

# General Education Review Committee Agenda

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**12:30-1:30**

April 27, 2012

**ADM 204**

## **I. Call to Order**

### **Roll**

( ) Vacant	UAB/COH	Social Sciences
( ) Utpal Dutta	UAB/SOE	
( ) Kevin Keating	UAB/Library	
( ) Kathryn Hollis-Buchanan	UAB	
( ) Vacant	UAB	
( ) Suzanne Forster	CAS	Humanities
( ) Len Smiley	CAS	Quantitative Skills
( ) Marcia Stratton	CAS	Oral Communication
( ) Walter Olivares	CAS	Fine Arts
( ) Robert Capuozzo	COE	
( ) Sandra Pence	CTC/COH/Chair	
( ) Kyle Hampton	CBPP	Social Sciences
( ) Deborah Fox	Mat-Su	Written Communication
( ) Hilary Davies	UAB	Ex officio/UAB Chair
( ) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

## **II. Approval of Agenda (pg. 1)**

## **III. Approval of Summary (pg. 2)**

## **IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby**

## **V. Chair's Report – Sandra Pence**

a. GERC Membership for 2012-2013

## **VI. Course Action Requests**

Chg ENGL A201 Masterpieces of World Literature I (3 cr)(3+0)(pg. 3-7)

Chg ENGL A202 Masterpieces of World Literature II (3 cr)(3+0)(pg. 8-12)

Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 13-20)

## **VII. Old Business**

A. General Education Assessment (pg. 21)

## **VIII. New Business**

A. Review of GER Templates

## **IX. Informational Items and Adjournment**

# General Education Review Committee Summary

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**12:30-1:30**

April 20, 2012

**ADM 204**

## **I. Call to Order**

### **Roll**

( ) Vacant	UAB/COH	Social Sciences
(x) Utpal Dutta	UAB/SOE	
(x) Kevin Keating	UAB/Library	
(x) Kathryn Hollis-Buchanan	UAB	
( ) Vacant	UAB	
(x) Suzanne Forster	CAS	Humanities
(x) Len Smiley	CAS	Quantitative Skills
(x) Marcia Stratton	CAS	Oral Communication
(e) Walter Olivares	CAS	Fine Arts
(e) Robert Capuozzo	COE	
(x) Sandra Pence	CTC/COH/Chair	
(e) Kyle Hampton	CBPP	Social Sciences
(x) Deborah Fox	Mat-Su	Written Communication
(x) Hilary Davies	UAB	Ex officio/UAB Chair
(x) Bart Quimby	UAB	Ex officio/OAA
( ) Vacant	Student	

## **II. Approval of Agenda (pg. 1)**

*Approved*

## **III. Approval of Summary (pg. 2)**

*Add 'of' before more in the chairs report*

*Mark who was present/excused on the roll call*

*Approved as amended*

## **IV. Report from Interim Vice Provost for Curriculum and Assessment Bart Quimby**

*Posted all presentations on the e-portfolio website*

*Got the Hanover report back which had suggestions regarding general education*

## **V. Chair's Report – Sandra Pence**

## **VI. Course Action Requests**

Chg PHIL A305 Professional Ethics (1-3 cr)(1-3+0)(pg. 3-9)

**Accepted for first reading**

## **VII. Old Business**

A. General Education Assessment (pg. 10)

*Sandy revised the assessment process and took out the second motion in hopes of getting it passed at Faculty Senate next month*

## **VIII. New Business**

A. Review of GER Templates

## **IX. Informational Items and Adjournment**



## Course Action Request

### University of Alaska Anchorage

#### Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department English	
2. Course Prefix ENGL	3. Course Number A201	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Masterpieces of World Literature I Masterpieces of World Lit I Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete			9. Repeat Status No    # of Repeats    Max Credits			
If a change, mark appropriate boxes:			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG			
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Updating CCG (please specify)			11. Implementation Date <small>semester/year</small> From: Spring/2013                      To: 9999/9999			
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____			
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. See attached coordination table						
2.						
3.						
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email                      Date: <u>02/24/12</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>02/24/12</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C		16b. Test Score(s) EAEN 30; SATC 620; SATV 620		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A				
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action To bring the prerequisite into line with the other 200-level literature and/or writing courses. To update the nomenclature. To update the CCG.						
Initiator (faculty only) <u>Toby Widdicombe</u>			<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College			
Initiator (TYPE NAME)			Date _____			
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson			<input type="checkbox"/> Approved    Undergraduate/Graduate Academic <input type="checkbox"/> Disapproved    Board Chairperson			
Date _____			Date _____			
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson			<input type="checkbox"/> Approved    Provost or Designee <input type="checkbox"/> Disapproved			
Date _____			Date _____			

ENGL A201 Box 13a

<b>Impacted Program or Course</b>		<b>Program Impacts</b> <i>examples:</i> requirement, selective, program credit total	<b>Catalog Page</b>	<b>Type/Date of Notification</b>	<b>Chair/Coordinator Contacted</b> (not listerve)
		Humanities GER	83		
		CAS requirement BA, Arts and Letters	87		
		CAS Requirement BS, Language/Humanities	87		
BA in English		Major requirement ("Core")	102		Dan Kline
Minor in English, Literature Emphasis		Program requirement	103		Dan Kline
College of Education, Elementary Ed BA, Liberal Studies Area	Recommended	Selective	150	email: 02/24/12	Janet Steinhauser
ENGL A305	Prerequisite		396		Dan Kline
ENGL A315	Prerequisite		397		Dan Kline
ENGL A320	Prerequisite		397		Dan Kline
ENGL A325	Prerequisite		397		Dan Kline
ENGL A330	Prerequisite		397		Dan Kline
ENGL A340	Prerequisite		397		Dan Kline
ENGL A343	Prerequisite		397		Dan Kline
ENGL A351	Prerequisite		397		Dan Kline
ENGL A361	Prerequisite		397		Dan Kline
ENGL A363	Prerequisite		397		Dan Kline
ENGL A371	Prerequisite		397		Dan Kline
ENGL A381	Prerequisite		397		Dan Kline
ENGL A424	Prerequisite		397		Dan Kline
ENGL A429	Prerequisite		397		Dan Kline
ENGL A435	Prerequisite		397		Dan Kline
ENGL A440	Prerequisite		398		Dan Kline
ENGL A476	Prerequisite		398		Dan Kline
ENGL A490	Prerequisite		398		Dan Kline

UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

**I. Revision Date:** February 24, 2012

**II. Course Information**

- A. College: College of Arts and Sciences
- B. Course Title: Masterpieces of World Literature I
- C. Course Subject/Number: ENGL A201
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from ancient times through the early-modern period.
- H. Status of course relative to degree or certificate program: Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
- I. Lab Fees: None
- J. Coordination: Yes
- K. Course Prerequisites: ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C
- L. Test Prerequisites: EAEN 30; SATC 620; SATV 620
- M. Registration Restrictions: None

**III. Course Activities**

Lecture; discussion; group work; literary analysis.

**IV. Evaluation**

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

**V. Course Level Justification**

As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

**VI. Outline**

Note: This course proceeds historically from the earliest literary works to literature of the seventeenth century CE. It includes a selection of significant texts from the Middle East, Asia, and Europe. Instructors' specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Cultural Origins

1. *The Epic of Gilgamesh*
2. The Hebrew Bible
3. Homeric Epics
4. *Classic of Poetry (The Book of Songs)*
5. *Ramayana*
6. *Bhagavad Gita*

B. Successor Cultures

1. Greek Tragedy
2. Greek philosophy
3. Chinese philosophy
4. Latin epic and lyric
5. The New Testament

C. Cultural dispersion and development

1. The Middle East
  - a. The Quran
  - b. *The Thousand Nights and the One Night*
2. Asia
  - a. T'ang Poetry
  - b. Japanese poetry and fiction
3. Europe
  - a. *Beowulf*
  - b. Dante
  - c. Montaigne
  - d. Milton
  - e. Shakespeare

## VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor will:

1. relate texts to the historical contexts in which they developed and the human problems they address.
2. introduce terminology necessary to discuss these texts with precision.
3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.

B. Student Learning Outcomes. Student will be able to:

1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of older texts in their cultures and periods of origin.
2. apply technical terminology appropriately to diverse texts.
3. compare texts from different cultures and "translate" concerns of older texts into contemporary equivalents.

## VIII. Suggested Texts

Damrosch, David, and David L. Pike, ed. *The Longman Anthology of World Literature*. 3 vols. Second ed. New York: Longman, 2003.

Lawall, Sarah, and Maynard Mack, ed. *The Norton Anthology of World Literature*. 3 vols. Second ed. New York: Norton, 2002.

## IX. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

Anderson, William S. and Lorina M. Quratarone, ed. *Approaches to Teaching Virgil's Aeneid*. New York: MLA, 2002.

Armstrong, Karen. *Islam: A Short History*. New York: Modern Library, 2002.

---. *A Short History of Myth*. Edinburgh, Scot.: Canongate, 2005.

Boatwright, Mary T. et al. *The Romans: From Village to Empire*. New York: Oxford UP, 2004.

Dillon, John M. *Morality and Custom in Ancient Greece*. Bloomington: Indiana UP, 2004.

Ehrman, Bart D. *Misquoting Jesus*. San Francisco: Harper, 2005.

Henry, Patrick, ed. *Approaches to Teaching Montaigne's Essays*. New York: MLA, 1994.

Hornblower, Simon, and Antony Spaworth, ed. *The Oxford Companion to Classical Civilization*. New York: Oxford UP, 1998.

Metzger, Bruce M., and Michael D. Coogan, ed. *The Oxford Companion to the Bible*. New York: Oxford UP, 1993.

Mitchell-Boyask, Robin, ed. *Approaches to Teaching the Dramas of Euripides*. New York: MLA, 2002.

Olshen, Barry N., and Yael S. Feldman. *Approaches to Teaching the Hebrew Bible as Literature in Translation*. New York: MLA, 1989.

Pelikan, Jaroslav. *Whose Bible Is It? A History of the Scriptures through the Ages*. New York: Viking, 2005.

Pomeroy, Sarah et al. *Ancient Greece: A Political, Social, and Cultural History*. Oxford: Oxford UP, 1999.

Price, Simon, and Emily Kearns, ed. *The Oxford Dictionary of Classical Myth and Religion*. New York: Oxford UP, 2003.

Shaughnessy, Edward L., ed. *China: Empire and Civilization*. New York: Oxford UP, 2000.



## Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department English	
2. Course Prefix ENGL	3. Course Number A202	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3.0	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Masterpieces of World Literature II Masterpieces of World Lit II Abbreviated Title for Transcript (30 character)						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <i>If a change, mark appropriate boxes:</i>				9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input checked="" type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Spring/2013                      To: 9999/9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature _____		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>		<i>Chair/Coordinator Contacted</i>	
1. See attached coordination table						
2.						
3.						
Initiator Name (typed): <u>Toby Widdicombe</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email                      Date: <u>02/24/2012</u> submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )			13c. Coordination with Library Liaison                      Date: <u>02/24/2012</u>			
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C		16b. Test Score(s) EAEN 30; SATC 620; SATV 620		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> ) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> ) N/A				
17. <input type="checkbox"/> Mark if course has fees			18. <input type="checkbox"/> Mark if course is a selected topic course			
19. Justification for Action To bring the prerequisite into line with the other 200-level literature and/or writing courses. To update the nomenclature. To update the CCG.						
Initiator (faculty only) _____ Date _____ <u>Toby Widdicombe</u> Initiator (TYPE NAME)				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Dean/Director of School/College _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Department Chairperson _____ Date _____				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Undergraduate/Graduate Academic Board Chairperson _____ Date _____		
<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Curriculum Committee Chairperson _____ Date _____				<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved    Provost or Designee _____ Date _____		



ENGL A202 Box 13a

<b>Impacted Program or Course</b>		<b>Program Impacts</b> <i>examples:</i> requirement, selective, program credit total	<b>Catalog Page</b>	<b>Type/Date of Notification</b>	<b>Chair/Coordinator Contacted</b> (not listerve)
		Humanities GER	83		
		CAS requirement BA, Arts and Letters	87		
		CAS Requirement BS, Language/Humanities	87		
BA in English		Major requirement ("Core")	102		Dan Kline
Minor in English, Literature Emphasis		Program requirement	103		Dan Kline
BA in International Studies		Selective	109		Susan Kalina
BLS in Liberal Studies		Selective	114		Martha Hatch
College of Education, Elementary Ed BA, Liberal Studies Area	Recommended	Selective	150	email: 02/24/12	Janet Steinhauser
ENGL A305	Prerequisite		396		Dan Kline
ENGL A315	Prerequisite		397		Dan Kline
ENGL A320	Prerequisite		397		Dan Kline
ENGL A325	Prerequisite		397		Dan Kline
ENGL A330	Prerequisite		397		Dan Kline
ENGL A340	Prerequisite		397		Dan Kline
ENGL A343	Prerequisite		397		Dan Kline
ENGL A351	Prerequisite		397		Dan Kline
ENGL A361	Prerequisite		397		Dan Kline
ENGL A363	Prerequisite		397		Dan Kline
ENGL A371	Prerequisite		397		Dan Kline
ENGL A381	Prerequisite		397		Dan Kline
ENGL A424	Prerequisite		397		Dan Kline
ENGL A429	Prerequisite		397		Dan Kline
ENGL A435	Prerequisite		397		Dan Kline
ENGL A440	Prerequisite		398		Dan Kline
ENGL A476	Prerequisite		398		Dan Kline
ENGL A490	Prerequisite		398		Dan Kline

UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

**I. Revision Date:** February 24, 2012

**II. Course Information**

- A. College: College of Arts and Sciences
- B. Course Title: Masterpieces of World Literature II
- C. Course Subject/Number: ENGL A202
- D. Credit Hours: 3.0 Credits
- E. Contact Time: 3+0 Contact Time
- F. Grading Information: A-F
- G. Course Description: Introductory course for majors and non-majors. Emphasizes understanding literature, forming critical vocabulary, and developing critical judgment. Selected masterpieces from the early-modern period to the present.
- H. Status of course relative to degree or certificate program: Core course for the BA in English. GER (Humanities). Prerequisite for most upper-division English courses.
- I. Lab Fees: No
- J. Coordination: Yes
- K. Course Prerequisites: ENGL A111 with minimum grade of C or ENGL A1W with minimum grade of C or ENGL A2W with minimum grade of C or ENGL A3W with minimum grade of C
- L. Test Prerequisites: EAEN 30; SATC 620; SATV 620
- M. Registration Restrictions: None

**III. Course Activities**

Lecture; discussion; group work; literary analysis.

**IV. Evaluation**

Evaluation procedures are at the discretion of the instructor and will be discussed at the first class meeting of the semester. Students will be evaluated on some or all of the following: class projects, essays, research papers, exams, journals, quizzes, attendance and participation.

**V. Course Level Justification**

As a course satisfying a Humanities GER and as a gateway to the English major, this course is best suited to the sophomore year (that is, after a student has taken at least one course in academic writing).

**VI. Outline**

Note: This course proceeds historically from the literature of the early-modern period to the present. It includes a selection of significant texts from the Middle East, Asia, Europe, and the Americas. Instructors' specific selections vary from semester to semester. Coverage includes the following possible areas.

A. Vernacular Literature in China and Japan (1550-1800)

1. *Monkey*
2. "The Story of the Stone"
3. Saikaku, Basho, and Akinari

B. The Enlightenment in Europe

1. Moliere, Racine, and Voltaire
- 2., Swift and Pope

C. Revolution and Romanticism in Europe and America

1. Rousseau, Lamartine, and Hugo
2. Blake, Wordsworth, Coleridge, Shelley, and Keats
3. Goethe, Holderlin, and Heine
4. Pushkin
5. Douglass, Whitman, Melville, and Dickinson

D. Realism, Naturalism, and Symbolism in Europe

1. Flaubert, *Madame Bovary*
2. Dostoevsky, *Notes from Underground*
3. Tolstoy, "The Death of Ivan Ilyich"
4. Ibsen, *Hedda Gabler*
5. Chekhov, "The Lady with the Lap Dog"

E. The Twentieth Century to the Present

1. The Americas: The Navaho Night Chant; Stevens, Zuni Ritual Poetry, Inuit Songs, Eliot, Faulkner, Neruda, Borges, Wright, Marquez, Silko
2. Europe: Freud, Yeats, Pirandello, Proust, Mann Rilke, Joyce, Woolf, Kafka, Akmatova, Brecht, Lorca, Beckett, Camus, Solzhenitsyn, Lessing, Rushdie
3. Near East and Asia: Tagore, Higuchi Ichiyo, Premchand, Lu Xun, Tanizaki Jun'ichiro, Tawfiq Al-Hakim, Kawabata, Kojima Nobuo, Yehuda Amichai, Mawasweta Deva, A.B. Yehoshua, Anita Desai

## VII. Instructional Goals and Student Learning Outcomes

A. Instructional Goals. The Instructor will:

1. relate texts to the historical contexts in which they developed and the human problems they address.
2. introduce terminology necessary to discuss these texts with precision.
3. relate older texts to each other thematically and formally and demonstrate their relevance to issues of the present day.

B. Student Learning Outcomes. Student will be able to:

1. recognize such genres as epic, lyric, and historical and fictional narrative and place a variety of earlier texts in their cultures and periods of origin.
2. apply technical terminology appropriately to diverse texts.

3. compare texts from different cultures and “translate” concerns of older texts into contemporary equivalents.

### VIII. Suggested Texts

- Damrosch, David, and David L. Pike, ed. *The Longman Anthology of World Literature*. 3 vols. Second ed. New York: Longman, 2003.
- Lawall, Sarah, and Maynard Mack. *The Norton Anthology of World Literature*. 3 vols. Second ed. New York: Norton, 2002.

### IX. Bibliography

Note: This is a selective list of references for teaching. It does not include other literature anthologies or translations.

- Briggs, Julia. *Virginia Woolf: An Inner Life*. Orlando, FL: Harcourt, 2005
- Burt, E.S. *Poetry's Appeal: Nineteenth-Century French Lyric and the Political Space*. Stanford: Stanford UP, 1999.
- Evdokimova, Svetlana. *Alexander Pushkin's Little Tragedies: The Poetics of Brevity*. Madison: U of Wisconsin P, 2003.
- Fabricant, Carole. *Swift's Landscape*. Baltimore: Johns Hopkins UP, 1982.
- Faris, James C. *A History and a History of Documentation of a Navajo Ceremonial*. Albuquerque: U of New Mexico P, 1990.
- Frank, Joseph. *Feodor Dostoevsky*. 5 vols. Princeton: Princeton UP, 1976-2002.
- Goethe, Johan Wolfgang. *Faust: A Tragedy*. Ed. C. Hamlin. New York: Norton, 2000.
- Hayes, Julie Chandler. *Reading the French Enlightenment: System and Subversion*. Cambridge: Cambridge UP, 2006.
- Hayman, David. *Re-forming the Narrative: Toward a Mechanics of Modernist Fiction*. Ithaca: Cornell UP, 1987.
- Innes, Catherine Lynette. *Chinua Achebe*. Cambridge: Cambridge UP, 1990.
- Liu, Yu. *Poetics and Politics: The Revolutions of Wordsworth*. New York: Peter Lang, 1999.
- Merrim, Stephanie. *Early Modern Women's Writing and Sor Juana Ines de la Cruz*. Nashville: Vanderbilt UP, 1999.
- Morgenstern, Mira. *Rousseau and the Politics of Ambiguity*. University Park: Penn State UP, 1996.
- Peters, George F. *The Poet as Provocateur: Heinrich Heine and His Critics*. Rochester, NY: Camden House, 2000.
- Rayfield, Donald. *Anton Chekhov: A Life*. New York: Henry Holt, 1998.
- Templeton, Joan. *Ibsen's Women*. Cambridge: Cambridge UP, 1997.
- Ueda, Makoto. *Basho and His Interpreters*. Stanford: Stanford UP, 1991.
- White, R.S. *John Keats: A Literary Life*. New York: Palgrave Macmillan, 2010.



## Course Action Request University of Alaska Anchorage Proposal to Initiate, Add, Change, or Delete a Course

1a. School or College AS CAS		1b. Division AHUM Division of Humanities			1c. Department PHIL	
2. Course Prefix PHIL	3. Course Number A305	4. Previous Course Prefix & Number PHIL A405	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Professional Ethics <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input type="checkbox"/> Add    or <input checked="" type="checkbox"/> Change    or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small>				9. Repeat Status No    # of Repeats    Max Credits		
<input type="checkbox"/> Prefix <input checked="" type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other                                    (please specify)				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Spring/2013                      To: 9999/9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ <span style="float: right;">Cross-Listed Coordination Signature</span>		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a> .						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1.						
2.						
3.						
Initiator Name (typed): <u>John Mouracade</u> Initiator Signed Initials: _____    Date: _____						
13b. Coordination Email                      Date: _____ submitted to Faculty Listserv: ( <a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a> )				13c. Coordination with Library Liaison                      Date: <u>1/17/2012</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description ( <i>suggested length 20 to 50 words</i> ) Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions.						
16a. Course Prerequisite(s) ( <i>list prefix and number</i> ) ENGL A111 with a minimum grade of C.		16b. Test Score(s)		16c. Co-requisite(s) ( <i>concurrent enrollment required</i> )		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		16e. Registration Restriction(s) ( <i>non-codable</i> )				
17. <input type="checkbox"/> Mark if course has fees		18. <input type="checkbox"/> Mark if course is a selected topic course				
19. Justification for Action Course provides excellent philosophical background in the history and applicability of ethical theories. The course excels in satisfying GER outcome 3: relate knowledge to the historical context in which it developed and the human problems it addresses, GER outcome 5: investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics, and GER outcome 7: locate and use relevant information to make appropriate personal and professional decisions and GER outcome 9: Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner. There currently is no GER humanities class that adequately addresses outcome 7 in its entirety. By exploring a variety of ethical theories and their application, this course will examine important features of the characteristics of reality and the purpose of human existence. The course will focus on persons in their professional setting, both as practitioners and clients. In this way, the course will study the problems of right conduct in personal, social and political life.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>John Mouracade</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/>	Approved			<input type="checkbox"/>	Approved
<input type="checkbox"/>	Disapproved	Department Chairperson	Date	<input type="checkbox"/>	Disapproved
				Undergraduate/Graduate Academic Board Chairperson	
<input type="checkbox"/>	Approved			<input type="checkbox"/>	Approved
<input type="checkbox"/>	Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/>	Disapproved
				Provost or Designee	
				Date	

**Course Being Changed: PHIL A405**

<b>Impacted Program or Course</b>	<b>Type of Impact (course or program)</b>		<b>Catalog Page</b>	<b>Type/Date of Notification</b>	<b>Chair/Coordinator Contacted (not listerve)</b>
	<b>Course Impacts examples: prerequisite, corequisite, recommended</b>	<b>Program Impacts examples: requirement, selective, program credit total</b>			
Applied Ethics Certificate		requirement	Pg.125		N/A
Philosophy, BA		elective	pgs. 125-6		N/A
Geomatics, BS		requirement	pg. 242	email aug. 2011	John Bean
School of Engineering		courtesy coordination		Aug. 2011-Feb. 2012	Jeffrey Miller, Sun-il Kim

## **COURSE CONTENT GUIDE**

### **I. Revision Date**

Date of course revision: January 17, 2012

### **II. Course Information**

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A305

D. 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts in Philosophy

F. Course Title: Professional Ethics

G. Grading Basis: A-F

H. Course Description: Focuses on the duties of professionals towards their clients and society, and examine the dilemmas that are created when these duties come in conflict with one another and with the duties of general morality. Uses case studies highlighting issues in engineering, information technology, law, medicine, journalism and other professions.

I. Prerequisites: ENGL A111 with a minimum grade of C.

J. Registration Restriction: none

K. Course Fee: No.

### **III. Instructional Goals and Student Outcomes**

Instructional Goals. The instructor will:

- Provide instruction in and historical background to central ethical theories.
- Provide meaningful connections between ethical theories and various professions.
- Provide techniques and methodologies for critical thinking about ethical dilemmas.



Student Outcomes. Students will be able to:

Student Outcomes	Assessment Procedure
Articulate the nature and historical development of the professions and how the professional-client relationship gives rise to asymmetry	Essay exam, paper, argument analysis, or presentation
Explain the duties that professionals have towards their clients and society and why they have such duties	Essay exam, paper, argument analysis, or presentation
Identify conflicts of interest and conflicts of obligation and understand how to evaluate such conflicts and their ethically appropriate resolutions	Essay exam, paper, argument analysis, or presentation
Apply ethical theory to resolve controversies within the professions	Essay exam, paper, presentation, or argument analysis

#### **IV. Guidelines for Evaluation**

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to, exams, papers, presentations, argument analyses, and quizzes.

#### **V. Course Level Justification**

The course satisfies all the criteria for an upper division course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1).

#### **VI. Topical Course Outline**

- 1) Normative Ethical Theory
  - Virtue Theory, Utilitarianism, Deontology, Feminism
- 2) Professional Ethics
  - a) The Nature and Historical Development of the Professions
  - b) Models of the Agent-Principal Relationship
  - c) Professional Ethics vs. Ordinary Morality
  - d) The Normative Foundation of Professional Ethics
  - e) The Role of Codes of Ethics in the Professions
- 3) Ethics in the Workplace
  - a) Fair Treatment of Employees
  - b) Discrimination

- c) Workplace Hazards and Safety
  - i) Cases and Controversies
- 4) Professional Ethics and Information Technology
  - a) Intellectual Property Rights
  - b) Freedom of Expression
  - c) Computer and Internet Crime
- 5) Beneficence and Non-maleficence
  - a) The Nature of the Duty
  - b) Standards of Care
  - c) Values, Safety and Risk Assessment
    - i) Cases and Controversies
- 6) Autonomy
  - a) The Nature of the Duty
  - b) Professional Paternalism
  - c) Veracity, Information and Consent
    - i) Cases and Controversies
- 7) Confidentiality
  - a) The Nature of the Duty
  - b) Client Privacy
  - c) Whistle Blowing
    - i) Cases and Controversies
- 8) Justice: Environmental Ethics
  - a) Anthropocentrism vs. Extensionism
  - b) Externalities
    - i) Cases and Controversies
- 9) Justice: International Professional Practice
  - a) Human Rights
    - i) Cases and Controversies
- 10) Multiculturalism
  - a) Applying the Duties in Multicultural Contexts
  - b) Conscientious Objection
    - i) Cases and Controversies
- 11) Conflicts of Duty
- 12) Resolving Conflicts Between Professional Duties
  - a) Cases and Controversies
- 13) Conflicts of Interest

- a) Identifying and Resolving
  - i) Cases and Controversies

## VII. Selected Textbooks

Cooper, D. *Ethics for Professionals in a Multicultural World*. Prentice Hall, Upper Saddle River, NJ, 2004.

Martin, C., Vaught, W., And Solomon, R.C. *Ethics Across the Professions: A Reader for Professional Ethics*. Oxford University Press, Oxford. 2009.

## VIII. Bibliography

Baase, S. *A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet*, 3<sup>rd</sup> edition. Prentice Hall, Upper Saddle River, NJ, 2008.

Barger, R. *Computer Ethics: A Case-based Approach*. Cambridge University Press, New York, 2008.

Callahan, J. (ed). *Ethical Issues in Professional Life*. Oxford University Press, New York, 1988.

Cooper, D. *Ethics for Professionals in a Multicultural World*. Prentice Hall, Upper Saddle River, NJ, 2004.

Doris, John M., "Persons, Situations and Virtue Ethics", *Noûs*, 32, 4 (December 1998): 504–30.

Freedman, B. "A Meta-Ethics for Professional Morality" *Ethics*, Vol. 89, No. 1. (Oct., 1978), pp. 1-19.

Freedman, B. "What Really Makes Professional Morality Different: A Response to Martin" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 626-630.

Gewirth, A. "Professional Ethics: The Separatist Thesis." *Ethics*, Vol. 96, No. 2. (Jan., 1986), pp. 282-300.

Hardimon, M. "Role Obligations." *The Journal of Philosophy*, Vol. 91, No. 7. (Jul., 1994), pp. 333-363.

Hudson, S. *Human Character and Morality*, Boston: Routledge & Kegan Paul, 1986.

Hurka, T. *Virtue, Vice, and Value*, Oxford: Oxford University Press, 2001.

Johnson, D. *Computer Ethics*, 4<sup>th</sup> edition. Prentice Hall, Upper Saddle River, NJ, 2009.

Martin, M. "Rights and the Meta-Ethics of Professional Morality" *Ethics*, Vol. 91, No. 4. (Jul., 1981), pp. 619-625.

Matin, M and Shinzinger, R. *Ethics in Engineering* 4<sup>th</sup> Edition. McGraw-Hill, New York, 2004.

McJohn, S. *Intellectual Property: Examples & Explanations*, 3<sup>rd</sup> edition. Aspen Publishers, New York, 2008.

Quinn, M. *Ethics for the Information Age*, 4<sup>th</sup> edition. Addison Wesley, Boston, MA, 2011.

Spinello, R. *Case Studies in Information Technology Ethics*, 2<sup>nd</sup> edition. Prentice Hall, Upper Salle River, NJ, 2002.

Stichter, M. "Virtues, Skills, and Right Action", *Ethical Theory and Moral Practice*, 14 (2008): 73–86.

In response to a request from the Office of Academic Affairs to the Faculty Senate for a suggested structure and funding for General Education Assessment:

**MOTION: ~~To~~ Recommend formation of a one-year General Education Requirements Assessment Task Force (GER Task Force) to develop an assessment plan for General Education Requirements at UAA, including a chair that is a Faculty Fellow with a half-time workload release.** This task force should be funded through the Office of Academic Affairs (OAA) and have administrative assistance provided by OAA. The composition should be of the same nature as the GERC (refer to Faculty Senate Bylaws), but also include the Chair of the Associate of Arts Assessment Committee and a member of the Faculty Senate Academic Assessment Committee. Members of GERC may ~~also~~ serve on the GER Task Force as GER discipline area representatives or unit representatives.

The Task Force should consult with faculty involved in general education as it develops the assessment plan. The Faculty Fellow Chair will lead the development of a General Education Assessment Plan, be the primary investigator/researcher, and serve as a liaison between the Task Force and general education faculty. **The assessment plan should specify the mode of leadership** (e.g. full-time administrative position, Faculty Fellow, Committee) that will implement the plan **and also empower enforcement of the assessment process.** The Task Force should consider close alignment with the Associate of Arts degree assessment plan as an option to conserve university resources.

Preferred qualifications for the position of Faculty Fellow include:

- Substantial/significant experience in General Education
- Substantial/significant experience in Institutional Accreditation
- Substantial/significant experience in Curriculum Development
- Substantial/significant experience in Assessment

General education assessment at UAA is challenging because of decentralized general education involving numerous disciplines/programs across all colleges. According to the 2011/2012 UAA Catalog, p. 18, a **center** serves to coordinate the participation of several academic disciplines or programs in a unified endeavor. **The GERC supports formation of a “Center for General Education,” or similar administrative unit, that would coordinate GER assessment participation between all stakeholders.**