Statistics
- STAT A253 Applied Statistics
- STAT A307 Probability

Classification	Credits
3. Written Communication Skills	6
Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students demonstrate their ability to communicate effectively by selecting form and content that fits the situation; adhering to genre conventions; adapting their voice, tone, and level of formality to that situation; and controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.	

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

Classification	Credits
4. Fine Arts**	3
The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact of subsequent artistic work.	

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

Courses completed at UAA must be selected from the following:

- ART A160 Art Appreciation
- ART A261 History of World Art I
- ART A262 History of World Art II
- 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

Classification

5. **Humanities** (outside the major)

Credits

6

The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world's heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a content-oriented course in the humanities should be able to identify texts or objects, to place them in the historical context of the discipline, to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities course in logic should be able to identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to use a formal technique to determine the validity of simple deductive arguments and to evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities course in a language should demonstrate proficiency in listening, speaking and writing.

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
 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
 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
 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

Classification

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

Credits

The natural sciences focus on gaining an understanding of the matter, events and processes that form and sustain our universe. Methods of scientific inquiry are diverse, but all aim to formulate general principles that explain observations and predict future events or behaviors within their disciplines. Laboratory courses illustrate how scientists develop, test, and challenge scientific theories, providing an appreciation for the process and problems involved in the advancement of scientific knowledge. Students completing their natural sciences requirement will be able to apply the scientific method by formulating questions or problems, proposing hypothetical answers or solutions, testing those hypotheses, and reaching supportable conclusions. They will also demonstrate an understanding of the fundamentals of one or more scientific disciplines, a knowledge of the discoveries and advances made within that discipline; as well as, the impact of scientific information in sculpting thought and in providing the foundations for the technology in use at various times in history. Students completing the laboratory class will have demonstrated their ability to work with the tools and in the settings encountered by professionals in the discipline, will carefully observe materials, events or processes and accurately record and analyze their observations.

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

Classification

7. Social Sciences

(outside the major; from 2 different disciplines)

The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should be motivated to reflect on the workings of the society of which they are apart and should possess a broad perspective on the diversity of human behavior. They should be able to distinguish between empirical and non-empirical truth claims. They should be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected. They should have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

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
 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 A110 Gerontology: Multidisciplinary Approach
 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

Integrative capstone courses focus on practice, study, and critical evaluation; and include in their student outcomes an emphasis on the evolving realities of the 21st century.

Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

Courses completed at UAA must be selected from the following:

ART 491 Senior Seminar
 BIOL 452 Human Genome
 CS A470 Applied Software Development Project
 ECON 488 Seminar in Economic Research
 EDFN A300 Philosophical and Social Context of American Education
 GEOL A456 Geoarchaeology
 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
 SOC A488 Capstone Seminar
 STAT A308 Intermediate Statistics for the Sciences
 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).