General Education Review Committee
Agenda

September 15, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

( ) Barbara Harville  CAS  Oral Communication
( ) Ben Curtis  Mat-Su/UAB  Natural Sciences
( ) Caedmon Liburd  UAB
( ) Patricia Fagan  CAS  Humanities
( ) Dan Schwartz  COE
( ) Jack Pauli  CBPP/UAB
( ) Jeane Breinig  CAS  Written Communication
( ) Len Smiley  CAS/UAB  Quantitative Skills
( ) Robin Wahto  CTC
( ) Walter Olivares  CAS  Fine Arts
( ) Tom Miller  OAA  Guest
( ) Vacant  CHSW
( ) Grant Baker  SOENGR
( ) Vacant  Student

II. Approval of the Agenda (pg. 1-2)

III. Approval of Meeting Summary for September 8, 2006 (pg. 3-4)

IV. Chair’s Report

V. Course Action Requests

A. CAS – HIST/INTL/PS – Request for Integrative Capstone Status
   Chg  HIST  A325  Northeast Asia in 21st Century (3 cr) (3+0) (pg. 5-13)
   Chg  INTL  A325  Northeast Asia in 21st Century (3 cr) (3+0) (pg. 14-22)
   Chg  PS  A325  Northeast Asia in 21st Century (3 cr) (3+0) (pg. 23-31)
   Chg  PS  A492  Senior Seminar in Politics (3 cr) (3+0) (pg. 32-41)

B. CAS - ANTH
   Chg  ANTH  A354  Culture and Ecology (3 cr) (3+0) (pg. 42-50)

VI. Old Business

A. Membership – Election of New Chair
B. GER CCG Updates

VII. New Business

A. Meeting Start Time

B. Goals and objectives for the new academic year

C. GER Assessment
   a. BIO102 GER Assessment Cycle (pg. 51-55)
   b. BIOL A102 Outcome Survey (pg. 56-57)
   c. BIOL A102 CCG (pg. 58-61)

VIII. Informational Items and Adjournment
General Education Review Committee
Summary

September 8, 2006
ADM 201
12:45 p.m. – 1:45 p.m.

I. Roll

(x) Barbara Harville CAS Oral Communication
( ) Ben Curtis Mat-Su/UAB Natural Sciences
(x) Caedmon Liburd UAB
(x) Patricia Fagan CAS Humanities
( ) Vacant? COE
(x) Jack Pauli CBPP/UAB Written Communication
( ) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS/UAB Quantitative Skills
(e) Robin Wahto CTC
( ) Walter Olivares CAS Fine Arts
(e) Tom Miller OAA Guest
( ) Vacant CHSW
(e) Grant Baker SOENGR
( ) Vacant Student

II. Approval of the Agenda (pg. 1-2)
Changes to agenda:
New membership Patricia Fagan will take Humanities seat
Caedmon will assume the UAB/ Ex-officio position
Add Elect chair to beginning of agenda
Change May date to August date
Agenda approved

III. Elect Chair
Caedmon nominate Ben Curtis as chair
Len second motion
Nominations closed- Ben Curtis will be chair

IV. Approval of Meeting Summary for August 25, 2006 (pg. 3-5)
Summary approved

V. Chair’s Report
ANTH 354 was reviewed and changes were recommended
HIST was not present, didn’t approve
Talked to Gary Rice about program for GER’s

VI. Course Action Requests
A. CAS – HIST/INTL/PS – Request for Integrative Capstone Status

Chg HIST A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 6-11)
Changes need to be made and brought back to GER before going to UAB

Chg INTL A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 12-17)
Changes need to be made and brought back to GER before going to UAB

Chg PS A325 Northeast Asia in 21st Century (3 cr) (3+0) (pg. 18-23)
Changes need to be made and brought back to GER before going to UAB

Chg PS A492 Senior Seminar in Politics (3 cr) (3+0) (pg. 24)
Carl made initiator and asked to find out which CAR is official
Table this to next meeting

B. CAS – ANTH

Chg ANTH A354 Culture and Ecology (3 cr) (3+0) (pg. 25)
Initiator did not make revisions/ Tabled to next meeting

VII. Old Business

A. Membership – Election of New Chair

B. GER CCG Updates

VIII. New Business

A. Goals and objectives for the new academic year

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<tbody>
<tr>
<td>AS CAS</td>
<td>HUM</td>
<td>HIST</td>
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<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST</td>
<td>A325</td>
<td></td>
<td>3.0</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

### 6. Complete Course/Program Title
Northeast Asia in 21<sup>st</sup> Century

**Abbreviated Title for Transcript (30 character):**

### 7. Type of Course
- [x] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action
- [x] Course
- [ ] Program

#### Mark appropriate boxes:
- [ ] Prefix
- [ ] Credits
- [x] Title
- [ ] Course Number
- [ ] Contact Hours
- [ ] Repeat Status
- [ ] Grading Basis
- [ ] Course Description
- [ ] Test Score Prerequisites
- [ ] Co-requisites
- [ ] Registration Restrictions
- [ ] Class
- [ ] Level
- [ ] College
- [ ] Major
- [x] Other GER Capstone Status

### 9. Repeat Status
- [ ] # of Repeats
- [x] Max Credits

### 10. Grading Basis
- [x] A-F
- [ ] P/NP
- [ ] NG

#### 11. Implementation Date
- From: Spring 2007
- To: 2099

### 12. Cross Listed with
- PS A325, INTL A325

### 13. List any programs or college requirements that require this course
- International Studies, History, Political Science

### 14. Coordinate with Affected Units:
- International Studies North Pacific Rim Minor, Faculty Listserv
- Department, School, or College

#### Initiator Signature: ___________________________ Date: ___________________________

### 15. General Education Requirement
- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [x] Integrative Capstone

### 16. Course Description
An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

### 17a. Course Prerequisite(s) (list prefix and number)
- PS A102, or HIST A121 or HIST A122 or STAT A252 or GEOG A101

### 17b. Test Score(s)

### 17c. Co-requisite(s) (concurrent enrollment required)

### 17d. Other Restriction(s)
- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 17e. Registration Restriction(s) (non-codable)
- Two of the listed prerequisites. Junior standing. Completion of all GER tier 1 (basic college level) courses.

### 18. Mark if course has fees
- [ ]

### 19. Justification for Action
Seeking Integrated GER Capstone status.

---

**Signed:**

- [ ] Approved
- [ ] Disapproved

**Initiator (faculty only):** ___________________________ 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

**Provost or Designee:** ___________________________ Date: ___________________________
Course Content Guide (Revised 8/16/06)

School/College: College of Arts & Sciences
Course Subject: International Studies
Course Number and Title: HIST A325, Northeast Asia in the 21st Century
Credits: 3
Contact Hours: 3 + 0
Degree Program: Major in History
Grading Basis: A-F
Fees Required: Yes
Prerequisites: PS A102 or HIST A121 or HIST A122 or STAT A252 or GEOG A101
Registration Restrictions: Two of the listed prerequisites. Junior standing. Completion of all GER tier 1 (basic college level) skills.
Cross Listed With: INTL A325, PS A325

I. Course Description

An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

II. Course Narrative

The intent of this course is to introduce UAA students to a region of the world which is of crucial strategic significance for Alaska and the USA in the 21st Century, and will vitally affect their futures. While China, the Koreas, and Japan share ancient cultural and philosophical traditions these were always conditioned by distinct indigenous traditions. The mixture of the shared and the indigenous strongly influenced the way in which all three responded to the challenge of modernization in the 19th and 20th centuries and will continue to shape their integration into the larger global community of the 21st.

III. Instructional Goals and Student Outcomes

By the very nature of the course students will be exposed to a variety of disciplines and their distinct sets of source materials and analytical approaches. Synthesizing these materials is necessary to gain understanding of the contemporary societies and for envisaging the future of the region. Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation. They will have the opportunity to take advantage of visiting speakers on the region brought to Anchorage by such community organizations as the Alaska World Affairs Council and the World Trade Center Alaska.
**Instructional Goals**

Presents Northeast Asia from a variety of multidisciplinary perspectives drawing on the expertise of faculty team members.

Provides a layered understanding of the complex societies of Northeast Asia, their cultures, peoples and social systems.

Analyzes the differences between the societies of Northeast Asia.

Provides the basis for discrimination between those societies and their approach to common issues.

**Student Outcomes**

Students will understand the physical and social composition of Northeast Asia and its several societies.

Students will be able to analyze Northeast Asia from the perspectives of geography, anthropology, history, economics and political science and will be able to discriminate between the arts and literature of the various societies.

Students will detect the conflicting forces of integration and disintegration that impact the region.

Students will be able to interpret the different responses of China, Japan and the Koreas to shared issues.

**IV. Guidelines for Evaluation**

Requirements for papers or projects, and written exams will assess knowledge integration, critical thinking, information literacy, and effective communication (listening, reading, writing). Participation and presentation assignments will gauge communication skills (listening and speaking) in addition to assessing knowledge integration and critical thinking.

The specific assignments for this assessment are as follows:

**Exams**

**Project/paper and presentation**

Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)

**Speech/book/article/film reports (extra credit)**
Discussion questions and participation

Mastery of Haiku forms and styles

The course will depend on – and will test – students’ ability to listen and to read, and will require them to demonstrate their ability to speak and write in discussions and presentations, papers and exams, and in the writing of haiku. Ability to think critically will be called upon for responding to questions and issues in both oral and written assignments. In their research for their papers or projects, students will demonstrate whether they have attained information literacy. Every student taking this class will be required to undertake statistical comparisons of aggregate data for the region and the several political units. Such statistical analysis is a prerequisite for comparative understanding of the contemporary societies of the region and can demonstrate students’ acquisition of a quantitative perspective.

V. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

VI. Course Outline

Themes

The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

North East Asia in a globalizing world

Topical Outline

Introduction and approach: North East Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism
Art & Image in Northeast Asia

Pre-19th Century Northeast Asia

Northeast Asia in the 19th and 20th Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21st Century Northeast Asia

East Asia in the globalized 21st century: How significant for the US, Alaska?

VII. Suggested Texts

Schirokauer, C., Clark, D., Modern East Asia: A Brief History (Wadsworth, 2004)

Global Studies: Japan & the Pacific Rim, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, Confucius Lives Next Door, Vintage, 1999


Miyuki Miyabe, All She was Worth, Mariner Books, 1992

VIII. Bibliography


John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)


VIII. Internet Resources

A Virtual Tour of Asia: [http://artsedge.kennedy-enter.org/nso/asian/artsedge.html](http://artsedge.kennedy-enter.org/nso/asian/artsedge.html)

Internet East Asian History Source Book: [http://www.fordham.edu/halsalleastasia/eastasiabook.html](http://www.fordham.edu/halsalleastasia/eastasiabook.html)


Ancient Japan: [http://www.wsu.edu:8080/~dee/ancjapan/contents.htm](http://www.wsu.edu:8080/~dee/ancjapan/contents.htm)

China, A country Study: [http://lcweb2.loc.gov/frd/cs/cntoc.html](http://lcweb2.loc.gov/frd/cs/cntoc.html)

Japan, A country Study: [http://lcweb2.loc.gov/frd/cs/jptoc.html](http://lcweb2.loc.gov/frd/cs/jptoc.html)


AsiaSource: [http://www.asiasource.org](http://www.asiasource.org)


UCLA Asian Studies Resources: [http://www.isop.ucla.edu/eas.web/site-resources.htm](http://www.isop.ucla.edu/eas.web/site-resources.htm)

East Asia WWW Virtual Library [http://ea-vl.sbc.edu/](http://ea-vl.sbc.edu/)


Chinese Art Online [http://www.chinese-art.com](http://www.chinese-art.com)

Curriculum Coordination Form

Notification Date: 3/7/06

Initiating unit: HIST

Affected unit(s): INTL, PS,

Course Prefix and Number: INTL/HIST/PS A325

Previous Prefix and Number: INTL/HIST/PS A325

Complete Course/Program Title: Northeast Asia in the 21st Century

Previous Course/Program Title: Northeast Asia in the 21st Century

Description of Action: Apply for GER Capstone status

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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.

Program/Course Title: INTL/HIST/PS A325 "Northeast Asia in the 21st Century"

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

   Name: Ralph Courtney

2. Please list any new library and information recommended to support proposal.

   Changed status of the course will not require any additional or supplemental library resources which are presently adequate. The History and Political Science Departments are working with the library in an on-going acquisition program to enhance the holdings for East Asia in general.

   ____________________________________________

   Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Northeast Asia in the 21st Century

3. Course Prefix INTL/HIST/PS

4. Course Number A325

5. Implementation Date Spring 2008

6. Type of Action and Category
   - Course addition
   - Course change
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty
   - new full-time faculty
   - reassignment of full-time faculty
   - additional class/lab space
   - modification of class/lab space
   - additional library resources
   - additional computer equipment
   - other costs

8. Explanation: The course is already being offered. Changing status to a GER capstone will not significantly affect numbers of students taking the course. We anticipate no need either to add additional sections or to teach the course more frequently than the once every two years it is presently offered.

   ______ approved
   ______ disapproved
   Department Chair Date

   ______ approved
   ______ disapproved
   Dean/Director of School/College Date

   ______ approved
   ______ disapproved
   Provost Date
## Curriculum Action Request

**University of Alaska Anchorage**

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

### 1a. School or College

AS  CAS

### 1b. Division

HUM

### 1c. Department

INTL

### 2. Course Prefix

INTL

### 3. Course Number

A325

### 4. Previous Course Prefix & Number


### 5a. Credits/CEU

3.0

### 5b. Contact Hours (Lecture + Lab)

(3+0)

### 6. Complete Course/Program Title

Northeast Asia in 21st Century

### 7. Type of Course

- [ ] Academic
- [ ] Non-credit
- [ ] CEU
- [ ] Professional Development

### 8. Type of Action

- [ ] Add
- [ ] Change
- [ ] Delete

### 9. Repeat Status

# of Repeats

Max Credits

### 10. Grading Basis

- [x] A-F
- [ ] P/NP
- [ ] NG

### 11. Implementation Date

From: Spring 2007

To: 9/999

### 12. Cross Listed with

HIST A325, PS A325

### 13. List any programs or college requirements that require this course

International Studies, History, Political Science

### 14. Coordinate with Affected Units

International Studies North Pacific Rim Minor, Faculty Listserv

Department, School, or College

Initiator Signature

Date

### 15. General Education Requirement

- [x] Oral Communication
- [ ] Written Communication
- [ ] Quantitative Skills
- [ ] Humanities
- [ ] Fine Arts
- [ ] Social Sciences
- [ ] Natural Sciences
- [x] Integrative Capstone

### 16. Course Description

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### 17a. Course Prerequisite(s) (list prefix and number)

PS A102 or HIST A121 or HIST A122, or STAT 252 or GEOG, A101

### 17b. Test Score(s)


### 17c. Co-requisite(s) (concurrent enrollment required)


### 17d. Other Restriction(s)

- [ ] College
- [ ] Major
- [ ] Class
- [ ] Level

### 17e. Registration Restriction(s) (non-codable)

Two of the listed prerequisites. Junior standing. Completion of all GER tier 1 (basic college level) courses.

### 18. Mark if course has fees


### 19. Justification for Action

Seeking Integrated GER Capstone status.

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**Initiator (faculty only)**

Date

**Approved**

Disapproved:

**Dean/Director of School/College**

Date

**Approved**

Disapproved:

**Department Chairperson**

Date

**Approved**

Disapproved:

**Academic Board Chairperson**

Date

**Approved**

Disapproved:

**Provost or Designee**

14 Date
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The specific assignments for this assessment are as follows:

Exams

Project/paper and presentation

Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)

Speech/book/article/film reports (extra credit)
Discussion questions and participation

Mastery of Haiku forms and styles

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V. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

VI. Course Outline

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The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

North East Asia in a globalizing world

Topical Outline

Introduction and approach: North East Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism
Art & Image in Northeast Asia

Pre-19th Century Northeast Asia

Northeast Asia in the 19th and 20th Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21st Century Northeast Asia

East Asia in the globalized 21st century: How significant for the US, Alaska?

VII. Suggested Texts

Schirokauer, C., Clark, D., Modern East Asia: A Brief History (Wadsworth, 2004)

Global Studies: Japan & the Pacific Rim, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, Confucius Lives Next Door, Vintage, 1999


Miyuki Miyabe, All She was Worth, Mariner Books, 1992

VIII. Bibliography


John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)


VIII. Internet Resources

A Virtual Tour of Asia: [http://artsedge.kennedy-enter.org/nso/asian/artsedge.html](http://artsedge.kennedy-enter.org/nso/asian/artsedge.html)

Internet East Asian History Source Book: [http://www.fordham.edu/halsalleastasia/eastasiabook.html](http://www.fordham.edu/halsalleastasia/eastasiabook.html)


Ancient Japan: [http://www.wsu.edu:8080/~dee/ancjapan/contents.htm](http://www.wsu.edu:8080/~dee/ancjapan/contents.htm)

China, A country Study: [http://lcweb2.loc.gov/frd/cs/cntoc.html](http://lcweb2.loc.gov/frd/cs/cntoc.html)

Japan, A country Study: [http://lcweb2.loc.gov/frd/cs/jptoc.html](http://lcweb2.loc.gov/frd/cs/jptoc.html)


AsiaSource: [http://www.asiasource.org](http://www.asiasource.org)


UCLA Asian Studies Resources: [http://www.isop.ucla.edu/eas.web/site-resources.htm](http://www.isop.ucla.edu/eas.web/site-resources.htm)

East Asia WWW Virtual Library [http://ea-vl.sbc.edu/](http://ea-vl.sbc.edu/)


Chinese Art Online [http://www.chinese-art.com](http://www.chinese-art.com)

Curriculum Coordination Form

Notification Date: 3/7/06

Initiating unit: HIST

Affected unit(s): INTL, PS,

Course Prefix and Number: INTL/HIST/PS A325  
Previous Prefix and Number: INTL/HIST/PS A325

Complete Course/Program Title: Northeast Asia in the 21st Century

Previous Course/Program Title: Northeast Asia in the 21st Century

Description of Action: Apply for GER Capstone status

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage  
Governance Office, ADM 213  
3211 Providence Drive  
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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.

Program/Course Title: INTL/HIST/PS A325 "Northeast Asia in the 21st Century"

1. Please identify the library liaison consulted in preparation of this proposal.
   
   Name: Ralph Courtney

2. Please list any new library and information recommended to support proposal.

   Changed status of the course will not require any additional or supplemental library resources which are presently adequate. The History and Political Science Departments are working with the library in an on-going acquisition program to enhance the holdings for East Asia in general.

Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Northeast Asia in the 21st Century

3. Course Prefix INTL/HIST/PS

4. Course Number A325

5. Implementation Date Spring 2008

6. Type of Action and Category
   - [ ] Course addition
   - [ ] Course change
   - [ ] Program addition
   - [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - [ ] part-time faculty $'
   - [ ] new full-time faculty $'
   - [ ] reassignment of full-time faculty $'
   - [ ] additional class/lab space $'
   - [ ] modification of class/lab space $'
   - [ ] additional library resources $'
   - [ ] additional computer equipment $'
   - [ ] other costs $'

8. Explanation: The course is already being offered. Changing status to a GER capstone will not significantly affect numbers of students taking the course. We anticipate no need either to add additional sections or to teach the course more frequently than the once every two years it is presently offered.

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

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

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<th>1b. Division</th>
<th>1c. Department</th>
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**Abbreviated Title for Transcript (30 character)**

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<table>
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<th>16. Course Description</th>
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<tr>
<td>An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.</td>
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<th>18. Mark if course has fees</th>
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<th>19. Justification for Action</th>
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<td>Department Chairperson Date</td>
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<td>Approved</td>
<td>Disapproved:</td>
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<tr>
<td>Academic Board Chairperson Date</td>
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<td>Disapproved:</td>
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<td>Provost or Designee Date</td>
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Course Content Guide (Revised 8/16/06)

School/College: College of Arts & Sciences
Course Subject: International Studies
Course Number and Title: PS A325, Northeast Asia in the 21st Century
Credits: 3
Contact Hours: 3 + 0
Degree Program: Major in Political Science
Grading Basis: A-F
Fees Required: Yes
Prerequisites: PS A102 or HIST A121 or HIST A122 or STAT A252 or GEOG A101
Registration Restrictions: Two of the listed prerequisites. Junior standing. Completion of all GER tier 1 (basic college level) skills.
Cross Listed With: INTL A325, HIST A325

I. Course Description

An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

II. Course Narrative

The intent of this course is to introduce UAA students to a region of the world which is of crucial strategic significance for Alaska and the USA in the 21st Century, and will vitally affect their futures. While China, the Koreas, and Japan share ancient cultural and philosophical traditions these were always conditioned by distinct indigenous traditions. The mixture of the shared and the indigenous strongly influenced the way in which all three responded to the challenge of modernization in the 19th and 20th centuries and will continue to shape their integration into the larger global community of the 21st.

III. Instructional Goals and Student Outcomes

By the very nature of the course students will be exposed to a variety of disciplines and their distinct sets of source materials and analytical approaches. Synthesizing these materials is necessary to gain understanding of the contemporary societies and for envisaging the future of the region. Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation. They will have the opportunity to take advantage of visiting speakers on the region brought to Anchorage by such community organizations as the Alaska World Affairs Council and the World Trade Center Alaska.
**Instructional Goals**

Presents Northeast Asia from a variety of multidisciplinary perspectives drawing on the expertise of faculty team members.

Provides a layered understanding of the complex societies of Northeast Asia, their cultures, peoples and social systems.

Analyzes the differences between the societies of Northeast Asia.

Provides the basis for discrimination between those societies and their approach to common issues.

**Student Outcomes**

Students will understand the physical and social composition of Northeast Asia and its several societies.

Students will be able to analyze Northeast Asia from the perspectives of geography, anthropology, history, economics and political science and will be able to discriminate between the arts and literature of the various societies.

Students will detect the conflicting forces of integration and disintegration that impact the region.

Students will be able to interpret the different responses of China, Japan and the Koreas to shared issues.

**IV. Guidelines for Evaluation**

Requirements for papers or projects, and written exams will assess knowledge integration, critical thinking, information literacy, and effective communication (listening, reading, writing). Participation and presentation assignments will gauge communication skills (listening and speaking) in addition to assessing knowledge integration and critical thinking.

The specific assignments for this assessment are as follows:

- Exams
- Project/paper and presentation
- Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)
- Speech/book/article/film reports (extra credit)
Discussion questions and participation

Mastery of Haiku forms and styles

The course will depend on – and will test – students’ ability to listen and to read, and will require them to demonstrate their ability to speak and write in discussions and presentations, papers and exams, and in the writing of haiku. Ability to think critically will be called upon for responding to questions and issues in both oral and written assignments. In their research for their papers or projects, students will demonstrate whether they have attained information literacy. Every student taking this class will be required to undertake statistical comparisons of aggregate data for the region and the several political units. Such statistical analysis is a prerequisite for comparative understanding of the contemporary societies of the region and can demonstrate students’ acquisition of a quantitative perspective.

V. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

VI. Course Outline

**Themes**

The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

North East Asia in a globalizing world

**Topical Outline**

Introduction and approach: North East Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism
Art & Image in Northeast Asia

Pre-19th Century Northeast Asia

Northeast Asia in the 19th and 20th Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21st Century Northeast Asia

East Asia in the globalized 21st century: How significant for the US, Alaska?

VII. Suggested Texts

Schirokauer, C., Clark, D., Modern East Asia: A Brief History (Wadsworth, 2004)

Global Studies: Japan & the Pacific Rim, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, Confucius Lives Next Door, Vintage, 1999


Miyuki Miyabe, All She was Worth, Mariner Books, 1992

VIII. Bibliography


John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)


VIII. Internet Resources

- A Virtual Tour of Asia: [http://artsedge.kennedy-enter.org/nso/asian/artsedge.html](http://artsedge.kennedy-enter.org/nso/asian/artsedge.html)
- Internet East Asian History Source Book: [http://www.fordham.edu/halsalleastasia/eastaasiabook.html](http://www.fordham.edu/halsalleastasia/eastaasiabook.html)
- Ancient Japan: [http://www.wsu.edu/~dee/ancjapan/contents.htm](http://www.wsu.edu/~dee/ancjapan/contents.htm)
- China, A country Study: [http://lcweb2.loc.gov/frd/cs/cntoc.html](http://lcweb2.loc.gov/frd/cs/cntoc.html)
- Japan, A country Study: [http://lcweb2.loc.gov/frd/cs/jptoc.html](http://lcweb2.loc.gov/frd/cs/jptoc.html)
- AsiaSource: [http://www.asiasource.org](http://www.asiasource.org)
- UCLA Asian Studies Resources: [http://www.isop.ucla.edu/eas.web/site-resources.htm](http://www.isop.ucla.edu/eas.web/site-resources.htm)
- East Asia WWW Virtual Library [http://ea-vl.sbc.edu/](http://ea-vl.sbc.edu/)
- Chinese Art Online [http://www.chinese-art.com](http://www.chinese-art.com)
Curriculum Coordination Form

Notification Date: 3/7/06

Initiating unit: HIST

Affected unit(s): INTL, PS,

Course Prefix and Number: INTL/HIST/PS A325
Previous Prefix and Number: INTL/HIST/PS A325

Complete Course/Program Title: Northeast Asia in the 21st Century

Previous Course/Program Title: Northeast Asia in the 21st Century

Description of Action: Apply for GER Capstone status

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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.

Program/Course Title: INTL/HIST/PS A325 “Northeast Asia in the 21st Century

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

   Name: Ralph Courtney

2. Please list any new library and information recommended to support proposal.

   Changed status of the course will not require any additional or supplemental library resources which are presently adequate. The History and Political Science Departments are working with the library in an on-going acquisition program to enhance the holdings for East Asia in general.

Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Northeast Asia in the 21st Century

3. Course Prefix INTL/HIST/PS

4. Course Number A325

5. Implementation Date Spring 2008

6. Type of Action and Category
   [ ] Course addition  [ ] Course change  [ ] Program addition  [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   [ ] part-time faculty $  
   [ ] new full-time faculty $  
   [ ] reassignment of full-time faculty $  
   [ ] additional class/lab space $  
   [ ] modification of class/lab space $  
   [ ] additional library resources $  
   [ ] additional computer equipment $  
   [ ] other costs $  

8. Explanation: The course is already being offered. Changing status to a GER capstone will not significantly affect numbers of students taking the course. We anticipate no need either to add additional sections or to teach the course more frequently than the once every two years it is presently offered.
### Curriculum Action Request

**University of Alaska Anchorage**

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

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<th>1c. Department</th>
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<td>Examination of a single major problem in the study of politics. The capstone course required of Political Science majors.</td>
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<td>Changes reflect revision of course content to fulfill GER Integrative Capstone requirement.</td>
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**Initiator (faculty only)**

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**Dean/Director of School/College**

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**Department Chairperson**

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**Undergraduate or Graduate Academic Board Chairperson**

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**Provost or Designee**

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I. Date of Initiation: Fall 2007

II. Course Information

Course Subject/Number: PS A492
Credits and Contact Hours: 3.0 Credits, 45 contact hours
Course Title: Senior Seminar in Politics
Grading Basis: A-F
Course Description: Examination of a single major problem in the study of politics. The capstone course required of Political Science majors.
Prerequisites: None
Co-requisites: None
Other Restrictions: Senior Standing in Political Science

III. Instructional Goals and Student Outcomes

A. Instructional Goals
1. Presents a significant problem, issue, or topic in political science from a variety of disciplinary perspectives (comparative, international, philosophical, institutional, and behavioral), drawing on the expertise of department faculty members.
2. Demonstrates to students how political problems can be subjected to different interpretation from the various subfields of the discipline, which embrace a variety of interdisciplinary perspectives, approaches, and analytical techniques, including but not limited to Alaska Native Studies, Anthropology, Economics, History, Psychology, and Sociology.
3. Requires students to review and draw on their comprehensive knowledge of the discipline to apply it to the analysis of the problem, issue, or topic.
4. Requires students to analyze, to synthesize, and then to exercise independent judgment based on their knowledge to resolve the problem or respond to the issue or topic.

B. Student Outcomes

<table>
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<tr>
<th>Outcomes</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>Describe in detail the nature of the problem, issue, or topic that is the focus of the course</td>
<td>Oral and written presentations, project, and exams</td>
</tr>
<tr>
<td>Identify and apply a variety of disciplinary and interdisciplinary approaches to this problem</td>
<td>Bibliography, oral and written presentations, research project</td>
</tr>
<tr>
<td>Through comparison of disciplinary and interdisciplinary perspectives, select the approach and framework that yields the best explanation/resolution of the problem</td>
<td>Examinations</td>
</tr>
<tr>
<td>Demonstrate the disciplinary confidence and command to carry out an appropriate senior-</td>
<td>Research project, presentations, and paper</td>
</tr>
</tbody>
</table>
IV. Guidelines for Evaluation

Requirements for papers or projects and written examinations will assess the integration of knowledge, critical thinking, information literacy, and effective communication (listening, reading, writing). Assignments for participation and presentation will gauge communication skills (listening and speaking) in addition to assessing integration of knowledge and critical thinking.

Specific assessment assignments for this seminar style course will comprise:
- Prepared reading and responses.
- Participation in discussion of materials in response to questions relating to specific texts.
- Preparation of bibliographies.
- Preparation of written questions.
- Comparative statistical analysis, where appropriate to problem topic.
- Research project. Senior-level paper. Presentation of research.

Seminar format of the class will test students’ analytical ability, as well as their ability to read and to listen with comprehension; it will require them to demonstrate their oral and written communications ability through participation in seminar discussions, presentations of their research project, and papers and examinations. Their papers will demonstrate the attainment (or not) of information literacy.

V. Course Level Justification

To complete this course successfully, students will need to have mastered already intermediate-level study and presentation skills. The variety of perspectives brought to bear on the subject matter requires students to have a grasp of the range of the political science discipline. Materials will be those shared amongst academic political scientists. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. In addition, the course requires senior standing.

VI. Topical Course Outline

1. Introduction of the problem, topic or issue
2. Demonstration of the significance of the problem for the discipline
3. Illustration of the different approaches and methodologies applied to this problem by the different subfields of the discipline: comparative, international, philosophical, American, and behavioral (presentations by all Political Science and by faculty in related fields in other disciplines).
4. Review of the bibliographic works that have made important contributions to the discussion of this topic.
5. Identification of remaining or open questions and new lines of research related to this topic. These will be drawn from major professional political science journals, professional papers, and reports from the National American Political Science Association (APSA) and Regional Political Science Associations’ most recent annual meetings, as well as from the APSA’s “State of the Discipline” publication.
6. Emphasize the influence of perspective on the development of a research approach and framework for analyzing the issue. Faculty presentations of the approach and research framework used in particular subfields.
7. Student responses to the topic: examinations, research presentations, final paper.
8. Conclusions: the state of the discipline with regard to this issue and in general.
9. Provide direction and the foundation for students to apply and use their Political Science degree in career employment opportunities or graduate studies.

VII. Suggested Texts

Among the books used for this course will be the latest edition of Ira Katznelson and Helen V. Milner, eds., *Political Science: The State of the Discipline*. Other texts will depend on the specific topic but will include those works recognized as encapsulating the state of the political science discipline with regard to this subject matter, which will be referenced in Katznelson and Milner. Thus, the following bibliography would be used if the topic is Parliamentary Political Systems.

VIII. Partial Bibliography


-----, *The Third Wave: Democratization in the Late Twentieth Century*, University of Oklahoma Press, 1991.


From CARL SHEPRO <afces1@uaa.alaska.edu>
Sent Sunday, March 12, 2006 2:41 pm
To uaa-faculty@uaa.alaska.edu
Cc
Bcc
Subject Curriculum Coordination PS A492 Senior Seminar in Political Science
Attachments vCard(afces1)

The Department of Political Science is revising the course content of PS A492, the Senior Seminar in Political Science, to fulfill the GER Integrative Capstone requirement. The Course Description is: An examination of a single major problem in the study of politics from a variety of disciplinary perspectives, emphasizing the effects of different disciplinary as well as interdisciplinary perspectives on the approaches and analytical techniques used to study, understand and address the problem. The capstone course required of all Political Science majors. The prerequisite is senior standing in Political Science or permission of the instructor.

Carl Shepro
Four Year Course Offering Plan

Program:

Implementation Date:

Instruction: For each course and semester, enter one of the following:
   a. The name of the existing full-time faculty member, regular or term, expected to teach the course.
   b. NFTF for those courses expected to be delivered by new full-time faculty.
   c. ADJ for those courses expected to be delivered by adjunct faculty.

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<th>2008</th>
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<td>Muller</td>
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Curriculum Coordination Form

Notification Date: 12 March 12, 2006

Initiating unit: Political Science

Affected unit(s):

Course Prefix and Number: PS A492

Previous Prefix and Number: PS A492

Complete Course/Program Title: Senior Seminar in Politics

Previous Course/Program Title: Senior Seminar in Politics

Description of Action: Revise Course Content to Fulfill GER Integrative Capstone Requirement

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508

If no written comments are received by the UAB or GAB within ten (10) days of notification date shown above, it is assumed that there are no objections to the proposal.

Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
Resource Implication Form

1. School/College CAS
2. Program/Course Political Science
3. Course Prefix PS
4. Course Number A492
5. Implementation Date Fall 2006

6. Type of Action and Category
   □ Course addition  □ Course change  □ Program addition  □ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   □ part-time faculty
   □ new full-time faculty
   □ reassignment of full-time faculty
   □ additional class/lab space
   □ modification of class/lab space
   □ additional library resources
   □ additional computer equipment
   □ other costs

8. Explanation: Current capstone course is taught by regular full-time faculty on a rotating basis, and is part of the regular workload agreement. No additional course costs are anticipated.

Approved

Disapproved

Department Chair

10 March 2006

Approved

Disapproved

Dean/Director of School/College

5/2/06

Approved

Disapproved

Provost

Date

41
## Curriculum Action Request

**University of Alaska Anchorage**

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

1. **School or College**
   - AS: CAS

2. **Course Prefix**
   - ANTH

3. **Course Number**
   - A354

4. **Previous Course Prefix & Number**

5. **Credits/CEU**
   - 3

6. **Complete Course/Program Title**
   - Culture and Ecology

7. **Abbreviated Title for Transcript**
   - Culture and Ecology

8. **Type of Course**
   - Academic

9. **Type of Action**
   - Add

10. **Course Description**
    - Anthropological approaches to the relationships between cultural and ecological systems. Culture as an adaptive system and the role of various cultural subsystems in different adaptations. Application of ecological concepts to human societies; impacts of environmental change on human societies, and impacts of human societies on environments; ethnoecology and traditional ecological knowledge of indigenous communities; values of nature among Western and non-Western societies; and political ecology in relation to the juxtaposition of indigenous peoples within contemporary nation-states.

11. **Course Prerequisite(s)**
    - ANTH A202 and ENVI A201

12. **Test Score(s)**

13. **Co-requisite(s)**

14. **Other Restriction(s)**

15. **Registration Restriction(s) (non-codable)**
    - Completion of all GER Tier 1 (basic college-level skills) courses and junior standing

16. **Mark if course has fees**

17. **Justification for Action**
    - This is the sole course offered at present by the Anthropology Department as a capstone course. It integrates perspectives from anthropology and environmental studies on the historical and contemporary interactions between peoples and environments.

---

**Initiator Signature**

**Date**

**Dean/Director of School/College**

**Date**

**Department Chairperson**

**Date**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Provost or Designee**

**Date**
I. Course Description

An interdisciplinary examination and analysis of Northeast Asia covering China, the Koreas, and Japan, designed to provide students with the means to understand how the societies of this region have developed separate and distinct identities despite their common cultural and philosophic roots.

II. Course Narrative

The intent of this course is to introduce UAA students to a region of the world which is of crucial strategic significance for Alaska and the USA in the 21st Century, and will vitally affect their futures. While China, the Koreas, and Japan share ancient cultural and philosophical traditions these were always conditioned by distinct indigenous traditions. The mixture of the shared and the indigenous strongly influenced the way in which all three responded to the challenge of modernization in the 19th and 20th centuries and will continue to shape their integration into the larger global community of the 21st.

III. Instructional Goals and Student Outcomes

By the very nature of the course students will be exposed to a variety of disciplines and their distinct sets of source materials and analytical approaches. Synthesizing these materials is necessary to gain understanding of the contemporary societies and for envisaging the future of the region. Students will demonstrate their success in mastering and synthesizing the various materials through written and oral presentation. They will have the opportunity to take advantage of visiting speakers on the region brought to Anchorage by such community organizations as the Alaska World Affairs Council and the World Trade Center Alaska.
**Instructional Goals**

Presents Northeast Asia from a variety of multidisciplinary perspectives drawing on the expertise of faculty team members.

Provides a layered understanding of the complex societies of Northeast Asia, their cultures, peoples and social systems.

Analyzes the differences between the societies of Northeast Asia.

Provides the basis for discrimination between those societies and their approach to common issues.

**Student Outcomes**

Students will understand the physical and social composition of Northeast Asia and its several societies.

Students will be able to analyze Northeast Asia from the perspectives of geography, anthropology, history, economics and political science and will be able to discriminate between the arts and literature of the various societies.

Students will detect the conflicting forces of integration and disintegration that impact the region.

Students will be able to interpret the different responses of China, Japan and the Koreas to shared issues.

**IV. Guidelines for Evaluation**

Requirements for papers or projects, and written exams will assess knowledge integration, critical thinking, information literacy, and effective communication (listening, reading, writing). Participation and presentation assignments will gauge communication skills (listening and speaking) in addition to assessing knowledge integration and critical thinking.

The specific assignments for this assessment are as follows:

Exams

Project/paper and presentation

Comparative statistical analysis and report on a topic using an international database (UN Quality of Life Indicators, Microsoft Explorit, NationMaster)

Speech/book/article/film reports (extra credit)
Discussion questions and participation

Mastery of Haiku forms and styles

The course will depend on – and will test – students’ ability to listen and to read, and will require them to demonstrate their ability to speak and write in discussions and presentations, papers and exams, and in the writing of haiku. Ability to think critically will be called upon for responding to questions and issues in both oral and written assignments. In their research for their papers or projects, students will demonstrate whether they have attained information literacy. Every student taking this class will be required to undertake statistical comparisons of aggregate data for the region and the several political units. Such statistical analysis is a prerequisite for comparative understanding of the contemporary societies of the region and can demonstrate students’ acquisition of a quantitative perspective.

V. Course Level Justification:

To be able to successfully complete this course requires students to already have mastered basic study and presentation skills. The variety of disciplinary perspectives brought to bear on the subject matter in the brief span of one term requires students to have a considerable degree of academic sophistication. The range of subject matter will be demanding. Previous introductory and sophomore courses should have provided students with the foundation for understanding and application of knowledge. This course requires the application of a variety of disciplines to the analysis of the subject matter.

VI. Course Outline

Themes

The socially constructed self and the significance of family and groups

Cultures of Authority in Confucian societies, their continuing significance and impact

North East Asia in a globalizing world

Topical Outline

Introduction and approach: North East Asia on its own terms

Geography and framework: location and spatial relations

Early societies: peoples, cultures, languages (including writing, characters)

Ideas and philosophies: Confucianism, Daoism, Buddhism
Art & Image in Northeast Asia

Pre - 19th Century Northeast Asia

Northeast Asia in the 19th and 20th Centuries: China, the Koreas, Japan

Literary representation

Political authority in 21st Century Northeast Asia

East Asia in the globalized 21st century: How significant for the US, Alaska?

VII. Suggested Texts

Schirokauer, C., Clark, D., Modern East Asia: A Brief History (Wadsworth, 2004)

Global Studies: Japan & the Pacific Rim, 6e, McGraw-Hill/Dushkin, 2001. (J&PR)

T.R. Reid, Confucius Lives Next Door, Vintage, 1999


Miyuki Miyabe, All She was Worth, Mariner Books, 1992

VIII. Bibliography


John Dower, Timothy S. George, Japanese history and culture from ancient to modern times: seven basic bibliographies (Princeton: Markus Wiener Publishers, 1995)


VIII. Internet Resources

A Virtual Tour of Asia: [http://artsedge.kennedy-enter.org/nso/asian/artsedge.html](http://artsedge.kennedy-enter.org/nso/asian/artsedge.html)

Internet East Asian History Source Book: [http://www.fordham.edu/halsalleastasia/eastasiabook.html](http://www.fordham.edu/halsalleastasia/eastasiabook.html)


Ancient Japan: [http://www.wsu.edu:8080/~dee/ancjapan/contents.htm](http://www.wsu.edu:8080/%7Edee/ancjapan/contents.htm)

China, A country Study: [http://lcweb2.loc.gov/frd/cs/cntoc.html](http://lcweb2.loc.gov/frd/cs/cntoc.html)

Japan, A country Study: [http://lcweb2.loc.gov/frd/cs/jptoc.html](http://lcweb2.loc.gov/frd/cs/jptoc.html)


AsiaSource: [http://www.asiasource.org](http://www.asiasource.org)


UCLA Asian Studies Resources: [http://www.isop.ucla.edu/eas.web/site-resources.htm](http://www.isop.ucla.edu/eas.web/site-resources.htm)

East Asia WWW Virtual Library [http://ea-vl.sbc.edu/](http://ea-vl.sbc.edu/)


Chinese Art Online [http://www.chinese-art.com](http://www.chinese-art.com)

Curriculum Coordination Form

Notification Date: February 28, 2006

Initiating unit: Department of Anthropology

Affected unit(s): None

Course Prefix and Number: ANTH A354   Previous Prefix and Number: Same

Complete Course/Program Title: Culture and Ecology

Previous Course/Program Title: Same

Description of Action: Change to integrative capstone course

Supporting documentation of the proposal is attached.

Initiating faculty are also REQUIRED to send an email to uaa-faculty@uaa.alaska.edu describing the proposal, including the proposed action and the course prefix, number, course description, prerequisite, and any other relevant information.

Any questions concerning the proposed changes may be addressed to the appropriate department chair, or the chair of the appropriate curriculum committee. Written comments may also be sent to the UAB or GAB, in care of the Governance Office, at the following address:

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Note: Acknowledgement of coordination does not mean approval, it is only meant to verify that coordination has occurred.
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.

Program/Course Title: ANTH A354/Culture and Ecology

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

   Name: Ralph Courtney

   To see who your library liaison is at:
   UAA go to: http://www.lib.uaa.alaska.edu/webgroup/liaison.php3
   Kenai Peninsula College go to: http://www.uaa.alaska.edu/kenai/KPC%20Library%20Webpage/frameset.html
   Kodiak College go to: http://www.koc.alaska.edu/library/default.html
   Mat-Su College go to: http://www.matsu.alaska.edu/library/library_staff.htm

2. Please list any new library and information recommended to support the proposal.

   1.
   2.
   3.

Initiator signature
Resource Implication Form

1. School/College CAS

2. Program/Course Culture and Ecology

3. Course Prefix ANTH

4. Course Number A354

5. Implementation Date 08/06

6. Type of Action and Category
   - □ Course addition
   - □ Course change
   - □ Program addition
   - □ Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - □ part-time faculty
   - □ new full-time faculty
   - □ reassignment of full-time faculty $0
   - □ additional class/lab space
   - □ modification of class/lab space
   - □ additional library resources
   - □ additional computer equipment
   - □ other costs

   8. Explanation: Increased frequency of course to accommodate capstone status
   No additional FTE requested

_______ Approved
_______ Disapproved

Department Chair Date

_______ Approved
_______ Disapproved

Dean/Director of School/College Date

_______ Approved
_______ Disapproved

Provost Date
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.

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

BIOL A102 Objectives/Outcomes Written for required Mat-Su College Student Course Outcome Survey
Course Objectives/Outcomes- The Student:

1. Gained an understanding of the diversity of life/species on Earth.
2. Obtained a solid foundation in the fundamentals of Biology consisting of basic theories, facts, and terminology, that allows a better understanding of daily interactions with the Biological world.
3. Can describe a use of the scientific method in Biology, to develop testable theories or hypotheses, and appreciate that the challenge and usefulness of the scientific method is that it must be testable through experiments or observation.
4. Can describe the major events in history of Biology, cell theory, evolutionary theory, and molecular biology of genes, and explain their important contribution to modern society, through our increased knowledge about the natural world.

GER Basic Skills Outcomes-

1. Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.
2. Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.
3. Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.
4. Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.
BIOL A102 Introductory Biology
Student Self-Assessment of Course achievement of GER Outcomes*

The purpose of this survey is to get your perceptions about how well the objectives of this course were met, and its contribution to GER basic skills. These perceptions will be used to improve the course. Your honest responses will be a great assistance to the continual improvement of the program. Please circle the appropriate response.

**GER Outcomes 6 & 8:** Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.

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**GER Outcomes 2, 6, & 8:** Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.

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**GER Outcome 1:** Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.

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<td>50.0%</td>
<td>12.5%</td>
<td>6.3%</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

**GER Outcome 7:** Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.

<table>
<thead>
<tr>
<th></th>
<th>O excellent</th>
<th>O very good</th>
<th>O good</th>
<th>O fair</th>
<th>O poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 05 Covers</td>
<td>71.4%</td>
<td>0%</td>
<td>28.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Student Skills</td>
<td>28.6%</td>
<td>28.6%</td>
<td>0%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Fall 04 Covers</td>
<td>37.5%</td>
<td>25.0%</td>
<td>0%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Student Skills</td>
<td>37.5%</td>
<td>25.0%</td>
<td>6.3%</td>
<td></td>
<td>0%</td>
</tr>
</tbody>
</table>

*Correspondence of Numbered (1-9) GER Outcomes from preamble of 2006-2007 UAA Catalog to the BIOL A102 GER Basic Skills Outcomes on Student Outcomes Survey.
Analysis of BIOL A102 Introductory Biology Assessment Cycle

At the end of each semester, Mat-Su College requires students to complete a self-assessment for how each course section covered course objectives and student acquired understanding/skills in regard to these course outcomes. This self-assessment is completed electronically using the online program Zoomerang [http://info.zoomerang.com/](http://info.zoomerang.com/), which compiles a report with numerical and graphical representation of the percentages of students who indicated a rating of: excellent, very good, good, fair, or poor. These reports are distributed to each instructor, their Coordinators, and retained by Academic Affairs.

The comparison above of my Fall 04 and Spring 05 BIOL A102 sections, where instruction differed only in the inclusion of four targeted written research reports in Spring 2005 (see attached example), indicated a significant increase in student self-assessment of both how well the course covered, as well as, their understanding/skill in regard to the some of the listed GER outcomes. In general students rated course coverage of GER outcomes higher than their acquired understanding/skills in relation to these outcomes.

The inclusion of written reports in Spring 05 produced the following shifts in the percentage of students giving excellent (ex) or very good (vg) ratings for course coverage and skill acquisition of GER Outcomes. Substantive changes are underlined.

<table>
<thead>
<tr>
<th>GER Outcome</th>
<th>Before written reports</th>
<th>After written reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Course covers</td>
<td>excellent 43.8% → excellent 71.4%</td>
</tr>
<tr>
<td></td>
<td>Student skills</td>
<td>excellent 43.8% → excellent 42.9%</td>
</tr>
<tr>
<td>Solve problems In new contexts</td>
<td>Course covers</td>
<td>excellent 31.3% → excellent 57.1%</td>
</tr>
<tr>
<td></td>
<td>Student skills</td>
<td>excellent 18.8% → excellent 42.9%</td>
</tr>
<tr>
<td>Communicate in Oral or written</td>
<td>Course covers</td>
<td>excellent 43.8% → excellent 57.1%</td>
</tr>
<tr>
<td></td>
<td>Student skills</td>
<td>ex.31.3% vg. 50% → ex.42.9%vg.28.6%</td>
</tr>
<tr>
<td>Locate and use Relevant information</td>
<td>Course covers</td>
<td>excellent 37.5% → excellent 71.4%</td>
</tr>
<tr>
<td></td>
<td>Student Skills</td>
<td>excellent 31.3% → excellent 42.9%</td>
</tr>
</tbody>
</table>

**Conclusion**

Written reports will be continued as an instructional component of my Fall 2006 section of BIOL A102. These guided research reports produced a significant enhancement of student self-assessment of course achievement of GER Outcomes. The results from a single indirect assessment measure of GER outcomes should be confirmed and expanded by a direct and objective measure of student achievement of GER outcomes (see attached proposed direct assessment instrument).
BIOL A102: Written Report #3: Global Warming in Alaska

__________________:Name ____________ 40pts

**DUE on or before March 29**

Read at least two original articles, Internet sites, or sections of a book other than your text for each question in #1, #2, #3 and write a short answer (minimum of 200 words) to the question(s) posed. Critical thinking is important. You should select sources that, in your opinion, are of high quality, unbiased, and accurate. Otherwise, if an issue is controversial, your answer may be "biased" by the sources you select. You must include a list of the references you use for your answers, with a minimum of 4 references using an approved reference style (APA).

If you use search engines to find Internet references, I have searched using http://www.google.com and the **bold key words** to find relevant references for each question. Google ranks its search hits based on the number of times a site is accessed. It is still essential to use your judgment regarding the source of information and official government research sites like EPA, FDA, and NIH have to be more conservative regarding the facts they present. For Internet references, use the APA reference style below. Include only the components present, for example there may not be an author. Year is the date of the publication, and retrieved date is when YOU access the page. URL is the actual Internet address.

**APA Reference styles:**


Internet:

Author or Government Agency/Corporation/Organization. (year). *Title*. Retrieved month day, year, from URL.

Example:


web search terms: ACIA + pdf + testimony; ACIA + Highlights; EPA + Alaska + Global warming; Global Change + Arctic implications

Questions:

1. During the last 50 years is there evidence for global warming occurring in Alaska, and if so, how many degrees of warming in winter?
2. Are there effects of global warming on the population number and/or distribution (geographical range) of Alaskan species?
3. Are there effects of global warming on the yearly duration (how many months it exists) and extent (area covered by) of seasonal Arctic sea ice?
4. Are there effects of global warming on subsistence in Alaska?
5. Are there effects of global warming on coastal villages in Alaska?
Average temperatures in Alaska have increased by 5-7 °F in winter over the last fifty years. Average extent of late-summer sea ice in the Arctic Ocean has decreased 15-20% in the last thirty years. Climate models for Alaska predict annual average temperature increases of 5-9 °F and an increase of 7-13 °F in winter temperatures over the next 100 years, with a potential for complete loss of late-summer sea ice before the end of this century, along with a 25% loss of tundra area available for migratory bird nesting as boreal forests move north.

Previous climate change events on Earth occurred over thousands of years and were accompanied by both local species extinction and the evolution/immigration of new species. Based on your understanding of the process of evolution of species by natural selection, explain and justify any expected difference in the total number of surviving species in Alaska after a climate change occurring over thousands of years compared to the current climate change event that is anticipated to occur over the next one hundred years.

Grade: O A >90% O B 80-89% O C 70-79% O D 60-69% O F <60%

GER Outcomes Assessment

The essay above demonstrates the student’s ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.

O strongly agree O agree O undecided O disagree O strongly disagree

The essay above demonstrates the student’s ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts.

O strongly agree O agree O undecided O disagree O strongly disagree

The essay above demonstrates the student’s ability to communicate in written form a central course concept using the language of Biology.

O strongly agree O agree O undecided O disagree O strongly disagree

*Zoomerang is used to electronically record the optional UAA written student comments, and can include an individual written student assessment.
# BIOL A102 (Introductory Biology) Outcomes Survey

The purpose of this survey is to get your perceptions about how well the objectives of this course were met, and its contribution to GER basic skills. These perceptions will be used to improve the course. Your honest responses will be a great assistance to the continual improvement of the program.

**Please circle the appropriate response.**

<table>
<thead>
<tr>
<th>Stated BIOL A102 Course Objective</th>
<th>How well did the course cover this objective?</th>
<th>Your understanding/skills related to this objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained an understanding of the diversity of life/species on Earth.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Obtained a solid foundation in the fundamentals of Biology consisting of basic theories, facts, and terminology, that allows a better understanding of daily interactions with the Biological world.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Can describe a use of the scientific method in Biology, to develop testable theories or hypotheses, and appreciate that the challenge and usefulness of the scientific method is that it must be testable through experiments or observation.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Can describe the major events in history of Biology, cell theory, evolutionary theory, and molecular biology of genes, and explain their important contribution to modern society, through our increased knowledge about the natural world.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
</tbody>
</table>

**GER Basic Skills Outcomes**

<table>
<thead>
<tr>
<th>How well did the course cover this objective?</th>
<th>Your understanding/skills related to this objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students the ability to think critically and reason logically to reach sound conclusions in the biological sciences, based on understanding of biological processes and methods used to elucidate them.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Give students the ability to apply their knowledge of basic Biology to analyze and solve problems in new contexts, including the interpretation of written texts and graphical data.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Give students the ability to communicate in oral, written, and/or electronic form the central course concepts using the language of Biology.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
<tr>
<td>Give students the ability to locate, assess, and use relevant information from a variety of print and electronic sources appropriate to Biology.</td>
<td>Poor / Fair / Good / Very Good / Excellent</td>
</tr>
</tbody>
</table>

<<Please complete both sides of form>>
What grade do you expect from this course?  A,  B,  C,  D,  F

Comments:
### University of Alaska, Anchorage
Proposal to Initiate, Modify or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1. College or School &amp; Program</th>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Number</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts &amp; Sciences</td>
<td>BIOL</td>
<td>102</td>
<td>103 &amp; 103</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course Title</th>
<th>7. Transcript Title (Provided by Records)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTORY BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Type of Course</th>
<th>10. Type of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Academic</td>
<td>☐ Deletion</td>
</tr>
<tr>
<td>☐ CEU</td>
<td>☐ Addition</td>
</tr>
<tr>
<td>☐ Professional Development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Grading Basis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ A-F</td>
<td></td>
</tr>
<tr>
<td>☐ P/F</td>
<td></td>
</tr>
<tr>
<td>☐ CEU</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Contact Hours</th>
<th>12. Expected Hours of Work Outside Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 + 0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Number of Approved Courses Currently in Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>14. Implementation Date (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall '88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Course Cross-Listed with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix: BIOL</td>
</tr>
<tr>
<td>Course No.: 103</td>
</tr>
<tr>
<td>☐ New Course</td>
</tr>
<tr>
<td>☐ Existing Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chairperson Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. List any majors, minors, or programs that will/do require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>For inclusion in catalog ☒ Yes</td>
</tr>
</tbody>
</table>

One semester freshman level course for students with little or no biology background. Includes basic organization of cells, organs, organisms, populations, evolution and functional relationships relevant to modern living. Special Notes: Primarily for non-science majors. Satisfies UAA general education and CAS natural science degree requirements.

<table>
<thead>
<tr>
<th>19. Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Justification (Give full justification for this proposal.) For new courses, attach course outline and bibliography. For existing courses, attach copy of current course description.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This change reflects the goal to eliminate inconsistencies in an &quot;integrated curriculum for the Fall 1988 course schedule and the 1988-89 university catalog. This course replaces: ACC Biol 102, 103 and UAA Biol 107</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21. Library Resources</th>
</tr>
</thead>
</table>

Initiator: [Signature] 22 Feb '88

Approved: [Signature] 22 Feb '88

Disapproved: [Signature] 22 Feb '88

Dean of College/School: [Signature] 5/10/88

Academic Affairs Board Chairperson: [Signature] 5/10/88

Vice Chancellor for Academic Affairs: [Signature] 5/10/88
COURSE CONTENT GUIDE
College of Arts and Sciences

Date __April 12, 1999__
Course Number __BIOL A 102__
Cred__its __3.0 Credits__

Program __Biological Sciences__
Course Title: __Introductory Biology__

I. **Course Description:**

One semester freshman level course for students with little or no biology background. Includes basic organization of cells, evolution, genetics, immune systems and functional relationships to modern living.

II. **Course Design:**

a. Statement of course intent: Designed primarily for non-science majors.

b. Number of course credits: __3.0__

c. Total time of student involvement:
   1. Lecture hours per week: __3 hours__
   2. Laboratory hours per week: __N/A__
   3. Total time of work expected outside class: __6 hours per week__

d. Status of course relative to a degree or certificate program: This course satisfies the Natural Science category of the General Education Requirements

e. Lab fees: __N/A__

f. Time frame: Standard semester

g. This is not a revision of an existing course.

h. Coordination is not required with all academic schools and colleges, including extended Sites.

III. **Course Activities:**

This is a lecture course.

IV. **Course Prerequisites/Course Co-requisites:**

Prerequisites: None

Co-requisite: None
V. **Course Evaluation:**

Examinations with grades posted as A-F.

VI. **Course Content Outline:**

1.0 Molecules of life

2.0 Ecological considerations

3.0 Cell structure

4.0 Energy gain and use

5.0 Genetics

6.0 Cancer, what is it?

7.0 Cell division

8.0 Evolution

9.0 Immune system

10.0 Control systems-endocrine, nervous

VII. **Bibliography or References:**


VIII. **Instructional Goals and Defined Outcomes:**

The student will obtain a solid foundation in the fundamentals of biology that will allow him/her to observe their daily interactions with other biotic and the abiotic constituents of this world and interpretate his/her reactions. This will allow the student to critically consider his/her reactions.
instead of being pushed by the prevailing currents. The defined outcome is definitely to encourage the process of thinking by constantly providing in class examples of how biological processes occur and how common sense is elucidated from the unknown.