

# General Education Review Committee Agenda

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October 12, 2007  
**ADM 201**  
12:30 p.m. – 1:30 p.m.

## I. Roll

( ) Erik Hirschman	Mat-Su/ <b>UAB</b>	
( ) Caedmon Liburd	<b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Bob Capuzzo	COE	
( ) Jack Pauli	CBPP/ <b>UAB</b>	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS/ <b>UAB</b>	Quantitative Skills
( ) Suzanne Forster	CAS	
( ) Robin Wahto	CTC	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	Guest
( ) Gail Holtzman	CHSW	
( ) Grant Baker	SOENGR/ <b>UAB</b>	
( ) Karl Wing	USUAA	

II. Approval of Agenda (pg. 1)

III. Approval of Summary (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

Chg HIST A101 Western Civilization I (3 cr) (3+0) (pg. 4-8)

Chg HIST A102 Western Civilization II (3 cr) (3+0) (pg. 9-13)

Chg GEOL A111 Physical Geology (4 cr) (3+3) (pg. 14-17)

Chg GEOL A115 Environmental Geology (3 cr) (3+0) (pg. 18-20)

Chg GEOL A115L Environmental Geology Laboratory (1 cr) (0+3) (pg. 21-23)

Chg ENGL A212 Technical Writing (3 cr) (3+0)

No revisions received

Chg ENGL A301 Literature of Britain I (3 cr) (3+0)

No revisions received

Chg ENGL A302 Literature of Britain II (3 cr) (3+0)

No revisions received

VI. Old Business

A. Letter from Assistant Provost Miller on GER updates (pg. 24-25)

VII. New Business

VIII. Informational Items and Adjournment

# General Education Review Committee Summary

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September 28, 2007

**ADM 201**

12:30 p.m. – 1:30 p.m.

## I. Roll

(x) Erik Hirschman	Mat-Su/ <b>UAB</b>	
(x) Caedmon Liburd	<b>UAB</b>	
(x) Patricia Fagan	CAS	Humanities
( ) Dan Schwartz	COE	
(x) Jack Pauli	CBPP/ <b>UAB</b>	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/ <b>UAB</b>	Quantitative Skills
( ) Suzanne Forster	CAS	
(x) Robin Wahto	CTC	
(x) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	Guest
( ) Gail Holtzman	CHSW	
( ) Grant Baker	SOENGR/ <b>UAB</b>	
( ) Karl Wing	USUAA	

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

III. Approval of Summary (pg. 2-3)  
**Approved**

## IV. Chair's Report

CAS Assistant Dean sent out email to faculty about updating GERs  
Have memo from chair to UAB and OAA stating, curriculum is current, we do not at this point see the need for revisions.  
Packet would include CAR and covering memo  
CAR justification should say in compliance with GER quantitative skills outcomes  
Should same dispensation should be given to 2005-2007  
May want to create a list with a header instructing to submit revisions that reflect the current descriptors  
Send out a memo suggestion that the department chair send out a memo suggesting that their courses meet the descriptors (if your course implementation date is before 2000 and it complies with outcomes)  
If they feel that they meet these requirements, they can submit a memo and a CAR  
The GERC can take a look at these and if GERC agree, the new CAR with new implementation date can be posted online (without signatures)

## V. Course Action Requests

Chg ENGL A434 History of Rhetoric (3 cr) (3+0) (pg. 4-11)  
**Approved**

Chg GEOL A111 Physical Geology (4 cr) (3+3)  
**Tabled- No revisions received**

Chg GEOL A115 Environmental Geology (3 cr) (3+0)  
**Tabled- No revisions received**

Chg GEOL A115L Environmental Geology Laboratory (1 cr) (0+3)  
**Tabled- No revisions received**

VI. Old Business

A. Revisit updating of GER courses (pg. 12-15)

Should we have memo from chair to UAB and OAA stating, curriculum is current, we do not at this point see the need for revisions.

Packet would include CAR and covering memo

CAR justification should say in compliance with GER quantitative skills outcomes

Should same dispensation should be given to 2005-2007

May want to create a list with a header instructing to submit revisions that reflect the current descriptors

Send out a memo suggestion that the department chair send out a memo suggesting that their courses meet the descriptors (if your course implementation date is before 2000 and it complies with outcomes)

If they feel that they meet these requirements, they can submit a memo and a CAR

The GERC can take a look at these and if GERC agree, the new CAR with new implementation date can be posted online (without signatures)

VII. New Business

VIII. Informational Items and Adjournment

A. CAFÉ Curriculum Workshop Oct. 12 8:30-10:30

**Meeting Adjourned**



**Course Content Guide**  
**University of Alaska Anchorage**  
**Department of History: HIST A101: Western Civilization I**

**I. Initiation Date:** February 2007

**II. Course Information:**

- |    |                        |                                                                                                                                                                                                              |
|----|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | College:               | College of Arts and Sciences                                                                                                                                                                                 |
| B. | Department:            | History                                                                                                                                                                                                      |
| C. | Course Title:          | Western Civilization I                                                                                                                                                                                       |
| D. | Course Subject/Number: | HIST A101                                                                                                                                                                                                    |
| E. | Credit Hours:          | 3.0 Credits                                                                                                                                                                                                  |
| F. | Contact Time:          | 3+0 Contact Time                                                                                                                                                                                             |
| G. | Grading Information:   | A-F                                                                                                                                                                                                          |
| H. | Course Description:    | A survey of the developments in Western Civilization from its origins in the ancient Near East to 1650. The major social, political, economic, intellectual and cultural characteristics will be emphasized. |
| I. | Course Prerequisites:  | None                                                                                                                                                                                                         |
| J. | Course Fees:           | None                                                                                                                                                                                                         |

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

**Instructional Goals. The Instructor will instill in students an understanding of:**

**Outcomes. Students will be able to:**

**Content and Chronological Framework**

Demonstrate competent understanding of the significance of key individuals, groups, events, and institutions and their impact on Western Civilization within an accurate chronological framework.

**Historical Context**

Demonstrate the capacity for identifying texts, placing them in proper historical context and evaluating them for historical significance.

**Historical change and continuity over time**

Identify and discuss the factors affecting change and continuity in Western society and culture to 1650.

**Historical Causation and Effect**

Demonstrate a competent understanding of cause and effect in the evolution of Western Civilization to 1650.

**Communicating and explaining**

Write essays and papers which demonstrate knowledge of historical content, applicable writing conventions, interpretative and analytical ability, conceptual clarity, organizational coherency, and stylistic competency.

Demonstrate the ability for reasoned discourse in the classroom.

**IV. Guidelines for Evaluation:**

Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing and historical thinking skills. Below are examples of the types of assignments used to assess student performance.

1. Problem Analysis: summary and content, and comparison/contrasts essays
2. Source Identification and Analysis, including:
  - a. primary and secondary sources;
  - b. book critique and monograph/article analysis
  - c. film and visual sources
3. Examinations (primarily essay and short answer).

**V. Course Level Justification:**

The course seeks to develop student capacity to analyze and evaluate historical data and texts, and to apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base and skills to fulfill the goals of 100 level general education courses in the Humanities and provides foundational skills and content for the History major.

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

The Ancient Near East: Mesopotamia and Egypt  
The Contribution of the Hebrews  
The Rise of Greek Civilization  
Greek Legacy  
The Hellenistic Age  
The Rise of Rome  
The Roman Empire  
Early Christianity  
The Decline of Rome and Fall of Rome  
Successor Civilizations: Byzantium, Islam  
Early Medieval Europe: Gender and Sexuality  
The Age of Charlemagne  
The Middle Ages  
The Feudal Order  
Cities and The Rise of the Middle Class  
The Late Middle Ages  
The National Monarchies  
The Renaissance  
Europe and the New World: Encounter, Exchange and Conquest  
The Reformation  
The Wars of Religion

## **VII. Suggested Text and Readings:**

Kishlansky, Mark. *Civilization in the West. Volume I to 1715*. New York: Longman, 2006.  
Euripedes. *Medea*. New York: Dover, 1993.  
Machiavelli, *The Prince*. Oxford: Oxford U.P., 1998.  
McNeill, William. *Plagues and People*. New York: Anchor, 1976.  
Ozment, Steven. *The Burgermeister's Daughter*. New York: Harper, 1997.  
Plato, *The Republic*. New York: Penguin, 1976.  
Sophocles, *Antigone*. New York: Dover, 1993.  
Thucydides, *History of the Peloponnesian War*. New York: Penguin, 1972.

## **VIII. Select Bibliography:**

Armstrong, Karen. *A History of God*. New York: Ballantine, 1994.  
Blundell, Sue, *Women in Ancient Greece*. Cambridge: Harvard U.P., 1995.  
Bradley, K. R. *Slavery and Society at Rome*. New York: Cambridge U.P., 1994.  
Burke, Peter. *Culture and Society in Renaissance Italy*. Princeton: Princeton U. P., 1999.  
Burn, A. R. *The Penguin History of Ancient Greece*. New York: Penguin, 1994.  
*Cambridge Ancient History*. Cambridge: Cambridge U.P., 1990.  
Cameron, Euan. *The European Reformation*. Oxford: Oxford U. P., 1991.  
Cambell, J.B. *The Emperor and the Roman Army*. Oxford: Oxford U.P., 1984.

- Charvat, P. *Mesopotamia Before History*. New York: Routledge, 2002.
- Cipolla, Carlo. *Before the Industrial Revolution*. New York: Norton, 1976.
- Collins, Roger. *Early Medieval Europe, 300-1000*. Basingstoke: Macmillan, 1991.
- Crawford, Michael. *The Roman Republic*. Cambridge: Harvard U.P., 1978.
- D'Ambra. *Roman Women*. Cambridge: Cambridge U.P., 2007.
- Davies, J. K. *Democracy and Classical Greece*. Cambridge: Harvard U.P., 1993.
- Dillon, M. and L. Garland. *Ancient Greece: Social and Historical Documents from Archaic Times to the Death of Socrates*. London and New York 1994.
- Dunn, Richard. *The Age of Religious Wars, 1559-1715*. New York: Norton, 1979.
- Elliot, J. H. *The Old World and the New, 1492-1650*. Cambridge: Cambridge U.P., 1970.
- Fagles, Robert. *The Aenid*. New York: Viking, 2006.
- Garnsey, Peter and Richard Saller. *The Roman Empire*. Berkeley: University of California Press, 1987.
- Hawass, Z. *Women in Pharonic Egypt*. New York: Abrahms, 2000.
- Herlihy, David. *Medieval Households*. Cambridge: Harvard U.P., 1985.
- Herrin, Judith. *The Formation of Christendom*. Princeton: Princeton U.P., 1987.
- Huizinga, Johan. *The Waning of the Middle Ages*. New York: St. Martin's, 1954.
- Kagan, Donald. *The Fall of the Athenian Empire*. Ithaca: Cornell U.P., 1987.
- King, Margaret. *Women of the Renaissance*. Chicago: U. of Chicago P., 1991.
- Norwich, John. *A Short History of Byzantium*. New York: Vintage, 1997.
- Markoe, G. E. *The Phoenicians*. London: British Museum Press, 2002.
- Ober, J. *The Athenian Revolution: Essays on Ancient Greek Democracy and Political Theory*. Princeton: Princeton U.P., 1996.
- Ozment, Stephen. *The Age of Reform, 1250-1550*. New Haven: Yale U.P., 1980).
- Pagden, Anthony. *Lords of all the World: Ideologies of Empire in Spain, Britain and France, 1500-1800*. New Haven: Yale U.P., 1995.
- Poly, J. P. and Eric Bournazel. *The Feudal Transformation*. New York: Holmes & Meier, 1991.
- Rice, Jr., Eugen. *The Foundations of Early Modern Europe, 1460-1559*. New York: Norton, 1994.
- Scribner, R. W. *For the Sake of Simple Folk*. Cambridge: Cambridge U.P., 1994.
- Strayer, Joseph. *On the Medieval Origins of the Modern State*. Princeton: Princeton U.P., 1970.
- Weisner, Merry. *Women and Gender in Early Modern Europe*. Cambridge: Cambridge U.P., 1993.





## Curriculum Action Request University of Alaska Anchorage

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

1a. School or College <b>CAS</b>		1b. Division <b>AHUM</b>		1c. Department <b>History</b>				
2. Course Prefix <b>HIST</b>	3. Course Number <b>A102</b>	4. Previous Course Prefix & Number <b>N/A</b>	5a. Credits/CEU <b>3</b>	5b. Contact Hours (Lecture + Lab) <b>(3+0)</b>				
6. Complete Course/Program Title  <b>Western Civilization II</b> <small>Abbreviated Title for Transcript (30 character)</small>								
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development								
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status     No       Limit       Max Credits					
<input type="checkbox"/> Add <input checked="" type="checkbox"/> Change <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete			<input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			<input type="checkbox"/> Course Number <input type="checkbox"/> Contact Hours <input type="checkbox"/> Repeat Status <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Corequisites <input type="checkbox"/> Registration Restrictions		
10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG								
11. Implementation Date     semester/year From: <b>Spring/08</b> To:             /9999								
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked         with _____                             Cross-Listed Coordination Signature								
13. Coordinate with Affected Units:    All CAS Departments, UAA Schools and colleges, and extended sites Department, School, or College _____ Initiator Signature _____                             Date _____								
14. List any programs or college requirements that require this course <b>CAS BA/Cultural Heritages; HISTORY/Major, 49<sup>th</sup> State Fellows</b>								
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences								
16. Course Description <b>A survey of the developments in Western Civilization from 1650 to the present. The major social, political, economic, intellectual and cultural characteristics will be emphasized.</b>								
17a. Course Prerequisite(s) (list prefix and number) <b>None</b>		17b. Test Score(s)		17c. Corequisite(s) (concurrent enrollment required)				
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)					
18. <input type="checkbox"/> Mark if course has fees								
19. Justification for Action <b>Updating CCG</b>								

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

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

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

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

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

\_\_\_\_ Approved  
\_\_\_\_ Disapproved: \_\_\_\_\_  
Provost or Designee                             <sup>9</sup>Date

**Course Content Guide**  
**University of Alaska Anchorage**  
**Department of History: HIST A102: Western Civilization II**

**I. Initiation Date:** February 2007

**II. Course Information:**

- |    |                        |                                                                                                                                                                                     |
|----|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. | College:               | College of Arts and Sciences                                                                                                                                                        |
| B. | Department:            | History                                                                                                                                                                             |
| C. | Course Title:          | Western Civilization II                                                                                                                                                             |
| D. | Course Subject/Number: | HIST A102                                                                                                                                                                           |
| E. | Credit Hours:          | 3.0 Credits                                                                                                                                                                         |
| F. | Contact Time:          | 3+0 Contact Time                                                                                                                                                                    |
| G. | Grading Information:   | A-F                                                                                                                                                                                 |
| H. | Course Description:    | A survey of the developments in Western Civilization from 1650 to the present. The major social, political, economic, intellectual and cultural characteristics will be emphasized. |
| I. | Course Prerequisites:  | None                                                                                                                                                                                |
| J. | Course Fees:           | None                                                                                                                                                                                |

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

**Instructional Goals. The Instructor will instill in students an understanding of:**

**Outcomes. Students will be able to:**

**Content and Chronological Framework**

Demonstrate competent understanding of the significance of key individuals, groups, events, and institutions and their impact on Western Civilization within an accurate chronological framework.

**Historical Context**

Demonstrate the capacity for identifying texts, placing them in proper historical context and evaluating them for historical significance.

**Historical change and continuity over time**

Identify and discuss the factors affecting change and continuity in Western society and culture since 1650.

**Historical Causation and Effect**

Demonstrate a competent understanding of cause and effect in the evolution of Western Civilization since 1650.

**Communicating and explaining**

Write essays and papers which demonstrate knowledge of historical content, applicable writing conventions, interpretative and analytical ability, conceptual clarity, organizational coherency, and stylistic competency.

Demonstrate the ability for reasoned discourse in the classroom.

**IV. Guidelines for Evaluation:**

Students will be evaluated on the above outcomes through attendance and participation in classroom discussions, performance on essay, short answer and objective exams, and analytical essays based on assigned readings of both primary and secondary sources. Assignments will emphasize critical reading, writing and historical thinking skills. Below are examples of the types of assignments used to assess student performance.

1. Problem Analysis: summary and content, and comparison/contrasts essays
2. Source Identification and Analysis, including:
  - a. primary and secondary sources;
  - b. book critique and monograph/article analysis
  - c. film and visual sources
3. Examinations (primarily essay and short answer).

**V. Course Level Justification:**

The course seeks to develop student capacity to identify and evaluate historical data and texts, and to apply both written and oral skills that demonstrate these abilities. It provides the necessary knowledge base and skills to fulfill the goals of 100 level general education courses in the Humanities and provides foundational skills and content for the History major.

**VI. Topical Course Outline:**

- 1.0 The Western World at 1650

- 2.0 The 17<sup>th</sup> Century Search for Order: State Building, Science and Commerce
- 3.0 The Enlightenment: For Whom, By Whom
- 4.0 The French Revolution and Napoleonic Europe
- 5.0 Industrialization and Industrial Society
- 6.0 Ideologies and Daily Life in the 19<sup>th</sup> Century
- 7.0 Nation Building and Realpolitik
- 8.0 Imperialism and Mass Society at the Turn of the Century
- 9.0 Modernity and Its Discontents: Culture, Gender, Race and Science
- 10.0 War, Peace and Revolution
- 11.0 Dictatorship, Totalitarianism and Democracy
- 12.0 World War II: Individual, State and Society during Global Total War
- 13.0 The Cold War and Decolonization: Politics, Society and Culture
- 14.0 Globalization and Homelands

**VII. Suggested Text and Readings:**

- Hunt, Lynn, et al. *The Making of the West. Volume II*. New York: Bedford/St. Martin's, 2005.
- Voltaire. *Candide*. New York: Dover, 1991.
- Mill, J. S. *On Liberty*. New York: Penguin, 1974.
- Kipling, Rudyard. *The Man Who Would be King and other Stories*. New York: Dover, 1994.
- Ward, Candace, ed. *World War One British Poets*. New York: Dover, 1997.
- Levi, Primo. *Survival in Auschwitz*. New York: Simon & Schuster, 1996.

**VIII. Select Bibliography:**

- Anderson, Benedict. *Imagined Communities*. London: Verso, 1983.
- Ansprenger, Franz. *The Dissolution of the Colonial Empires*. New York: Routledge, 1989.
- Beauvoir, Simone de. *The Second Sex*. New York: Alfred Knopf, 1963.
- Beik, William. *Louis XIV and Absolutism. A Brief Study with Documents*. New York: Bedford/St. Martin's, 2000.
- Black, Jeremy. *Europe and the World 1650-1830*. New York: Routledge, 2002.
- Blanning, T.C. *The Culture of Power and the Power of Culture: Old Regime Europe*

- 1660-1789. Oxford: Oxford U.P., 2002.
- Cohen, H. F. *The Scientific Revolution*. Chicago: U. of Chicago Press, 1994.
- Connelly, Owen. *The French Revolution and Napoleonic Era*. Fort Worth: Harcourt Brace, 2000.
- Curtin, Philip. *The Atlantic Slave Trade*. Madison: U. of Wisconsin Press, 1969.
- Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. New York: Basic Books, 1984.
- Elliot, J. H. *The Old World and the New, 1492-1650*. Cambridge: Cambridge U.P., 1970.
- Ferguson, Niall. *The Cash Nexus*. New York: Basic Books, 2001.
- Fitzpatrick, Sheila. *The Russian Revolution*. Oxford: Oxford U.P., 1995.
- Fussell, Paul. *War and Modern Memory*. Oxford: Oxford U.P., 2000.
- Gildea, Robert. *Barricades and Borders, Europe 1800-1914*. Oxford: Oxford U.P., 1996.
- Goodman, Dena. *The Republic of Letters*. Ithaca: Cornell U.P. 1994.
- Kaplan, Marion. *Between Dignity and Despair: Jewish Life in Nazi Germany*. Oxford: Oxford U.P., 2001.
- Keegan, John. *The First World War*. New York: Alfred Knopf, 1998.
- Kern, Stephen. *The Culture of Time and Space*. Cambridge: Harvard U.P., 2003.
- Kershaw, Ian and Moshe Lewin, eds. *Stalinism and Nazism*. Cambridge: Cambridge U. P., 1997.
- Lefebvre, Georges. *The Coming of the French Revolution*. Princeton: Princeton U.P., 1989.
- Levack, Brian. *The Witch-Hunt in Early Modern Europe*. New York: Longman, 1995.
- Marrus, Michael. *The Holocaust in History*. New York: New American Library, 1987.
- McCauley, Martin. *The Origins of the Cold War*. London: Pearson, 1995.
- McClintock, Anne. *Imperial Leather: Race, Gender and Sexuality in the Colonial Contest*. New York: Routledge, 1995.
- Mosse, George. *The Nationalization of the Masses*. New York: Meridian, 1975.
- Moyker, Joel, ed. *The British Industrial Revolution*. Boulder: Westview, 1993.
- Palmer, R. R. *The World of the French Revolution*. New York: Harper & Row, 1971.
- Payne, Stanley. *A History of Fascism*. Madison: U. of Wisconsin Press, 1995.
- Parker, Geoffrey. *The Military Revolution*. Cambridge: Cambridge U.P., 1988.
- Purvis, June and S. S. Holton, eds. *Votes for Women*. New York: Routledge, 2000.
- Stearns, Peter. *The Industrial Revolution in World History*. Boulder: Westview, 1993.
- Stokes, Gale. *The Walls Came Tumbling Down*. Oxford: Oxford U.P., 1993.
- Stone, Lawrence. *The Family, Sex, and Marriage in England, 1500-1800*. New York: Harper & Row, 1979.
- Thomas, Keith. *Religion and the Decline of Magic*. New York: Scribners, 1971.
- Walkowitz, Judith. *City of Dreadful Delights*. Chicago: U. of Chicago Press, 1993.
- Wedgwood, C. V. *The Thirty Years War*. New York: New York Review Books, 2005.
- Weinberg, Gerhard. *A World at Arms. A Global History of World War II*. Cambridge: Cambridge U.P., 1994.
- Wiesner, Merry. *Women and Gender in Early Modern Europe*. Cambridge: Cambridge U.P., 2000.
- Wilkerson, James and H. Stuart Hughes. *Contemporary Europe*. London: Pearson, 2004.



**Course Content Guide**  
**University of Alaska Anchorage**  
**GEOL A111**  
**Physical Geology**

**I. Date of Initiation:** Fall 2007

**II. Course Information:**

- A. College or School: CAS
- B. Course Subject: Geological Sciences
- C. Course Number: A111
- D. Number of Credits: 4.0 (3+3)
- E. Course Title: Physical Geology
- F. Grading Basis: A-F
- G. Course Description: Introduction to physical geology. Study of earth, its materials, and processes affecting changes on and within. Laboratory training in use of topographic maps, and recognition of common rocks and minerals.
- H. Course Prerequisites: MATH A055
- I. Restrictions: none
- J. Fees: yes

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

- A. Instructional Goals. The instructor will:
  - 1) Present briefly the background of the study of the Earth including formation and structure.
  - 2) Discuss the unifying theory of plate tectonics and present models that assess geologic processes using plate tectonic theory.
  - 3) Discuss atomic structure and the formation of Earth materials (minerals and rocks).
  - 4) Identify the internal and external processes that have shaped the Earth and apply the relevant information in order to make appropriate personal and professional decisions
  - 5) Adopt critical perspectives for understanding geological processes in the context of geologic time
- B. Student Outcomes. The students will:
  - 1) Identify the ways in which theory of plate tectonics has advanced the overall understanding of Earth's processes.
  - 2) Demonstrate what is currently known about Earth processes and the factors that affect them and develop hypotheses related to these systems.
  - 3) Integrate geologic knowledge and employ laboratory skills to synthesize creative thinking, critical judgment, and personal experience regarding the development and modification of the Earth.
  - 4) In laboratory, students will (1) demonstrate the ability

to identify minerals and rocks in the settings encountered by professionals in the discipline, and (2) will critically observe geologic processes and will accurately record and analyze their observations.

#### **IV. Course Evaluation and Assessment**

Students will be evaluated based on lecture mid-term and final examinations, laboratory rock and mineral examinations, lab exercises, and a final lab project. These will be used as assessment tools to judge student performance.

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

This course requires little to no knowledge of geological sciences. However, it does require some basic math skills.

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

1. Introduction to geology
2. Earth formation
3. Earth structure
4. Plate Tectonics
5. Atomic Structure
6. Minerals
7. Igneous rocks
8. Sedimentary rocks
9. Metamorphic rocks
10. Geologic time
11. Physical and chemical weathering
12. Mass movement
13. Streams
14. Coastal processes
15. Groundwater
16. Glaciers
17. Structural geology
18. Earthquakes and seismology

#### **VII. Suggested Text(s)**

Stephen Marshak, 2006, *Earth, Portrait of a Planet* (2nd ed) W.W. Norton & Company, 748 p.

Richard M. Busch (Ed), 2006, *Laboratory Manual in Physical Geology*, Prentice Hall, 271 p.



## **VIII. Bibliography**

Brown, G. C., and A. E. Musset. 1993. *The Inaccessible Earth*. London: Chapman and Hall.

Kump, L. R., J. F. Kasting, and R. G. Crane. 1999. *The Earth System*. Upper saddle River, N.J.: Prentice Hall.

MacKenzie, F. T. 1998. *Our Changing Planet: An Introduction to Earth System Science and Global Environmental Change*. Upper saddle River, N.J.: Prentice Hall.

Winter, J. D. 2001 *Introduction to Igneous and Metamorphic Petrology*. Upper saddle River, N.J.: Prentice Hall.



# 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 AMSC		1c. Department Geological Sciences	
2. Course Prefix  GEOL	3. Course Number  A115	4. Previous Course Prefix & Number		5a. Credits/CEU  3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Environmental Geology <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats 0      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <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 instructional goals and student outcomes			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: SP/08      To:      /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CAS, UAA faculty list-serv, extended campuses Department, School, or College  Initiator Signature _____ Date _____					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.					
17a. Course Prerequisite(s) (list prefix and number) MATH A055		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable)		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action To update the course to reflect the new Natural Science GER category descriptions published in the 06-07 catalog.					

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

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

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

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

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

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

**Course Content Guide**  
**University of Alaska Anchorage**  
**GEOL A115**  
**Environmental Geology**

**I. Date of Initiation:** Spring 2008

**II. Course Information:**

- A. College or School: CAS
- B. Course Subject: Geological Sciences
- C. Course Number: A115
- D. Number of Credits: 3.0 (3+0)
- E. Course Title: Environmental Geology
- F. Grading Basis: A-F
- G. Course Description: An introduction to the study of applied environmental geology with a focus on geologic processes and linkages to environmental hazards and risks. Both internal and external Earth processes and related topics such as earthquakes and volcanic eruptions as well as coastal processes and mineral and energy resources will be included.
- H. Course Prerequisites: MATH A055
- I. Restrictions: none
- J. Fees: yes

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

- A. Instructional Goals. The instructor will:
  - 1) Introduce basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
  - 2) Present basic concepts dealing with how humans interact with the geologic environment.
  - 3) Design critical thinking exercises that require the students to use the scientific method and form hypotheses.
  
- B. Student Outcomes. The students will:
  - 1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
  - 2) Make connections between human interactions and the geologic environment to begin the process of comprehending the role of human impacts on the planet.
  - 3) Apply their knowledge through problem solving, critical thinking exercises, and formulating hypotheses as applied to environmental geology.
  - 4) Discover advances in environmental geology and their applications to the modern environment.

**IV. Course Evaluation and Assessment**

Students will be evaluated based on problem set assignments, several exams, and summaries of guest speaker lectures. These will be used as assessment tools to judge student performance.

## **V. Course Level Justification**

This course is designed as a GER natural science option for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

## **VI. Topical Course Outline**

1. Population growth
2. Plate Tectonics
3. Earth materials
4. Volcanoes and volcanic hazards
5. Earthquakes and earthquake hazards
6. Streams and flooding
7. Coastal processes
8. Mass wasting
9. Earth and climate change
10. Water resources and pollution
11. Soils and weathering
12. Mineral resources
13. Fossil fuel energy sources
14. Alternative energy sources
15. Air pollution
16. Land-Use

## **VII. Suggested Text(s)**

Montgomery, C., 2006. Environmental Geology, 7<sup>th</sup> ed., McGraw Hill.

## **VIII. Bibliography**

Keller, E. A., and Blodgett, R., H., 2006. Natural Hazards., Prentice Hall.

Keller, E. A., 2005. Introduction to Environmental Geology, Prentice Hall.

King, H., 2005. Hazard City: Assignments in Applied Geology, Prentice Hall.



**Course Content Guide**  
**University of Alaska Anchorage**  
**GEOL A115L**  
**Environmental Geology Laboratory**

**I. Date of Initiation:** Spring 2008

**II. Course Information:**

- A. College or School: CAS
- B. Course Subject: Geological Sciences
- C. Course Number: A115L
- D. Number of Credits: 1 (0 + 3)
- E. Course Title: Environmental Geology Laboratory
- F. Grading Basis: A-F
- G. Course Description: Investigation of problems in environmental geology related to volcanic and earthquake hazards, surface and groundwater pollution, landslides, coastal processes, and waste disposal with emphasis on the Anchorage area and Alaska. Several local field trips are included.
- H. Course Prerequisites: GEOL A115 or concurrent enrollment and MATH A055
- I. Restrictions: none
- J. Fees: yes

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

- A. Instructional Goals. The instructor will:
  - 1) Briefly review basic internal and external geological processes and cycles (oceans, geosphere, tectonics, atmosphere and hydrosphere) that affect the geologic environment on Earth.
  - 2) Provide guidance for hands-on laboratory exercises to complement the lecture material in GEOL A115 Environmental Geology.
  - 3) Lead field trips in the Anchorage area so that students can practice what they have learned in the field, implement the scientific method, and learn about the local geologic environment they live in.
  
- B. Student Outcomes. The students will:
  - 1) Demonstrate a basic knowledge of earth environmental processes and modern environmental geology problems.
  - 2) Solve basic environmental geology problems through hands-on laboratory exercises and critical thinking exercises with an emphasis on human interactions with the geologic environment.
  - 3) Attend several field trips in the local Anchorage area to apply their knowledge in the field, use the scientific method, form their own hypotheses about environmental problems where they live, and pursue discoveries of the science in this environment.

#### **IV. Course Evaluation and Assessment**

Students will be evaluated based on several laboratory exercises and preparatory exercises for field trips. These will be used as assessment tools to judge student performance.

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

This course is designed as a GER natural science laboratory course for the non-science major and is intended to be an introduction of basic environmental geology concepts and requires some basic math skills.

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

1. Population growth
2. Maps
3. Plate Tectonics
4. Earth materials
5. Volcanoes and volcanic hazards
6. Earthquakes and earthquake hazards
7. Streams and flooding
8. Coastal processes
9. Mass wasting
10. Water resources and pollution
11. Soils and weathering
12. Alternative energy sources
13. Land-Use
14. Field trips to the Anchorage Landfill, Tsunami Warning Center, and various locations in Anchorage to study geologic hazards and land-use.

#### **VII. Suggested Text(s)**

Freeman, T., 2004. Environmental Geology Laboratory, Wiley, 150p.

#### **VIII. Bibliography**

Montgomery, C., 2006. Environmental Geology, 7<sup>th</sup> ed., McGraw Hill, 554p.

Keller, E. A., and Blodgett, R., H., 2006. Natural Hazards, Prentice Hall, 395p.

Keller, E. A., 2005. Introduction to Environmental Geology, Prentice Hall, 563p.

King, H., 2005. CD ROM Hazard City: Assignments in Applied Geology, Prentice Hall.



October 2, 2007

To: Deans and Directors  
Department Chairs and Faculty

From: Caedmon Liburd, Chair of UAB  
Tom Miller, Assistant Provost

Subject: General Education Requirements

There are **five significant issues** that we are calling to your attention at this time. All five mandate advising or curricular action that must occur within your colleges. Please take time to review these and ensure that they are being properly addressed. They are presented here with discussion following. Actions required are underlined in the discussion.

1. Baccalaureate majors who will graduate after the summer semester 2008 must have completed 37 GER credits
2. Baccalaureate majors who will graduate after the summer semester 2008 must have completed a course from the Integrative Capstone category.
3. All students with a declared baccalaureate major must complete their GER Basic Skills (Oral Communications, Written Communications and Quantitative Skills) prior to completing 60 credits toward their majors.
4. GER course content guides must be updated with course outcomes aligned with GER outcomes in each category.
5. The University this semester will be assessing Capstone courses for effectiveness in achieving their stated outcomes.

### **Discussion**

1. While many programs have modified their major requirements to accommodate the 37 credit general education requirement, there are many others who have not. The General Education Requirements listed in the current catalog will apply to students in all majors. Departments need to determine if these requirements affect student credits or schedules in their programs and advise students appropriately.
2. Students may complete the Integrative Capstone general education requirement by completing any listed course for which they meet the prerequisites. Faculty should be counseling students to enroll in appropriate integrative capstone courses at this time. Since the fall semester is underway those who will graduate in December 2008 have only three semesters remaining in which to complete the capstone. The list of approved capstone courses from the 2007-08 catalog appears below. Many of these have significant prerequisites in the major and all require the completion of the general education basic skill requirements.

#### AY 2007-08 GER Capstone Courses in UAA Catalog

ANTH A354 Culture and Ecology  
ART A491 Senior Seminar  
BIOL/CHEM/PHYS A456 Nonlinear Dynamics and Chaos  
BIOL 452 Human Genome  
CA A495 Hospitality Internship  
CEL A450 Civic Engagement Capstone  
CHEM A441 Principles of Biochemistry I  
CIS A376 Management Information Systems  
CM A422 Sustainability in Construction

CM A450 Construction Management Professional Practices  
CS A470 Applied Software Development Project  
ECON A488 Seminar in Economic Research  
EDFN A300 Philosophical and Social Context of American Education  
GEOL A456 Geoaerchology  
HIST/INTL/PS A325 Northeast Asia in 21st Century



HIST A390A Themes in World History  
HIST A427 Post-Soviet Culture and Society  
HNRS A490 Senior Honors Seminar  
INTL A315 Canada: Nation and Identity  
MATH A420 History of Mathematics  
MEDT A302 Clinical Laboratory Education and  
Management  
NS A411 Health II: Nursing Therapeutics  
PEP A384 Cultural and Psychological Aspects of Health  
and Physical Activity

PHIL A400 Ethics, Community, and Society  
PS A492 Senior Seminar in Politics  
PSY A370 Biological Psychology  
RUSS A427 Post-Soviet Culture and Society  
SOC A488 Capstone Seminar  
STAT A308 Intermediate Statistics for the  
Sciences  
SWK A431 Social Work Practice IV  
TECH A453 Capstone Project

3. Faculty in the departments and academic advisors should be advising baccalaureate students to complete their GER basic skills courses prior to completing 60 credits toward their baccalaureate major. At this time there is no registration block or other enforcement for this requirement. The successful implementation of the policy and the resulting effect on the students' performance in upper-division coursework depends on effective academic advising.
4. The GER Committee and the Undergraduate Academic Board are requiring that courses that intend to remain on the GER list for each category be updated so that their Curriculum Action Requests and Course Content Guides comply with current standards and formats, and incorporate outcomes that are shown to align with the established UAA GER outcomes for each category. The revision of many courses was begun last semester. Any GER courses that were not revised and accepted by the GER Committee and the UAB last semester must be completed as soon as possible.
5. All GER Integrative Capstone courses must include approved course outcomes and incorporate assessment of those outcomes into their design. Furthermore, evidence of student performance on outcomes must be collected and retained for further analysis. This evidence is very important since these courses are the primary means by which the university evaluates the effectiveness of the GER offerings. Students who have practiced the GER skills as they have proceeded through their majors should show a high level of proficiency in the outcomes for capstone courses.

The Office of Academic Affairs and the GER Committee will collaborate in the initial analysis of the evidence collected from Integrative Capstone courses that have been offered thus far. This will begin with the collection of the evidence and any preliminary analysis that has been accomplished by faculty in the offering discipline. Please be prepared to respond to requests to provide that evidence and analysis. Review of these materials will lead to recommendations for continuing assessment of student performance in GER outcomes using the Capstone courses.

CC: Linda Lazzell  
Rick Weems  
John Allred