

# General Education Review Committee

## Agenda

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November 14, 2008

ADM 204

**12:00 p.m. – 1:30 p.m.**

### I. Call to Order

#### Roll

( ) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
( ) Mari Ippolito	CAS/ <b>UAB</b>	
( ) Patricia Fagan	CAS	Humanities
( ) Robert Capuozzo	COE	
( ) Jack Pauli	CBPP	
( ) Jeane Breinig	CAS	Written Communication
( ) Len Smiley	CAS	Quantitative Skills
( ) Suzanne Forster	CAS/ <b>UAB</b>	
( ) Robin Wahto	CTC/ <b>UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
( ) Tom Miller	OAA	
( ) Catherine Sullivan	CHSW/ <b>UAB</b>	
( ) Doug Parry	CAS	Oral Communication
( ) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
( ) Hilary Davies	UAB Chair	

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

### III. Approval of Summary (pg. 3-4)

### IV. Report from Vice Provost Tom Miller

### V. Chair's Report

### VI. Course Action Requests

Add	ENVI A470	Environmental Planning and Problem Solving (4 cr) (2+6) (pg. 5-10)
Chg	ANTH A101	Introduction to Anthropology (3 cr) (3+0) (pg. 11-15)
Chg	ANTH A200	Natives of Alaska (3 cr) (3+0) (pg. 16-20)
Chg	ANTH A202	Cultural Anthropology (3 cr) (3+0) (pg. 21-24)
Chg	ANTH A250	The Rise of Civilization (3 cr) (3+0) (pg. 25-29)
Chg	SWK A106	Introduction to Social Welfare (3 cr) (3+0) (cross listed w/ HUMS A106) (pg. 30-36)
Chg	HUMS A106	Introduction to Social Welfare (3 cr) (3+0) (cross listed w/ SWK A106) (pg. 37-43)
Chg	JUST A110	Introduction to Justice (3 cr) (3+0) (pg. 44-50)
Chg	JUST A460	Justice in Crisis (3 cr) (3+0) (pg. 51-58)
Chg	GEO A460	Geomatics Design Project (3 cr) (2+2) (pg. 59-65)
Add	ME A438	Design of Mechanical Engineering Systems (3 cr) (3+0) (pg. 66-75)
Add	EE A438	Design of Electrical Engineering Systems (3 cr) (3+0) (pg. 76-85)

Add CSE A438 Design of Computer Engineering Systems (3 cr) (3+0) (pg. 86-95)

VII. Old Business

VIII. New Business

IX. Informational Items and Adjournment

# General Education Review Committee Summary

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October 17, 2008  
ADM 204  
12:30 p.m. – 1:30 p.m.

## I. Call to Order

### Roll

(e) Erik Hirschman	Mat-Su/ <b>UAB</b>	Social Sciences
(x) Mari Ippolito	<b>CAS/UAB</b>	
(x) Patricia Fagan	CAS	Humanities
(e) Robert Capuozzo	COE	
(x) Jack Pauli	CBPP	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS	Quantitative Skills
(x) Suzanne Forster	<b>CAS/UAB</b>	
(e) Robin Wahto	<b>CTC/UAB</b>	
( ) Walter Olivares	CAS	Fine Arts
(x) Tom Miller	OAA	
(x) Catherine Sullivan	<b>CHSW/UAB</b>	
( ) Doug Parry	CAS	Oral Communication
(x) Jeff Miller	SOE	
( ) Karl Wing	USUAA	
(x) Hilary Davies	UAB Chair	

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

Add CE A438 Course

**Approved w/ change**

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

Jeff Miller is in the process of creating three ENGR Major Capstones

**Approved**

## IV. Report from Vice Provost Tom Miller

Accreditation Team went to Accreditation Conference

Emphasis on Accreditation is increasing

2 areas being looked at:

1. What is important to the institution and how it relates to our mission?
2. How do we assess that and accomplish what we say we are doing?

## V. Chair's Report

Summer working group for Assessment met with Chad Farrell again on Thursday

## VI. Course Action Requests

Chg PS A101 Introduction to American Government (3 cr) (3+0) (pg. 4-7)

**Approved**

Chg PS A102 Introduction to Political Science (3 cr) (3+0) (pg. 8-11)

**Approved**

Chg PS A311 Comparative Politics (3 cr) (3+0) (pg. 12-15)

**Approved**

Chg CE A438 Design of Civil Engineering Systems (3 cr) (3+0) (emailed to committee)

**For- 3**

**Against- 0**

**Abstained- 4**

**Approved**

## VII. Old Business

A. Status of GER Capstone Assessment

VIII. New Business

- A. Nomination for GERC representative to the Assessment and Curriculum Alignment task force  
Email from Hilary Davies (pg. 16)

IX. Informational Items and Adjournment

Meeting Adjourned



# ENVI A470

## Course Content Guide

Date: 3 April 2008

### I. Course Information

- A. College: Arts and Sciences  
B. Course Subject: ENVI  
C. Course Number: A470  
D. Credits/Contact: 4 credits, 2 + 6 contact, GER Integrative Capstone course  
E. Title: Environmental Planning and Problem Solving  
F. Grading Basis: A-F  
G. Prerequisites: COMM A241, ENGL A212 or ENGL A213, ENVI/GEOG A211 and ENVI/GEOG A211L, ENVI A212, STAT A252 or STAT A253  
H. Course Fees: No  
I. Description: Examination of methodological concepts and issues in environmental planning and problem-solving. Includes the content and structure of Environmental Impact Assessment (EIA); approaches to EIA with reference to the assessment of impacts on biophysical and social systems. Involves substantial practical work, including hands-on exercises, writing, and oral presentations.

### II. Instructional Goals and Student Outcomes

A. Instructional Goals. Instructors will:

1. Provide assignments, opportunities for hands-on experience, and lead discussions through which students can consider systematic approaches toward real-world environmental problem solving.
2. Lead discussions or facilitate invited speakers through which students gain an understanding of issues and perspectives faced by environmental professionals engaged in environmental problem solving.
3. Provide discussions and assignments through which students gain an understanding of methodological approaches, frameworks, and techniques used for environmental impact assessment.
4. Enable development of effective communication skills for environmental planning and problem-solving.

B. Student Outcomes. Students will be able to:

Outcome	Assessment Methods
Integrate knowledge from diverse fields and disciplines and explore the complex nature of environmental problem-solving and impact assessment. [Knowledge Integration]	Group EIA exercise and report.

Apply appropriate methods, tools, and data to locate and use relevant information so as to engage as professionals in the environmental problem-solving and planning context. [Information Literacy]	Group EIA exercise, assignment, and professional presentation.
Critically evaluate the relative merits of arguments, anticipate consequences of actions, and make informed decisions about environmental issues. [Critical Thinking]	Discussions and presentations in studio practicum, and a critical thinking exam on approaches, frameworks, and techniques for EIA. Group EIA exercise.
Effectively communicate knowledge in a professional context (in the environmental field). [Effective Communication]	Individual and group EIA exercise, written report, and professional presentations.

### III. 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, case studies, group work, service learning projects, field visits, class reports, Blackboard discussion groups, and written work.

The instructor will administer a series of questions designed to measure educational effectiveness in the Geography and Environmental Studies Major during the course. Results of these questions will be reported to the chair of the department.

### IV. Course Level Justification

This is an upper division integrative GER capstone course that requires substantial prerequisite knowledge of environmental processes, written and oral communication skills, and quantitative reasoning skills. The course satisfies all of the criteria for a capstone course. This course includes knowledge integration of GER Basic College-Level skills (Tier 1) and Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study, and critical evaluation. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

### V. Course Outline

- A. Nature and importance of methodology
- B. Problem-solving strategies
  - 1. Scientific method – inductive and hypothetico-deductive
  - 2. Phenomenology
- C. Systems thinking and characterization
  - 1. Hard systems methodologies
  - 2. Soft systems methodologies
- D. Complex systems and complex problems I
  - 1. Complexity
  - 2. Chaos
- E. Complex systems and complex problems II
  - 1. The precautionary principle
  - 2. Hedging and flexing

- F. Theories of planning I
  - 1. Comprehensive planning
  - 2. Incremental planning
- G. Theories of planning II
  - 1. Mixed scanning
  - 2. Transactive planning
- H. Environmental impact assessment (EIA)
  - 1. Origins
  - 2. Form
  - 3. The National Environmental Policy Act
  - 4. Council on Environmental Quality
- I. EIA methodology, methods, and techniques I
  - 1. General requirements and models
  - 2. Impact identification methods
- J. EIA methodology, methods, and techniques II
  - 1. Evaluation methods
  - 2. Environmental documents and review process
  - 3. Reviewing and preparing EAs and EISs
- K. EIA methodology, methods, and techniques III
  - 1. Scoping and public participation
  - 2. Mitigation
  - 3. Monitoring and analysis
- L. Adaptive environmental assessment and management
- M. EIA and environmental justice
- N. Dispute resolution
- O. International comparisons

#### Studio practicum

- A. Problem characterization exercise
- B. Set complex system analysis problem
- C. Oral presentations on complex systems problem
- D. Set EIA review exercise
- E. Discussion of EIA review exercise
- F. Oral presentations on EIA review
- G. Select EIA project framework and familiarization,
- H. Baseline studies
- I. Field/site visit
- J. Select assessment framework, identify information needs
- K. Team progress report: plan detailed studies
- L. Team progress report: trouble shooting
- M. Written and oral team outlines
- N. EIA report final preparation
- O. Final EIA oral presentations

#### **VI. Suggested Texts**

No single text will be used but the following are recommended core references:

- Glasson, J., Therivel, R., and Chadwick, A. 2005. Introduction to environmental impact assessment. Routledge, London.



- Morgan, R. K. 1999. Environmental impact assessment: a methodological approach. Springer. (UAA).
- Sadler, B., Aschemann, R., Dusik, J., Fischer, T., Partidario, M., and Verheem, R. (eds.). 2008. Handbook of strategic environmental assessment. Earthscan.

## VII. Bibliography

Below is a sample of possible resources:

- Barrow, C.J. 2000. Social impact assessment: an introduction. Arnold. (UAA)
- Beanlands, G. E. and Duinker, P. N. 1984. An ecological framework for environmental impact assessment. *Journal of Environmental Management* 18: 267-277.
- Caratti, P., Dalkmann, H., Jiliberto, R. 2004. Analysing strategic environmental assessment: towards better decision-making. Edward Elgar. (UAA).
- Canter, L.W. 1996. Environmental impact assessment. McGraw-Hill.
- Chapman, K. 1981. Issues in EIA progress. *Human Geography* 5: 191-210.
- Dalal-Clayton, B. and Sadler, B. 2008. Sustainability appraisal: a sourcebook and reference guide to international experience. Earthscan.
- Duinker, P.N. and Beanlands, G.E. 1986. The significance of environmental impacts: an exploration of the concept. *Environmental Management* 10: 1-10.
- Fischer, T. 2007. Theory and practice of strategic environmental assessment. Earthscan.
- Gibson, R., Hassan, S., Holtz, S., Tansey, J., and Whitelaw, G. 2005. Sustainability assessment: criteria and processes. Earthscan.
- Gilpin, A. 1995. Environmental impact assessment: cutting edge for the twenty-first century. Cambridge University Press. (UAA).
- Holling, C.S (ed.). 1978. Adaptive Environmental Assessment and Management. (UAA).
- Industry and Environment. 1995. Special issue on environmental management tools. 18: 2&3.
- Jones, C. (ed.). 2005. Strategic environmental assessment and land use planning: an international evaluation. Earthscan. (UAA).
- International Association for Impact Assessment. 1999. Principles of Environmental Impact Assessment Best Practice. URL: [http://www.iaia.org/modx/assests/files/Principles%20of%20IA\\_web.pdf](http://www.iaia.org/modx/assests/files/Principles%20of%20IA_web.pdf).
- Lawrence, D.P. 2003. Environmental impact assessment: practical solutions to recurrent problems. Wiley-Interscience. (UAA).
- Lincoln, S. 2006. Challenged Earth: an overview of humanity's stewardship of earth. Imperial College Press.
- Madu, C. 2007. Environmental planning and management. World Scientific.
- Marriot, B. B. 1997. Environmental impact assessment: a practical guide. McGraw-Hill Professional.
- Morgan, R. K. 1999. Environmental impact assessment: a methodological approach. Springer.
- Petts, J. (ed.). 1999. Handbook of environmental impact assessment, Volume 1: Environmental Impact Assessment in Theory. Blackwell Science Ltd.
- Petts, J. (ed.). 1999. Handbook of environmental impact assessment, Volume 2: Environmental Impact Assessment in Practice: Impact and Limitations. Blackwell Science Ltd.
- Porter, A. and Fittipaldi, J. (eds) 1998. Environmental Methods Review: Retooling Impact Assessment for the New Century. The Press Club.
- Ramachandra, T.V. (ed.). 2006. Cumulative environmental impact assessment. Nova Science Publishers. (UAA).
- Shephard, R.B. 2005. Quantifying environmental impact assessments using fuzzy logic. Springer. (UAA).

- Shirley, A.M.C., Strong, K.W., Hickey, E. and Sander, F. 1985. An evolving framework for environmental impact analysis I + II. Methods. *Journal of Environmental Management* 21: 343-358, 359-374.
- Speth, J. and Haas, P. 2006. *Global environmental governance*. Island Press.



UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date: May 14<sup>th</sup>, 2008

II. Course Information:

- A. College: College of Arts and Sciences
- B. Course Title: Introduction to Anthropology
- C. Course Subject/Number: ANTH A101
- D. Credit Hours: 3.0 credits
- E. Contact Time: 3 + 0 hours per week
- F. Grading Information: A-F
- G. Course Description: Introduction to fundamentals of the four subfields of anthropology: archaeology, cultural anthropology, biological anthropology, and anthropological linguistics. The course introduces basic ideas, methods and findings of anthropology. Special note: recommended for majors and non-majors.
- H. Status of course relative to degree or certificate programs: Strongly recommended for the BA/BS degrees in anthropology; applies toward Social Sciences GER requirement at UAA.
- I. Course Attributes: Applies toward UAA GER Social Science requirement.
- J. Lab Fees: None
- K. Coordination: Extended campuses through UAA listserv
- L. Course Prerequisite: None
- M. Registration Restriction: None

III. Course Activities:

This class is delivered in a traditional lecture format. Lectures are supplemented with other activities (powerpoint illustrations/videos/films; occasionally, guest speakers/class discussions/research projects).

IV. Course-level Justification:

This class is appropriate at the 100-level because it is a broad introductory course, introducing students to the concepts and methods of anthropology, and has no prerequisites.

## V. Instructional Goals and Defined Outcomes

### A. Instructional Goals: The instructor will:

- 1) Discuss the historical roots, major theories and methods, and key subdisciplines of anthropology.
- 2) Describe how anthropologists acquire and use empirical information about people and cultures, including biological anthropologists, cultural anthropologists, archaeologists, and linguists, through a wide variety of fieldwork techniques
- 3) Show the application of the material to the lives of students and to the diversity among people in the world around them.

### B. Defined Outcomes: Students will be able to:

- 1) Describe and critically evaluate the historical roots, major theories and methods, and key subdisciplines of anthropology, including biological anthropology, cultural anthropology, archaeology, and linguistics.
- 2) Describe and critically evaluate how anthropologists acquire and use empirical information about people and cultures, including biological anthropologists, cultural anthropologists, archaeologists, and linguists, through a wide variety of fieldwork techniques.
- 3) Critically evaluate empirically-based claims about people in the world around them.

VI. Student Outcome Assessment and Course Evaluation: determined by exams, supplemented by other written assignments and class discussions.

## VII. Topical Outline

- 1) Introduction to the scope and methods of anthropology, including biological anthropology, cultural anthropology, archaeology, and anthropological linguistics; the holistic approach of anthropology for understanding culture and human behavior
- 2) The concept of culture as the central organizing principle of anthropology
- 3) Fieldwork and anthropological research, as applied in biological anthropology, cultural anthropology, archaeology, and linguistics
- 4) Our primate heritage: evolution, characteristics, and social behavior
- 5) Evolution of human biology and human societies during the Paleolithic
- 6) The origins of food production and the rise of sociopolitically complex societies
- 7) Contemporary human biological diversity
- 8) Biology, ethnicity, and the concept of "race"
- 9) Medical and nutritional anthropology
- 10) Language and culture: contemporary linguistic and symbolic diversity

- 11) Culture and ecology; patterns of human subsistence
- 12) Economic anthropology: reciprocity and redistribution; production and consumption; trade, exchange, and markets
- 13) Kinship, descent systems, marriage, households, and families
- 14) Psychological anthropology: the self as a cultural construct
- 15) Social roles: identity and gender
- 16) Political systems: varieties, structures, and functions, including political leadership, hierarchy, social control, and patterns of warfare
- 17) Ritual, religion, and the concept of the sacred in human society
- 18) Art, knowledge and worldview
- 19) The concepts of acculturation and culture change
- 20) The modern world system and colonialism/development
- 21) Anthropology and the future

#### VIII. Suggested Texts:

Haviland, William A, Harald Prins, Dana Walrath, and Bunny McBride  
 2008 *Anthropology: The Human Challenge* (12<sup>th</sup> ed.). Belmont (CA):  
 Wadsworth/Thomson.

Kottak, Conrad P.  
 2008 *Anthropology: The Exploration of Human Diversity* (12<sup>th</sup> ed.). New York:  
 Dushkin/McGraw-Hill.

Angeloni, Elvio  
 2008 *Annual Editions: Anthropology 08/09*. New York: Dushkin/McGraw-Hill.

#### IX. Bibliography and Resources

Ember, Carol, Melvin Ember, and Peter Peregrine  
 2005 *Anthropology*. Upper Saddle River (NJ): Prentice-Hall.

Haviland, William A, Harald Prins, Dana Walrath, and Bunny McBride  
 2008 *Anthropology: The Human Challenge* (12<sup>th</sup> ed.). Belmont (CA):  
 Wadsworth/Thomson.

Lavenda, Robert  
 2008 *Anthropology: What Does It Mean to Be Human?* New York: Oxford  
 University Press.

McGee, R. Jon, and Richard L. Warms  
 2004 *Anthropological Theory* (3<sup>rd</sup> ed.). New York: Dushkin/McGraw-Hill.

Miller, Barbara D.  
 2008 *Anthropology* (2<sup>nd</sup> ed.). Upper Saddle River (NJ): Allyn and Bacon.

Peacock, James L.

2001 *The Anthropological Lens* (2<sup>nd</sup> ed.). New York: Cambridge University Press.

Sculpin, Raymond, and Christopher R. DeCorse

2004 *Anthropology: A Global Perspective*. Upper Saddle River: Prentice-Hall.

Whitten, Phillip

2001 *Anthropology: Contemporary Perspectives* (8<sup>th</sup> ed.). Upper Saddle River: Allyn and Bacon.

Podolefsky, Aaron, and Peter Brown

2007 *Applying Anthropology: An Introductory Reader* (8<sup>th</sup> ed.). New York: Dushkin/McGraw-Hill.





UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

- I. Initiation Date: May 2008
- II. Course Information:
- A. College: College of Arts and Sciences
  - B. Course Title: Natives of Alaska
  - C. Course Subject/Number: ANTH A200
  - D. Credit Hours: 3.0 credits
  - E. Contact Time: 3 + 0 hours per week
  - F. Grading Information: A-F
  - G. Course Description: Introduction to culture and history of Alaska Natives. Includes environmental settings, linguistic subdivisions, traditional sociocultural organization and subsistence patterns, contact with non-Native groups, and contemporary issues, including education, politics, and law.
  - H. Status of course relative to degree or certificate programs: This course satisfies partial fulfillment of the "ethnographic area" distribution requirement for Anthropology majors. It satisfies partial fulfillment of the UAA GER requirements in Social Sciences. It is an optional course for a BSW degree in Social Work. It is an optional course for the Human Services Associate of Applied Science degree.
  - I. Course Attributes: Applies toward UAA GER Social Science requirement.
  - J. Lab Fees: None
  - K. Coordination: Extended campuses
  - L. Course Prerequisite: None
  - M. Registration Restriction: None
- III. Course Activities: This is primarily a lecture course, supplemented by appropriate powerpoint/slide presentations, videos/films, and/or guest speakers.
- IV. Course-level Justification: This class is appropriate at the 200-level because it (a) has no prerequisites, (b) presents detailed information on the entire range of Alaska Native cultures, and (c) utilizes basic anthropological concepts.

V. Instructional Goals and Defined Outcomes

A. Instructional Goals. The instructor will:

- 1) Describe the names and locations of the languages spoken by Alaska Natives; outline the fundamental similarities and differences among the languages, cultural adaptations, and biological traits which provide a basis for understanding relationships among cultures.
- 2) Present the place of the migration of peoples into Alaska in the larger context of the whole of human prehistory, the geological events which provided an opportunity for human migration into Alaska, and how migration theories can account for the present-day distribution and characteristics of Alaska Natives.
- 3) Describe how various sources of information are combined to produce an ethnohistoric account of a culture, and present the potential problems of utilizing ethnohistoric data.
- 4) Describe the following, for each of the major Alaska Native groups (Aleut/Unangan; Inupiat, Yupiit, and Alutiit; Athabascan/Dene; and Tlingit, Haida, and Tsimshian): their population size and distribution; the important environmental characteristics of each region; the material and social aspects of traditional and recent subsistence activities and economies; relationship of belief systems to other aspects of traditional culture; relationships within the group, with other Native peoples, and with later Alaskan immigrants; the main causes of culture change during the historic period, including changes in political and educational institutions, laws, and practices; and the current political and educational issues of significance to each group.

B. Defined Outcomes. Students will be able to:

- 1) Evaluate empirical and non-empirical theories concerning the origins and development of Alaska Native societies.
- 2) Describe sources of information regarding past Native cultures and the kinds of problems encountered in doing ethnohistoric research.
- 3) Describe traditional Alaska Native cultures in a holistic manner, interrelating aspects of environment, material culture, social organization, and ideology.
- 4) Explain how Native cultures changed following contact, including how political and educational institutions, laws, and practices affected Native cultures.
- 5) Evaluate the development, transformation, and complexity of traditional Alaska Native culture in order to gain a broader perspective on cultural dynamics, the diversity of human behavior, contemporary forces of globalization, and the workings of contemporary Alaskan and American society.

VI. Course Evaluation and Student Outcome Assessment:  
Exams, quizzes, term papers, and other written assignments.

VII. Outline:

1.0 The Distribution of Native Peoples in Alaska

- 1.1 Linguistic Relationships
- 1.2 Cultural Relationships
- 1.3 Biological Relationships

2.0 The Peopling of Alaska

- 2.1 Geological Opportunities
- 2.2 Time of the Migration
- 2.3 Relationship to Present Native Populations

3.0 Ways of Knowing the Past

- 3.1 Concept of Ethnohistory
- 3.2 Archaeology
- 3.3 Oral Traditions and Traditional Knowledge
- 3.4 Early Documents
- 3.5 Modern Lifeways

4.0 Aleut/Unangan Culture

- 4.1 Environment
- 4.2 Population
- 4.3 Subsistence
- 4.4 Social Organization
- 4.5 Postcontact Culture Change

5.0 Inupiaq, Yupiit, and Alutiiq Cultures

- 5.1 Environment
- 5.2 Population
- 5.3 Subsistence
- 5.4 Social Organization
- 5.5 Postcontact Culture Change

6.0 Athabascan Cultures

- 6.1 Environment
- 6.2 Population
- 6.3 Subsistence
- 6.4 Social Organization
- 6.5 Postcontact Culture Change

## 7.0 Tlingit, Haida, and Tsimshian Cultures

- 7.1 Environment
- 7.2 Population
- 7.3 Subsistence
- 7.4 Social Organization
- 7.5 Postcontact Culture Change

## VIII. Suggested Text:

Steven J. Langdon: *Alaska's Native Peoples*. 2002. Fourth edition. Greatland Publishing, Anchorage.

## IX. Bibliography and Resources

- A. [Various authors] *Handbook of North American Indians*. Volumes 5: Arctic (1984), 6: Subarctic (1981), and 7: Northwest Coast (1990). Smithsonian Institution, Washington, D.C.
- B. Lydia T. Black, Sarah McGowan, Jerry Jacka, Natalia Taksami, and Miranda Wright: *The History and Ethnohistory of the Aleutians East Borough*. The Limestone Press, Fairbanks, 1999.
- C. Ernest S. Burch, Jr.: *The Inupiaq Eskimo Nations of Northwest Alaska*. University of Alaska Press, Fairbanks, 1998.
- D. Ernest S. Burch, Jr.: *Social Life in Northwest Alaska: The Structure of Inupiaq Eskimo Nations*. University of Alaska Press, Fairbanks, 2006.
- E. Aron L. Crowell, Amy F. Steffian, and Gordon L. Pullar (eds.): *Looking Both Ways: Heritage and Identity of the Alutiiq People*. University of Alaska Press, Fairbanks, 2001.
- F. George Thornton Emmons: *The Tlingit Indians*. The American Museum of Natural History, New York, 1991.
- G. Phyllis A. Fast: *Northern Athabaskan Survival: Women, Community and the Future*. University of Nebraska Press, 2002.
- H. William Fitzhugh and Aron Crowell: *Crossroads of Continents: Cultures of Siberia and Alaska*. Smithsonian Institution Press, Washington, D.C., 1988.
- I. Roza G. Liapunova: *Essays on the Ethnography of the Aleuts*. University of Alaska Press, Fairbanks, 1996.
- J. Richard K. Nelson: *Make Prayers to the Raven: A Koyukon View of the Northern Forest*. University of Chicago Press, 1983.
- K. Wallace M. Olson: *The Tlingit: An Introduction to Their Culture and History*. Heritage Research, Auke Bay, Alaska, 1991.
- L. Patricia H. Partnow: *Making History: Alutiiq/Sugpiaq Life on the Alaska Peninsula*. University of Alaska Press, Fairbanks, 2001.
- M. William E. Simeone: *Rifles, Blankets and Beads: Identity, History, and the Northern Athapaskan*. University of Oklahoma Press, 2002.



UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date: May 2008

II. Course Information:

- A. College: College of Arts and Sciences
- B. Course Title: Cultural Anthropology
- C. Course Subject/Number: ANTH A202
- D. Credit Hours: 3.0 credits
- E. Contact Time: 3 + 0 hours per week
- F. Grading Information: A-F
- G. Course Description: Introduction to the methods, theories, and fundamental concepts in the study of cultural systems. Includes social relationships, economic organization, political systems, symbols and beliefs, and issues related to gender, power, world systems and colonialism, and the social construction of human lives.
- H. Status of course relative to degree or certificate programs: A core course option for the B.A. or B.S. degree in anthropology; applies toward Social Science requirement of GER.
- I. Course Attributes: Applies toward UAA GER Social Science requirement.
- J. Lab Fees: None
- K. Coordination: Extended campuses
- L. Course Prerequisite: None
- M. Registration Restriction: None

III. Course Activities:

This class is delivered in a traditional lecture format. On occasion, lecture can be supplemented with other activities (films, class discussions, research projects).

IV. Course-level Justification:

This class is appropriate at the 200-level because it (a) has no prerequisites, and (b) presents a broad survey of cultural anthropology.

## V. Instructional Goals and Defined Outcomes

### A. Instructional Goals. The instructor will:

- 1) Identify and critically discuss the historical roots, major theories and methods, and key sub-disciplines of cultural anthropology.
- 2) Describe and critically discuss how cultural anthropologists acquire and use empirical information about people and cultures, emphasizing the distinction between Emic and Etic explanations for behavior and worldview.
- 3) Explain and exemplify the importance of self-reflection by social scientists as positioned subjects themselves prior to engaging in research on others.
- 4) Show the application of the material to the lives of students and the diversity among people in the world around them.

### B. Defined Outcomes. Students will be able to:

- 1) Describe and critically evaluate the historical roots, major theories and methods, and key subdisciplines of contemporary cultural anthropology.
- 2) Evaluate the importance of “emic” and “etic” explanations of cultural beliefs and practices.
- 3) Explain critical self-reflection regarding themselves as positioned subjects who are as historically-grounded and culturally-constructed as any other person.
- 4) Critically evaluate empirically-based claims about people in the world around them.

## VI. Course Evaluation and Student Outcome Assessment:

Exams, quizzes, term papers, and other written assignments.

## VII. Topical Outline:

- 1) Introduction to the scope and methods cultural anthropology, including applied cultural anthropology. How is cultural anthropology similar to and different than other social sciences? The holistic approach of anthropology for understanding culture and human behavior.
- 2) What is Culture? How is Cultural Anthropological Research used in Applied Anthropology today?
- 3) Evolution of Human Society & Cultures
- 4) Ethnicity and the Social Construction of “Race”
- 5) Language and Culture: Sociolinguistics
- 6) Economic Anthropology: Making a Living with an emphasis on small-scale societies

- 7) Political Systems: Varieties, Structures, Functions, particularly in small scale societies
- 8) Kinship, Marriage & Families
- 9) Psychological Anthropology: the Self as a Cultural Construct
- 10) Gender and Culture
- 11) The Sacred in Human Society
- 12) Art, Knowledge and Worldview
- 13) The Modern World System and Colonialism/Development
- 14) Popular Culture
- 15) Overview Summary of Theory, Ethics, Research Methods

VIII. Suggested Texts:

*Cultural Anthropology*, 13<sup>th</sup> edition, by Conrad Phillip Kottak. McGraw-Hill, 2008. (Other standard texts are acceptable.)

*Annual Editions: Anthropology 08/09*, edited by Elvio Angeloni. Dushkin/McGraw-Hill, 2008. (Other introductory edited essay text is acceptable.)

IX. Bibliography and Resources:

*AnthroSource* (Consortium Library online database of key anthropological journals)

*Anthropology Matters* by Shirley A. Fedorak. Broadview Press, 2007.

*Applying Anthropology: An Introductory Reader*, 9<sup>th</sup> ed., by Aaron Podolefsky and Peter J. Brown. McGraw-Hill, 2008.

*Classic Readings in Cultural Anthropology*, edited by Gary Ferraro. Belmont, CA: Cengage Learning/Wadsworth, 2008.

*The Geography of Thought: How Asians and Westerners Think Differently...and Why*, by Richard E. Nisbett. New York: Free Press, 2004.

*The Interpretation of Cultures*, by Clifford Geertz. New York: Basic Books, 1977.

*Social and Cultural Anthropology: A Very Short Introduction*, by John Monaghan. Oxford: Oxford University Press, 2000.

*Tales of the Field: On Writing Ethnography*, by John Van Maanen. Chicago: University of Chicago Press, 2000.

*Victims of Progress*, 3<sup>rd</sup> ed., by John Bodley. New York: McGraw-Hill, 1998.





UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

I. Initiation Date: May 14<sup>th</sup>, 2008

II. Course Information:

- A. College: College of Arts and Sciences
- B. Course Title: The Rise of Civilization
- C. Course Subject/Number: ANTH A250
- D. Credit Hours: 3.0 credits
- E. Contact Time: 3+0 hours per week
- F. Grading Information: A-F
- G. Course Description: Survey of the emergence of civilization in human development. A foundation course covering biological emergence of modern humans, appearance of complex symbolic culture, domestication, urbanization, trade, ritual and ideology, and state formation. A comparative framework is used covering primary areas of civilization – Sumeria, Egypt, China, Indus River, Mesoamerica, South America – and secondary areas including Southeast Asia, Japan, Africa and North America.
- H. Course attributes/status of course relative to degree or certificate programs: Required for all undergraduates in the College of Arts and Sciences; applies toward Social Sciences GER Requirement at UAA; required for all BA/BS majors in Anthropology; of elective interest for those with broad social science backgrounds, especially history and political science.
- I. Lab fees: None
- J. Coordination: Extended campuses through UAA faculty listserv
- K. Course prerequisite: None
- L. Registration restriction: None

III. Course Activities:

This class is delivered in a traditional lecture format. Lectures are supplemented with other activities (powerpoint presentations/videos/films; occasionally, guest speakers/class discussions/supplemental research projects).

#### IV. Course-level Justification:

This is a survey-level course, designed to provide a broad educational foundation concerning the biological evolution of modern humans and the subsequent development of human society, and focusing on basic processes of cultural development that give rise to “complex” societies, states, or civilizations. It describes the salient characteristics of major ancient civilizations, and adopts a comparative focus to trace the similarities and differences in the development of civilization in each region to understand the underlying processes that give rise to that development.

#### V. Instructional Goals and Student Outcomes:

The instructor will:

- Introduce students to biological evidence for the emergence of modern humans and their dispersion throughout the world;
- Provide information on the appearance of symbolic culture and the manner in which it is transformed through human social development;
- Present information on the emergence and characteristics of complex societies in at least six primary areas, and background factors contributing to each case of emergence; and
- Raise questions about and give insight into issues of gender, health, religion, and warfare as related to the emergence of complex societies.

The students will be able to:

- Describe theories and evidence concerning the appearance of hominids, the biological evolution of modern humans, and the dispersion of humanity throughout the world;
- Analyze theories about the processes underlying the origins of agriculture and complex societies and those giving rise to ancient civilizations;
- Describe the historical and cultural contexts of the emergence of ancient civilizations;
- Analyze the conditions resulting in the demise of ancient civilizations;
- Reflect on the workings of the society of which they are a part by understanding the development of civilization
- Investigate the complexity of human institutions and diversity of human behavior to better understand cultural dynamics; and
- Adopt critical perspectives for understanding the forces of diversity.

#### VI. Course Evaluation and Student Outcome Assessment:

Course evaluation and student outcome assessment will be based on a series of examinations as well as appropriate term papers or projects.

## VII. Topical Course Outline:

1. What is “Civilization”?
2. Archaeology Past and Present
3. Our Earliest Ancestors
4. The Beginnings of Culture
5. Into New Worlds
6. The End of the Ice Age
7. The Origins of Food Production
8. The Effects of Food Production
9. The Rise of Civilization
10. The Ancient Near East
11. Ancient Egypt
12. Ancient Anatolia
13. Ancient Aegean Civilizations
14. Sub-Saharan Africa
15. The Indus River Civilization
16. Mainland Southeast Asia
17. Ancient China
18. Japan and Polynesia
19. Ancient Mesoamerica
20. Andean Civilizations
21. Ancient North America
22. The “Fall” of Civilization

## VIII. Suggested Texts:

Chazan, Michael

2008 *World Prehistory and Archaeology: Pathways through Time*. New York: Pearson Education.

Fagan, Brian M.

2008 *World Prehistory: A Brief Introduction* (7<sup>th</sup> ed.). Upper Saddle River (NJ): Prentice-Hall.

Price, T. Douglas, and Gary Feinman

2008 *Images of the Past* (5<sup>th</sup> ed.). New York: McGraw-Hill.

Scarre, Chris, ed.

2005 *The Human Past: World Prehistory and the Development of Human Societies*. New York: Thames and Hudson.

Wenke, Robert J., and Deborah I. Olszewski

2006 *Patterns in Prehistory: Humankind's First Three Million Years* (5<sup>th</sup> ed.). New York: Oxford University Press.

IX. Bibliography:

Fagan, Brian M.

2007 *People of the Earth: An Introduction to World Prehistory* (12<sup>th</sup> ed.). Upper Saddle River (NJ): Prentice-Hall.

Feder, Kenneth L.

2008 *The Past in Perspective: An Introduction to Human Prehistory* (4<sup>th</sup> ed.). New York: McGraw-Hill.

Maisels, Charles

1991 *The Emergence of Civilization: From Hunting and Gathering to Agriculture, Cities, and the State*. New York: Routledge.

Maisels, Charles

2001 *Early Civilizations of the Old World*. New York: Routledge.

Mithen, Steven

2004 *After the Ice: A Global Human History, 20,000-5,000 BC*. Cambridge (MA): Harvard University Press.

Trigger, Bruce G.

2002 *Understanding Early Civilizations: A Comparative Study*. New York: Cambridge University Press.

Yoffee, Norman

2005 *Myths of the Archaic State: Evolution of the Earliest Cities, States, and Civilizations*. New York: Cambridge University Press.



**University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide**

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

**II. Curriculum Action Request**

School: School of Social Work

Course Subject: SWK

Course Number: A106

Number of Credits: 3

Contact Hours: 3+0

Course Program: Bachelor of Social Work/Bachelor of Human Services

Title: Introduction to Social Welfare

Cross-listed: HUMS A106

Grading Basis: A-F

Implementation Date: Spring 2009

Course Description: Explores social inequality and the American social welfare state. Traces historical evolution of government and non-government response to the provision of basic needs, opportunities, and rights for its citizenry, especially vulnerable populations. Investigates historical and persisting dilemmas--ethical, political, cultural, and economic--explicit and implicit in achieving social justice. Assists in understanding of social welfare problems and solutions.

Course Prerequisites: SOC A101.

Course Co-requisites: None

Registration Restrictions: None

Course Fee: None

Course Attribute: Social Sciences GER

**III. Instructional Goals and Student Outcomes**

The instructor will:

1. Focus upon the gradual historical evolution of mutual aid to those in need, into the social welfare institution (system) that is currently in place in the United States.
2. Provide students with theoretical models and frameworks for understanding the network of policies and programs, values and issues, legacies and directions of social welfare that impact the well-being of society.
3. Emphasize an understanding of underlying motivations that lead individuals, organizations, and governments to engage in social welfare activities and comprehending the deep-seated societal attitudes that support and constrain these motivations.
4. Discuss the need and methods to empirically analyze the reciprocal relationships that exist between the major institutions of society (family, religion, education, economic, political, social welfare) and their impact upon society.

- Provide the opportunity for students to evolve personal and professional policy identities in respect to contemporary society.

Upon complete on of this course, the student will be able to:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Identify common human needs necessary for social functioning and trace the development of society's response to providing for these needs resulting in the establishment of today's social welfare institution in the United States. (descriptor outcome 1)	Class discussions and testing.
2. Discuss the impact of historical social welfare development on the present day provision of social services to those in need. (GER preamble outcome 3 and 9)	Class discussion and historical comparative essay.
3. Examine how the historical and evolutionary development of economic deprivation, discrimination, and oppression impact the present day provision of social welfare to vulnerable populations. (descriptor outcome 3)	Reaction papers*, class discussions, and testing.
4. Describe how the major societal institutions: economic, political, educational, religious, and family, have influenced the development of social welfare in the United States. (GER preamble outcome 5)	Class discussion, community council paper, and testing.
5. Examine historical and persistent issues: ethical, political, economic, and cultural as they affect social policy and the provision of social welfare services. (GER preamble outcome 5)	Class discussions, historical comparative essay, reaction papers, and empirical data analysis.
6. Describe how social change has resulted in the need for the establishment of formalized social welfare responses. (descriptor outcome 5)	Class discussions and historical comparative essay.
7. Describe the past and current role of social science empirical and non-empirical research in the development of the social welfare system. (descriptor outcome 2)	Class discussions, reaction papers, and testing.



Outcomes	Measures
<p>8. Recognize social welfare as an essential institution for the well-being of all society and identify attitudes and values forming a policy identity. (GER preamble outcome 7)</p>	<p>Class discussions, questionnaire completion, community council meeting paper, reaction papers</p> <p>* Reaction papers respond to contemporary social welfare issues found in the news media by analyzing the issue, the values represented, the larger issue, student reaction, and posing additional questions not included in the article.</p>

#### IV. Course Level Expectations

Students enter this course after having successfully completed Introduction to Sociology Course (SOC A101). This course provides an introduction to the science of humans as social animals, emphasizing social processes. Multiple frameworks are used in understanding and predicting human behavior. The instructor draws upon what students have learned in this course as it relates to the study of social welfare. Students assess the impact of societal institutions on the social welfare of diverse groups and distinguish between interventions influenced by political ideology and empirical findings. Historical data is analyzed and questions formed to evaluate social welfare program efforts to reduce societal problems. Students connect theoretical constructs to social welfare programs intended to improve well being.

#### V. Topical Course Outline

- A. Understanding common human needs
- B. Societal functions
- C. Social welfare and the need for a welfare state
- D. Purpose of social policies
- E. Developing critical perspectives about the American welfare state
- F. Basic values tied to US Society
- G. Moral issues in social welfare policy
- H. Vulnerable groups and oppression
- I. Basic concepts of social welfare
- J. Theoretical and analytic frameworks for the study of social welfare
- K. The gradual evolution of the American social welfare institution
  - a. The Beginnings: European Inheritance
  - b. Elizabethan Poor Laws
  - c. The Colonial Era
  - d. Early Republic
  - e. The Civil War
  - f. Industrialization
  - g. The Progressive Era
  - h. The Depression
  - i. The New Deal

- j. Institutionalizing the New Deal
- k. The New Frontier
- l. The Great Society
- m. The Paradoxical Era
- n. The Conservative Counterrevolution
- o. The Democrats' Return
- p. Quest for Realignment-George W. Bush
- L. Manifestations of Reluctance
- M. Social Reforms
- N. The structure of the American social welfare state
- O. Policy advocacy

## VI. Suggested Texts

Jansson, B. (2009). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Sinclair, U. (1906). *The jungle*. New York: Bantam.

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Abramovitz, M. (1988). *Regulating the lives of women*. Boston: South End Press.

Abrams, L., & Curran, L. (2000). Wayward girls and virtuous women: Social workers and female juvenile delinquency in the Progressive Era. *Affilia*, 2(15), 49-64.

Addams, J. (1935). *Forty years at Hull House*. New York: Macmillan.

Addams, J. (1989). First days at Hull House. In I. Colby (ed.). *Social welfare policy*, (pp. 155-65). Chicago: Dorsey Press.

Axxin, J., & Levin, H. (2008). *Social welfare: A history of the American response to need* (7<sup>th</sup> ed.). Boston: Allyn Bacon.

Bauman, R. (2007). The Black power and Chicano movements in the poverty wars in Los Angeles. *Journal of Urban History*, 1(33), 277-294.

Blank, R. (2003). Selecting among antipoverty policies: Can an economics be both critical and caring? *Review of Social Economy*, 61(4), 447-471.

Bradshaw, T. (2007). Theories of poverty and antipoverty programs in community development. *Journal of Community Development Society*, 38(1), 7-25.

- Burnham, D. (1997). Roslyn's mutual aid lodges: Between assimilation and cultural continuity, 1887-1940. *Journal of the West*, 36, 13-19.
- Carlton-Laney, I. (Ed.). (1994). Special issue on the legacy of African American leadership in social welfare. *Journal of Sociology & Social Welfare*, 21(1), 7-18.
- Day, P. (2009). *A new history of social welfare* (6<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Fischer, R. (1999). Speaking for the contribution of history: Context and origins of the social welfare history. *Social Service Review*, 73, 191-217.
- Grob, G. (1983). *Mental illness and American society, 1875-1940*. Princeton, Princeton University Press.
- Harrington, M. (1962). *The other America*. Baltimore, MD: Penguin.
- Harrington, M. (1984). *The new American poverty*. New York: Penguin.
- Lakoff, G. (2002). *Moral politics: How liberals and conservatives think*. Chicago: University of Chicago Press.
- Lowitt, R., & Beasley, M. (Eds.). (1983). *One third of a nation: Lorena Hickok reports on the Great Depression*. Champaign, IL: University of Illinois Press.
- Murray, C. (1984). *Losing ground: American social policy 1950-1980*. New York: Basic Books.
- Neblett, N. (2007). Patterns of single mothers' work and welfare use: What matters for children's well-being? *Journal of Family Issues*, 8(28), 1083-1112.
- O'Sullivan, J., & McMahon, M. (2006). Who will care for me? The debate of orphanages versus foster care. *Policy, Politics, & Nursing Practice*, 5(7), 142-148.
- Parker, J., & Carpenter, E. (1981). Julia Lathrop and the Children's Bureau: The emergence of an institution. *Social Service Review*, 55, 60-77.
- Patterson, J. (1986). *America's struggle against poverty, 1900-1985*. Cambridge, MA: Harvard University Press.

- Peebles-Wilkins, W., & Francis, A. (1990). Two outstanding black women in social welfare history: Mary Church Terrell and Ida B. Wells-Barnett, *Affilia*, 5(4), 87-100.
- Piven, F., & Cloward, R. (1982). *The new class war: Reagan's attack on the welfare state and its consequences*. New York: Pantheon Books.
- Porter, R. (1997). Bethlem/Bedlam: Methods of madness? *History Today*, October, 41-46.
- Rector, R. (1997). Wisconsin's Welfare Miracle. *Policy Review*, March-April, pp. 21-26.
- Richmond, M. (1899). *Friendly visiting among the poor. A handbook for charity workers*. New York: Macmillan Company.
- Rothman, D. (2002). *The discovery of the asylum: Social order and disorder in the new republic*. Hawthorne, NY: Aldine de Gruyter.
- Ryan, W. (1971). *Blaming the victim*. New York: Pantheon.
- Seacombe, K. (2006). *So you think I drive a Cadillac?: Welfare recipients' perspective on the system and its reform* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Towle, C. (1965). *Common human needs*, (revised ed.). New York: National Association of Social Workers.
- Trattner, W. I. (2007). *From poor law to welfare state: A history of social welfare in America* (7th ed.). New York: Free Press.
- Trollander, J. (1991). Hull-House and the settlement house movement: A centennial reassessment. *Journal of Urban History*, 8(17), 410-420.
- Weaver, H. (1992). African-Americans and social work: An overview of the antebellum through progressive eras. *Journal of Multicultural Social Work*, 2(4), 91-102.

Selected Social Welfare and Social Work History Internet links may be accessed at: <http://socialwork.uaa.alaska.edu/history.htm>



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College HW CHSW		1b. Division ADHS Div of Human Svs Health Sci		1c. Department HUMS	
2. Course Prefix HUMS	3. Course Number A106	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Social Welfare Intro to Social Welfare <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      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: Spring/2009      To:      /9999		
			12. <input checked="" type="checkbox"/> Cross Listed with SWK A106  <input type="checkbox"/> Stacked      with not applicable      Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Social Work, Bachelor of Human Services					
14. Coordinate with Affected Units:      School of Social Work. Faculty listserv. Department, School, or College					
_____ Initiator Signature      Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Explores social inequality and the American social welfare state. Traces historical evolution of government and non-government response to the provision of basic needs, opportunities, and rights for its citizenry, especially vulnerable populations. Investigates historical and persisting dilemmas--ethical, political, cultural, and economic--explicit and implicit in achieving social justice. Assists in understanding of social welfare problems and solutions.					
17a. Course Prerequisite(s) (list prefix and number) SOC A101		17b. Test Score(s) None		17c. Co-requisite(s) (concurrent enrollment required) None	
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) None		
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Change to course description in line with recent revisions to BSW curriculum sequencing. Update Course Content Guide.					

\_\_\_\_\_  
Initiator (faculty only)      Date

\_\_\_\_\_  
Initiator (PRINT NAME)

\_\_\_\_ 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

**University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide**

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

**II. Curriculum Action Request**

School: College of Health and Social Welfare

Course Subject: HUMS

Course Number: A106

Number of Credits: 3

Contact Hours: 3+0

Course Program: Bachelor of Human Services/Bachelor of Social Work

Title: Introduction to Social Welfare

Cross-listed: SWK A106

Grading Basis: A-F

Implementation Date: Spring 2009

Course Description: Explores social inequality and the American social welfare state. Traces historical evolution of government and non-government response to the provision of basic needs, opportunities, and rights for its citizenry, especially vulnerable populations. Investigates historical and persisting dilemmas--ethical, political, cultural, and economic--explicit and implicit in achieving social justice. Assists in understanding of social welfare problems and solutions.

Course Prerequisites: SOC A101.

Course Co-requisites: None

Registration Restrictions: None

Course Fee: None

Course Attribute: Social Sciences GER

**III. Instructional Goals and Student Outcomes**

The instructor will:

1. Focus upon the gradual historical evolution of mutual aid to those in need, into the social welfare institution (system) that is currently in place in the United States.
2. Provide students with theoretical models and frameworks for understanding the network of policies and programs, values and issues, legacies and directions of social welfare that impact the well-being of society.
3. Emphasize an understanding of underlying motivations that lead individuals, organizations, and governments to engage in social welfare activities and comprehending the deep-seated societal attitudes that support and constrain these motivations.
4. Discuss the need and methods to empirically analyze the reciprocal relationships that exist between the major institutions of society (family, religion, education, economic, political, social welfare) and their impact upon society.

- Provide the opportunity for students to evolve personal and professional policy identities in respect to contemporary society.

Upon complete on of this course, the student will be able to:

<b>Outcomes and Assessment Measures</b>	
<b>Outcomes</b>	<b>Measures</b>
1. Identify common human needs necessary for social functioning and trace the development of society's response to providing for these needs resulting in the establishment of today's social welfare institution in the United States. (descriptor outcome 1)	Class discussions and testing.
2. Discuss the impact of historical social welfare development on the present day provision of social services to those in need. (GER preamble outcome 3 and 9)	Class discussion and historical comparative essay.
3. Examine how the historical and evolutionary development of economic deprivation, discrimination, and oppression impact the present day provision of social welfare to vulnerable populations. (descriptor outcome 3)	Reaction papers*, class discussions, and testing.
4. Describe how the major societal institutions: economic, political, educational, religious, and family, have influenced the development of social welfare in the United States. (GER preamble outcome 5)	Class discussion, community council paper, and testing.
5. Examine historical and persistent issues: ethical, political, economic, and cultural as they affect social policy and the provision of social welfare services. (GER preamble outcome 5)	Class discussions, historical comparative essay, reaction papers, and empirical data analysis.
6. Describe how social change has resulted in the need for the establishment of formalized social welfare responses. (descriptor outcome 5)	Class discussions and historical comparative essay.
7. Describe the past and current role of social science empirical and non-empirical research in the development of the social welfare system. (descriptor outcome 2)	Class discussions, reaction papers, and testing.

Outcomes	Measures
<p>8. Recognize social welfare as an essential institution for the well-being of all society and identify attitudes and values forming a policy identity. (GER preamble outcome 7)</p>	<p>Class discussions, questionnaire completion, community council meeting paper, reaction papers</p> <p>* Reaction papers respond to contemporary social welfare issues found in the news media by analyzing the issue, the values represented, the larger issue, student reaction, and posing additional questions not included in the article.</p>

#### IV. Course Level Expectations

Students enter this course after having successfully completed Introduction to Sociology Course (SOC A101). This course provides an introduction to the science of humans as social animals, emphasizing social processes. Multiple frameworks are used in understanding and predicting human behavior. The instructor draws upon what students have learned in this course as it relates to the study of social welfare. Students assess the impact of societal institutions on the social welfare of diverse groups and distinguish between interventions influenced by political ideology and empirical findings. Historical data is analyzed and questions formed to evaluate social welfare program efforts to reduce societal problems. Students connect theoretical constructs to social welfare programs intended to improve well being.

#### V. Topical Course Outline

- A. Understanding common human needs
- B. Societal functions
- C. Social welfare and the need for a welfare state
- D. Purpose of social policies
- E. Developing critical perspectives about the American welfare state
- F. Basic values tied to US Society
- G. Moral issues in social welfare policy
- H. Vulnerable groups and oppression
- I. Basic concepts of social welfare
- J. Theoretical and analytic frameworks for the study of social welfare
- K. The gradual evolution of the American social welfare institution
  - a. The Beginnings: European Inheritance
  - b. Elizabethan Poor Laws
  - c. The Colonial Era
  - d. Early Republic
  - e. The Civil War
  - f. Industrialization
  - g. The Progressive Era
  - h. The Depression



- i. The New Deal
- j. Institutionalizing the New Deal
- k. The New Frontier
- l. The Great Society
- m. The Paradoxical Era
- n. The Conservative Counterrevolution
- o. The Democrats' Return
- p. Quest for Realignment-George W. Bush
- L. Manifestations of Reluctance
- M. Social Reforms
- N. The structure of the American social welfare state
- O. Policy advocacy

## VI. Suggested Texts

Jansson, B. (2009). *The reluctant welfare state: Engaging history to advance social work practice in contemporary society* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Sinclair, U. (1906). *The jungle*. New York: Bantam.

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Abramovitz, M. (1988). *Regulating the lives of women*. Boston: South End Press.

Abrams, L., & Curran, L. (2000). Wayward girls and virtuous women: Social workers and female juvenile delinquency in the Progressive Era. *Affilia*, 2(15), 49-64.

Addams, J. (1935). *Forty years at Hull House*. New York: Macmillan.

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Bauman, R. (2007). The Black power and Chicano movements in the poverty wars in Los Angeles. *Journal of Urban History*, 1(33), 277-294.

Blank, R. (2003). Selecting among antipoverty policies: Can an economics be both critical and caring? *Review of Social Economy*, 61(4), 447-471.

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- Burnham, D. (1997). Roslyn's mutual aid lodges: Between assimilation and cultural continuity, 1887-1940. *Journal of the West*, 36, 13-19.
- Carlton-Laney, I. (Ed.). (1994). Special issue on the legacy of African American leadership in social welfare. *Journal of Sociology & Social Welfare*, 21(1), 7-18.
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Selected Social Welfare and Social Work History Internet links may be accessed at:  
<http://socialwork.uaa.alaska.edu/history.htm>



UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE

**I. Initiation Date:** October 2008

**II. Course Information**

- A. College: College of Health and Social Welfare  
B. Course Subject/Number: JUST A110  
C. Course Title: Introduction to Justice  
D. Credit Hours: 3.0 Credits  
E. Contact Hours: 3 + 0 Contact Time  
F. Grading Basis: A-F  
G. Implementation Date: 8/2009  
H. Course Description: Special Note: This course is a prerequisite to most Justice courses. Offered Fall and Spring Semesters. Survey of philosophies, functions and methods of social control with emphasis on the role of law and those involved in its administration – police, courts, and correction organizations. Includes study of history, organization, processes, and problems related to law and justice agencies in a heterogeneous, democratic society.
- I. Course Prerequisites: None  
J. Test Scores: N/A  
K. Co-requisites: None  
L. Registration Restrictions: None  
M. Course Fee: None

**III. Course Level Justification**

This class is appropriate at the 100-level because it has no prerequisites and presents a broad foundation for several different areas of justice.

**IV. Instructional Goals and Student Outcomes**

The instructor will:

1. Orient students toward the historical roots, dominant perspectives, and major issues of modern justice studies.
2. Describe the differences among subjective, non-scientific ideas, scientifically-derived hypotheses, and empirically-supported conclusions.
3. Provide examples of theories, methods, and empirically-supported conclusions about the core topics in justice.
4. Show the application of the material to everyday lives and to issues of cultural diversity.

Student outcomes and assessment measures:

<b>Student Outcomes:</b> The students will:	<b>Assessment Measures May Include:</b>
Outline the history of justice and identify the dominant perspectives and major issues of modern justice studies. (satisfies category descriptor #1)	Examinations Class/online discussion Writing assignments
Identify problems of subjectivity and bias in non-scientific impressions about criminal behavior, and recognize the value of formal hypotheses that can be tested with systematic/objective observations. (satisfies category descriptors #2 and #3)	Examinations Class/online discussion Writing assignments
Comprehend theoretical models about core topics in justice, social science methods, and empirical data analysis methods related to quantitative reasoning. (satisfies category descriptor #4)	Examinations Class/online discussion Writing assignments
Describe empirical findings about justice system functioning and core topics, and apply that knowledge to contemporary and multicultural issues. (satisfies category descriptor #5 and GER student outcome #5)	Examinations Class/online discussion Writing assignments

All student outcomes may be evaluated by examinations, class/online discussions, and writing assignments. Multiple instructors teach this course. Instructors rely on their substantive academic judgment to select appropriate assessment measures.

## **V. Topical Course Outline**

### **A. Core Topics**

1. Crime and the Criminal Justice System
  - a. Crime and Justice as Public Policy Issues
  - b. Relationship Between Criminal Justice and Other Social Sciences
  - c. Crime and Justice in a Democracy and in a Multicultural Society
  - d. Crime Control versus Due Process
  - e. Defining and Measuring Crime
  - f. Trends in Crime
2. Victimization and Criminal Behavior
  - a. Defining and Measuring Effects of Victimization
  - b. Theory Formation and Testing
  - c. Functions of Theories
  - d. Causes of Crime (e.g., Classical and Positivist Theories, Biological Psychological, Sociological)
3. The Criminal Justice System
  - a. Goals of the Justice System (e.g., Promoting Justice, Controlling Crime)
  - b. The Dual Court System
  - c. The Flow and Decision Making Models of the Justice System
  - d. Evaluation of the Systemic Aspects of Justice System Processing

4. The Rule of Law
  - a. Differences between Civil and Criminal Laws and Procedures
  - b. Substantive and Procedural Law Differences
  - c. Sources of Law (Including Historical Analysis)
  - d. Common Law and Statutory Law
  - e. Elements of a Crime
5. Policing Practice
  - a. History of Policing
  - b. Policing in a Multicultural Society
  - c. Varieties of Police Functions
  - d. Police Personalities and Subcultures
  - e. Organization of the Police
  - f. Evaluating Police Performance Issues
6. Police and Constitutional Law
  - a. Limits on Police Powers
  - b. Search and Seizure
  - c. Interrogation
  - d. Exclusionary Rule
7. Courts and Pretrial Processes
  - a. Structure and Management of American Courts
  - b. Bail and Bail Reform
  - c. Form and Timing of Pretrial Motions
8. Prosecution/Plaintiff and Defense
  - a. The Role of Prosecutorial Discretion (History and Current Status)
  - b. The Role of the Defense Attorney
  - c. The Role of Politics in Prosecution and Litigation
9. Adjudication
  - a. Role of the Courtroom Workgroup
  - b. Plea Bargaining (History, Issues and Current Status)
  - c. The Trial Process (Civil and Criminal Trials)
  - d. Appeals
10. Punishment and Sentencing
  - a. Goals of Punishment
  - b. Forms of the Criminal Sanction
  - c. Intermediate Sanctions
  - d. Probation
  - e. Death Penalty Debate and Evaluation of its Effectiveness
  - f. Disparities, Ethical Considerations and Public Perceptions of Punishment
11. Institutional Corrections
  - a. History and Functions of American Prisons
  - b. Federal Prisons
  - c. Jails and Short Term Detention
  - d. Correctional Law
  - e. Evaluation of Institutional Effectiveness
12. Community Corrections
  - a. History and Functions of Probation and Alternative Sanctions
  - b. Types of Services and Sanctions Imposed

- c. Evaluation of Effectiveness (e.g., Boot Camps, Probation, House Arrest, Electronic Monitoring)
- 13. Prison Society
  - a. Goals of Incarceration
  - b. Organization and Daily Routines
  - c. Management and Control (Structural Styles and Violence Prevention)
  - d. Types of Inmates and Inmate Behavior
  - e. Women in Prison (e.g., Challenges, Children, Access to Services)
- 14. Reentry and Parole
  - a. History and Functions of Parole
  - b. The Parole Board
  - c. The Role of the Parole Officer
  - d. Types of Release from Incarceration and Consequences
  - e. Civil Disabilities of Ex-Felons and Ex-Convicts
  - f. Parole Revocation
- 15. Juvenile Justice
  - a. History of a Separate Juvenile Justice System
  - b. Evaluation of Youth Crime Trends
  - c. Special Juvenile Procedures
  - d. Differences in Treatment

## VI. Suggested Texts:

Adler, F., Mueller, G. O. W., & Laufer, W. W. (2006). *Criminal justice: An introduction* (4th ed.). Boston: McGraw-Hill.

Cole, G., & Smith, C. (2007). *The American system of criminal justice* (11th ed.). Belmont, CA: Wadsworth.

Cole, G., & Smith, C. (2008). *Criminal justice in America* (5th ed.). Belmont, CA: Wadsworth.

Fagin, J. A. (2007). *Criminal justice* (2nd ed.). Boston: Allyn and Bacon.

Fuller, J. R. (2006). *Criminal justice: Mainstream and crosscurrents*. Upper Saddle River, NJ: Pearson.

Inciardi, J. A. (2006). *Criminal justice* (8th ed.). Boston: McGraw-Hill.

Samaha, J. (2006). *Criminal justice* (7th ed.). Belmont, CA: Wadsworth.

Schmallegger, F. (2008). *Criminal justice today* (10th ed.). Boston: Allyn and Bacon.

Siegel, L. J., & Senna, J. J. (2008). *Introduction to criminal justice* (11th ed.). Belmont, CA: Wadsworth.

## VII. Bibliography

Abraham, H. J. (1998). *The judicial process* (7th ed.). New York: Oxford.



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- Bachman, R., & Paternoster, R. (2004). *Statistics for criminology and criminal justice* (2nd ed.). Boston: McGraw-Hill.
- Bachman, R., & Schutt, R. K. (2003). *The practice of research in criminology and criminal justice* (2nd ed.). Thousand Oaks, CA: Sage.
- Belknap, J. (2007). *The invisible woman: Gender, crime, and justice* (3rd ed.). Belmont, CA: Wadsworth.
- Bittner, E. (1970). *The functions of the police in modern society*. Washington, DC: National Institute of Mental Health.
- Chesney-Lind, M., & Pasko, L. (Eds.). (2003). *Girls, women and crime: Selected readings*. Thousand Oaks, CA: Sage.
- Chesney-Lind, M., & Sheldon, R. J. (2004). *Girls, delinquency, and juvenile justice* (3rd ed.). Belmont, CA: Wadsworth.
- Clear, T. R., Cole, G. F., & Reisig, M. D. (2009). *American corrections* (8th ed.). Belmont, CA: Wadsworth.
- Cole, G. F., Gertz, M. G., & Bunger, A. (2004). *The criminal justice system: Politics and policies* (9th ed.). Belmont, CA: Wadsworth.
- Cole, G. F., Gertz, M. G., & Bunger, A. (Eds.). (2005). *Criminal justice: Law & politics* (9th ed.). Belmont, CA: Wadsworth.
- Felson, M. (2002). *Crime and everyday life* (3rd ed.). Thousand Oaks, CA: Sage.
- Felson, M. (2006). *Crime and nature*. Thousand Oaks, CA: Sage.
- Gabbidon, S. L. (2007). *Criminological perspectives on race and crime*. New York: Routledge.
- Gabbidon, S. L., & Greene, H. T. (2008). *Race and crime* (2nd ed.). Thousand Oaks, CA: Sage.
- Hagan, F. E. (2007). *Introduction to criminology: Theories, methods, and criminal behavior* (6th ed.). Thousand Oaks, CA: Sage.
- Hart, H. L. A. (1963). *Law, liberty, and morality*. Stanford, CA: Stanford University Press.
- Halten, G. N., & Lamar, L. L. (1991). *The criminal courts: Structures, personnel, and processes*. New York: McGraw-Hill.

Kelling, G. L., & Coles, C. M. (1996). *Fixing broken windows: Restoring order and reducing crime in our communities*. New York: Free Press.

Morris, N. (Ed.). (2006). *The future of imprisonment*. New York: Oxford University Press.

Packer, H. L. (1968). *The limits of the criminal sanction*. Stanford, CA: Stanford University Press.

Petersilia, J. (2003). *When prisoners come home: Parole and prisoner reentry*. New York: Oxford University Press.

Reiman, J. (2007). *The rich get richer and the poor get prison: Ideology, class and criminal justice* (8th ed.). Boston: Allyn & Bacon.

Roth, M. P. (2005). *Crime and punishment: A history of the criminal justice system*. Belmont, CA: Wadsworth.

Smith, C. E. (2003). *Criminal procedure*. Belmont, CA: Wadsworth.

Tonry, M. (2006). *Thinking about crime: Sense and sensibility in American penal culture*. New York: Oxford University Press.

Tonry, M. (Ed.). (2000). *The handbook of crime and punishment*. New York: Oxford University Press.

Walker, S., & Katz, C. M. (2005). *The police in America: An introduction* (5th ed.). Boston: McGraw-Hill.

Walker, S., Spohn, C., & DeLone, M. (2007). *The color of justice: Race, ethnicity, and crime in America* (4th ed.). Belmont, CA: Wadsworth.

#### Online Resources:

*Criminal Justice Abstracts* (Consortium Library online database of criminal justice articles).

*National Criminal Justice Reference Service* (federally funded public resource offering justice and substance abuse information to support research, policy, and program development worldwide).

*PsychInfo* (Consortium Library online database of psychological articles relevant to understanding criminal behavior).



Course Content Guide – Justice 460  
 College of Health and Social Welfare  
 Justice Center  
 BA Justice

**I. Date of Initiation:** October 1, 2008

**II. Course Information**

- A. College: College of Health and Social Welfare
- B. Course Subject/Number: JUST A460
- C. Course Title: Justice in Crisis
- D. Credit Hours: 3 Credits
- E. Contact Hours: 3+0 Contact Time
- F. Grading Basis: A-F
- G. Implementation Date: Spring/2009
- H. Course Description: Critically examines various perspectives on justice and the ability of a society to maintain the ideal of justice. Compares conditions in different countries and investigates different social and historical conditions when justice was challenged and analyzes the influence of culture, race/ethnicity and socioeconomic inequality on the operation of the American Justice System.
- I. Course Prerequisites: JUST A110, A200, A201, A221, A250, A251, A330, A360.
- J. Test Scores: N/A
- K. Co-requisites: None
- L. Other Restrictions: Major; class
- M. Registration Restrictions: Completion of all GER Tier 1 (Basic College-Level Skills) Courses, Justice Major and Senior Standing
- N. Course Fee: None

**III. Instructional Goals and Student Outcomes**

<b>Instructional Goals – The instructor will:</b>	<b>Student Outcomes – The students will:</b>
Present and critically review different perspectives on justice	Demonstrate a critical understanding of different perspectives on justice
Direct and assist students to develop an appreciation and understanding of the operation of systems of justice	Critically evaluate different systems of justice

<b>Instructional Goals – The instructor will:</b>	<b>Student Outcomes – The students will:</b>
Examine the strengths and weaknesses of different systems of justice	Analyze the qualities of different systems of justice
Review and critique different strategies for achieving justice	Ability to evaluate different strategies for achieving justice
Consider the role of historical events on the operation of justice	Assess the role of historical events on justice systems
Assess the relationship between the operation of contemporary criminal law and justice	Appraise the operation of contemporary criminal law and its ability to achieve justice
Critically examine and critique the operation of the contemporary criminal justice process	Evaluate the influence of social and economic forces on the criminal justice process
Review and critique the influence of socioeconomic inequality and racial/ethnic bias on the criminal justice system	Appreciate and assess the enduring influence of racial/ethnic bias and socioeconomic inequality on the operation of the criminal justice system

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

(Assessment methods are selected at the discretion of the course instructor who may use some or all for any particular outcome)

Student performance will be evaluated based upon:

<b>Student Outcomes – The students will:</b>	<b>Assessment Methods</b>
Demonstrate a critical understanding of different perspectives on justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Critically evaluate different systems of justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Demonstrate the ability to analyze the qualities of different systems of justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Ability to evaluate different strategies for achieving justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Comprehend the role of historical events on justice systems	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance

<b>Student Outcomes – The students will:</b>	<b>Assessment Methods</b>
Critically analyze the operation of contemporary criminal law and its ability to achieve justice	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Evaluate the influence of social and economic forces on the criminal justice process	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance
Appreciate and assess the enduring influence of racial/ethnic bias and socioeconomic inequality on the operation of the criminal justice system	Objective and essay examinations; oral presentations; research paper; reading study guide questions; and participation and attendance

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

This course is designed to fulfill the Integrative Capstone course requirement. Administratively this requires senior standing and completion of all required courses for the Justice BA degree prior to enrolling in the course. The structure and substantive content of the course requires students to demonstrate complex knowledge integration, effective communication and critical thinking.

#### **VI. Integrative Capstone Justification:**

**Knowledge Integration:** The course will require students to integrate ideas on justice from sociology, philosophy, history, law, criminology, criminal justice and relevant GER foundation courses. Students are expected to understand the development and operation of different systems of justice and compare their strengths and weaknesses. The course will require students to evaluate research analyzing the operation of the criminal justice system and its ability to achieve justice.

**Effective Communication:** Students are expected to complete a variety of written assignments that include weekly study questions and a research paper and oral presentations of selected study guide questions and the completed research paper. The different assignments will provide students the opportunity to demonstrate a range of written and oral communication skills.

**Critical Thinking:** This course will require students to integrate and critically evaluate different perspectives on the idea of justice and the operation of justice systems. The course will require students to develop arguments from the readings based on their critical thinking skills. The written assignments and oral presentations will be used to assess student abilities to accurately understand material, clearly define concepts and issues, and critically evaluate arguments and present reasoned solutions to problems.

## **VII. Course Outline:**

- A. What is Justice?
  - 1. Religion as Justice
  - 2. Justice and Philosophy
  
- B. Justice and the State
  - 1. The Social Contract
  - 2. Liberty, Equality and Justice
  - 3. Criminal Justice
  
- C. Social Justice
  - 1. Human Rights
  - 2. Justice and Economics
  - 3. Environmental Justice
  
- D. Formal Systems of Justice
  - 1. Common Law Systems
    - a. History
    - b. Characteristics
    - c. Modern Structure of the Legal System
  - 2. Civil Law Systems
    - a. History
    - b. Characteristics
    - c. Modern Structure of the Legal System
  - 3. Islamic Law Systems
    - a. Sources of Islamic Law
    - b. Crime and Punishment
    - c. Criminal Procedure
  - 4. Justice American Style
    - a. Efficiency and Inefficiency and Justice
    - b. Criminal Justice Process
    - c. Distinguish Justice and Crime
    - d. Disciplinary Views of Justice Studies
    - e. Theoretical Approaches to Law and Criminal Justice
    - f. Critical Issues
  
- E. Strategies for Achieving Justice
  - 1. Individual Strategies
  - 2. Organizational Strategies
  - 3. Global Strategies
  
- F. Investigations of Justice in Crisis - History
  - 1. Hitler's Justice: Courts of the Third Reich
    - a. Role of Judges
    - b. Enforcement of Conformity
  - 2. General Legal System (1933 – 1945)
    - a. Treason and Treachery: Political Opposition and the Courts
    - b. Creation of the Concentration Camps

- c. Arbitrary Decisions in Everyday Life
    - d. Resistance from the Bench
  - 3. Collapse and Reconstruction of the Legal System
    - a. Restoration
    - b. Coming to Terms with the Past
    - c. Injustice Confirmed
    - d. An Attempt at an Explanation
- G. Investigations of Justice in Crisis – The Death Penalty
  - 1. When Justice Goes Wrong (Death Penalty and Wrongful Convictions)
    - a. Actual Innocence
    - b. DNA
  - 2. Recent Empirical Research on the Death Penalty
  - 3. Recent Debates on Punishment Rationales for the Death Penalty
  - 4. Characteristics and Common Elements of Wrongful Convictions
    - a. Seeing Things and False Identification
    - b. False Confessions
    - c. Faulty Science
    - d. Lawyers
  - 5. Lessons
  - 6. Current Debates and the Future of the Death Penalty
- H. Investigations of Justice in Crisis – Race, Poverty, Drugs and Corruption
  - 1. Tulia: Race, Cocaine, and Corruption in a Small Texas Town
    - a. Police and Community
    - b. Race and Legal Representation
  - 2. Empirical Research on Police Corruption
  - 3. Undercover Police Investigations
    - a. Discretion and Race
    - b. Race and Power
    - c. Selective Enforcement
  - 4. Prosecutorial Discretion: Power and Privilege
  - 5. Social and Political Theories of Plea Bargaining
  - 6. The Power of Plea Bargaining
  - 7. Prosecutorial Misconduct: The Abuse of Power and Discretion
  - 8. Prosecutorial Ethics
  - 9. Court Process and Issues of Race
    - a. Evidence and Convictions
    - b. Juries and Beyond a Reasonable Doubt
    - c. Media Attention
  - 10. Questions and Doubt
    - a. Legal Review
    - b. Appeals
  - 11. Negotiations
    - a. Release and Pardons
    - b. Prosecution of Police Corruption
    - c. Prosecutorial Misconduct
    - d. Prosecutorial Accountability
  - 12. Race, Poverty and the Justice Process



## **VIII. Suggested Texts:**

Blakeslee, N. (2005). *Tulia: Race, cocaine, and corruption in a small Texas town*. New York: Public Affairs.

Grishman, J. (2007). *The innocent man*. New York: Dell.

Muller, I. (1991). *Hitler's justice: The courts of the Third Reich* (D. L. Schneider, Trans.). Cambridge, MA: Harvard University Press.

Scheck, B., Neufeld, P., & Dwyer, J. (2003). *Actual innocence: When justice goes wrong and how to make it right*. New York: New American Library.

Weisheit, R., & Morn, F. (2004). *Pursuing justice*. Belmont, CA: Thomson Wadsworth.

## **IX. Bibliography:**

### **Manuscripts and Edited Volumes:**

Allen, F. A. (1996). *The habits of legality: Criminal justice and the rule of law*. New York: Oxford University Press.

Berman, G., & Feinblatt, J. (2005). *Good courts: The case for problem-solving justice*. New York: The New Press.

Crank, J. P. (2003). *Imagining justice*. Cincinnati, OH: Anderson Publishing.

Davis, A. J. (2007). *Arbitrary justice: The power of the American prosecutor*. New York: Oxford University Press.

Fisher, G. (2003). *Plea bargaining's triumph: A history of plea bargaining in America*. Stanford, CA: Stanford University Press.

Friedman, L. M. (1993). *Crime and punishment in American history*. New York: Basic Books.

Garland, D. (1990). *Punishment and modern society: A study in social theory*. Chicago: University of Chicago Press.

Garland, D. (2001). *The culture of control: Crime and social order in contemporary society*. Chicago: University of Chicago Press.

Gest, T. (2001). *Crime and politics: Big government's erratic campaign for law and order*. New York: Oxford University Press.

- Goldsmith, J. (2007). *The terror presidency: Law and judgment inside the Bush administration*. New York: W.W. Norton.
- Johnson, C. C. (with Hampikian, G.). (2003). *Exit to freedom*. Athens, GA: University of Georgia Press.
- Mayer, J. (2008). *The dark side: The inside story of how the war on terror turned into a war on American ideals*. New York: Doubleday.
- Mays, G. L., & Ruddell, R. (2008). *Making sense of criminal justice: Policies and practices*. New York: Oxford University Press.
- Nolan, J. L. (2001). *Reinventing justice: The American drug court movement*. Princeton, NJ: Princeton University Press.
- Robinson, P., & Cahill, M. T. (2006). *Law without justice: Why criminal law doesn't give people what they deserve*. New York: Oxford University Press.
- Smith, P., & Natalier, K. (2005). *Understanding criminal justice: Sociological perspectives*. Thousand Oaks, CA: Sage.
- Stith, K., & Cabranes, J. A. (1998). *Fear of judging: Sentencing guidelines in the federal court*. Chicago: University of Chicago Press.
- Taylor, I. (1999). *Crime in context: A critical criminology of market societies*. Boulder, CO: Westview Press.

**Journals:**

American Sociological Review  
 American Journal of Sociology  
 Criminology  
 Justice Quarterly  
 Law and Policy  
 Law and Society  
 Punishment and Society  
 Social Problems



## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division		1c. Department Geomatics	
2. Course Prefix GEO	3. Course Number A460	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (2+2)
6. Complete Course/Program Title Geomatics Design Project Geomatics Design Project <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 n/a		
<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 type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> 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 Make this course the BS in Geomatics capstone.			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date    semester/year From: Spring/2009    To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked    with n/a    _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science in Geomatics, GIS Certificate					
14. Coordinate with Affected Units:    UAA Faculty list serve 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 type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Projects in Geomatics. Research, design, data compilation, analyses, and mapping. Professional standard and ethical concerns for Geomaticians and / or GIS professionals.					
17a. Course Prerequisite(s) (list prefix and number)		17b. Test Score(s) n/a		17c. Co-requisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) For those seeking a Bachelor of Science in Geomatics, senior standing in geomatics program with all 300 - level courses completed. For those seeking a Certificate in GIS, all core course work through the 300 level must be completed. Faculty permission, based on evidence that the student will complete the BS in Geomatics graduation requirements within the calendar year.			
18. <input type="checkbox"/> Mark if course has fees n/a					
19. Justification for Action This course requires approval as the General Education Requirement capstone course for the Bachelor in Science of Geomatics program.					

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

## MEMORANDUM FOR FILE

### **Subject: Evaluation of *GEO A460 Design Project* with regard to criteria for a UAA GER Capstone Course**

#### **Tier 3: Integrative Capstone** (Curriculum Handbook Specification)

The GER experience culminates with the Integrative Capstone, which includes courses from across the university that require students to synthesize across GER domains. Integrative Capstone courses include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century. Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

#### **From “Template for Review of Integrative Capstone GER Courses”**

##### *A. Knowledge integration is specifically addressed as part of outcomes assessment*

Students enrolled in this course design, develop, and implement a real world Geomatics project using the skills and experience learned during their Geomatics courses. They are required to use their ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply Geomatics course materials to solving complex problems. Their progress and the adequacy of their project are continuously evaluated by the instructor throughout the semester. These assessments are conducted in a manner that is essentially equivalent to performance evaluations in the Geomatics workplace, as conducted by commercial enterprises and public agencies that employ Geomatics professionals. Integration of Geomatics, scientific, social, and economic knowledge is absolutely necessary to achieve acceptable results. Students work in teams or individually according to their project to:

1. Identify, formulate, and solve Geomatics problems within the framework of their design constraints;
2. Design a multi-disciplinary Geomatics project that
  - a. Considers conflicting technical, social, economic, and aesthetics objectives;
  - b. Requires learning skills to obtain new knowledge;
  - c. Requires professional and ethical behaviors to protect the public good;
  - d. Involves the collaborative and iterative interaction of design and Geomatics professionals;
3. Assess the relative merits and feasibility of design alternatives;
4. Communicate the results of the design process through digital graphics, Geomatics specifications, a technical report, and a public oral presentation.

##### *B. At least 3 out of 4 other instructional goals and student outcomes are part of the course design*

1. *Effective communication*
2. *Critical thinking*

3. *Informational literacy*
4. *Quantitative perspectives*

All four of the above goals are assessed in evaluation of performance by individual students, teams with specialized focus, and the entire class. Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, site conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data on site conditions and related design parameters must be acquired by students in the course from public sources. This data must be applied to drive advanced computations involving high-end software commonly used by Geomatics in professional practice.

*3. Performance in Knowledge Integration and at least 2 of the other chosen instructional goals and student outcomes referenced in 3 are assessed.*

All four goals are assessed to some extent for each individual in the course. Communication, data search and retrieval, and quantitative computational contributions to the team effort are identified with individuals and integrated into team products and the final presentation. Participation in discussions and decision-making is witnessed and assessed by instructors with regard to critical thinking.

*4. Generates student artifacts that demonstrate achievement in the student outcomes*

Individual students or specialty teams produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation. This level of success is assured by assessment of interim progress in specific assignments to individuals and or teams of students in the course. The finale of the course is a presentation by the student or team in a formal setting with the class, UAA faculty, Geomatics Advisory Board members, classmates, and invited guests present. The written and digital products are formally presented to the instructor.

**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

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Program: DEPARTMENT OF GEOMATICS

Date: October 31, 2008

**GEO A460 Geomatics Design Project**

**Credits: 3.0**

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- I. Course Description:** Projects in geomatics. Research, design, data compilation, analyses, and mapping. Professional standards and ethical concerns for geomaticians and/or GIS professionals.
- II. Course Design:**
- A. This course teaches students how to identify and define geomatics problems, gather research (both primary and secondary), analyze, and present solutions in maps, reports, and oral presentations.
  - B. 3 Credits (2+2)
  - C. Total time of student involvement: 135 hrs
    - 1. 2 lecture hrs/wk: 30 hrs.
    - 2. 2 lab hrs/wk: 30 hrs.
    - 3. 5 hrs/wk outside work expected: 75 hrs.
  - D. Course required for students seeking a Bachelor of Science in Geomatics or a Certificate in GIS.
  - E. Lab fee: Yes
  - F. This course may be taught in any time frame, but not less than one credit per week.
  - G. This is an existing course.
  - H. This course is coordinated within Geomatics, and with the School of Engineering, CTC, and Extended Sites.
  - I. N/A
- III. Activities:** Faculty meetings and discussion, research project, oral presentation, and final report.
- IV. Prerequisites:** For those seeking a Bachelor of Science in Geomatics, senior standing in Geomatics program with all 300-level courses completed. For those seeking a Certificate in GIS, all core coursework through the 300-level must be completed.
- V. Evaluation:**
- A. Course is graded A-F.

**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

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B. Specific grading policies and class requirements will be determined by the Department of Geomatics and by the faculty member teaching in a given semester.

**VI. Outline:**

- 1.0 Safety
  - 1.1 General campus safety
  - 1.2 Computer concerns and ergonomics
  - 1.3 Emergency evacuation procedures
- 2.0 Current problems in geomatics
  - 2.0 Technical problems
  - 2.1 Professional issues
  - 2.3 Ethical and legal concerns
- 3.0 Alaska Statutes governing the profession of geomatics
  - 3.1 Alaska Statutes, Title 8 "Business and Professions"
  - 3.2 Alaska Administrative Codes, Title 12 "Professional and Vocational Regulations"
- 4.0 Ethical considerations
  - 4.1 Surveyor's Code of Ethics
  - 4.2 Public good vs. personal financial gain
  - 4.3 Professional affiliations
- 5.0 Research techniques
  - 5.1 Primary research
  - 5.2 Secondary research
- 6.0 Definition of problems
  - 6.1 Limiting
  - 6.2 Focusing
  - 6.3 Developing a thesis
- 7.0 Analysis of audience, purpose, and approach
- 8.0 Analysis of the data
  - 8.1 Mathematical analyses
  - 8.2 Logical analyses
- 9.0 Presentation modes
  - 9.1 Maps
  - 9.2 Technical papers
  - 9.3 Oral presentations

**VII. Suggested Texts:** varies depending upon project

**COURSE CONTENT GUIDE  
UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

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**VIII. Bibliography:**

Arnoff, Stan. (1995). Geographic Information Systems: A Management Perspective. Ottawa: WDL Publications.

Briscoe, John. (1984). Surveying the Courtroom: A Land Expert's Guide to Evidence and Civil Procedure. Rancho Cordova, CA: Landmark Enterprises.

Brown, Curtis, M., et. al. (1994). Evidence and Procedures for Boundary Location. New York: John Wiley and Sons, Inc.

Brown, Curtis, M., et. al. (1994). Boundary Control and Legal Principles. New York: John Wiley and Sons, Inc.

Cho, George. (1998). Geographic Information Systems and the Law: Mapping the Legal Frontiers. New York: Wiley.

Huxhold, William and Levinsohn. (1995). Managing Geographic Information Systems. New York: Oxford University Press.

Kratovil, Robert. (1969). Real Estate Law. Englewood Cliffs, NJ: Prentice Hall, Inc.

Onsrud, Harland J., and David W. Cook, (1993). Geographic and Land Information Systems for Practising Surveyors: A Compendium. Gaithersburg, Md: American Congress on Surveying and Mapping.

Wattles, Gurdon H. (1976). Writing Legal Descriptions. Tustin, CA: Wattles Publishing.

The above references are available in the Geomatics Department or in the UAA Consortium Library.

**IX. Instructional Goals, Student Outcomes, and Assessment Procedures:**

**A. Instructional Goal:**

The instructor will:

- assist the student to research, analyze, substantiate, and present solutions to a problem or problems using geomatic techniques and knowledge

**B. Student Outcomes and Assessment Procedures**



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***Student Outcomes***

**Upon successful course completion the student will be able to do the following:**

- Design a research project
- Conduct primary and secondary research
- Develop a thesis statement
- Analyze a problem
- Map their results
- Present their findings in written and oral format

***Assessment Procedures***

- Final research project
- Regular meetings with faculty member
- Oral Presentation



UNIVERSITY of ALASKA ANCHORAGE

School of Engineering

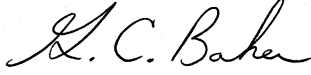
3211 Providence Drive, ENGR 201

Anchorage, AK 99508

907-786-1900 (phone)

907-786-1079 (fax)

**TO:** GER Subcommittee Members

**FROM:** Grant C. Baker, Chair, BSE Program 

**DATE:** November 10, 2008

**SUBJECT:** Evaluation of *ME A438 Design of Mechanical Engineering Systems* with regard to criteria for a UAA GER Capstone Course.

**Tier 3: Integrative Capstone** (Curriculum Handbook Specification)

The GER experience culminates with the Integrative Capstone, which includes courses from across the university that requires students to synthesize across GER domains. Integrative Capstone courses include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century. Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

**From “Template for Review of Integrative Capstone GER Courses”**

*1. Knowledge integration is incorporated as part of the course design*

ME A438 Design of Mechanical Engineering Systems, as documented in the enclosed course content guide, involves teams of students each working on accomplishing the design of a complex mechanical engineering component or system under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsors. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Detailed specific data must be gathered by students from diverse sources and sometimes physically identified and measured on site. The required collaboration requires technical communication at an advanced level in oral, printed, and digital forms among team members, and between the students and their instructors and project sponsor representatives. Economic, social, safety, security, or other constraints must be evaluated by students, as expressed by any sponsors, applicable regulations, and ethical canons relevant to the engineering project.

2. *Knowledge integration is specifically addressed as part of outcomes assessment.*

Students enrolled in this course are continuously challenged by the design specifications of the defined project, faculty advisor, and client if project is sponsored. Their progress and the adequacy of their products are continuously evaluated by instructors and under the scrutiny of the sponsor. These assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers. Integration of scientific, engineering, social, and economic knowledge is absolutely necessary to achieve acceptable results. Students are assessed in teams and individually according to their successful demonstrations to:

1. Identify, formulate, and solve engineering problems within the framework of real design constraints;
2. Design a multi-disciplinary mechanical engineering component or system that
  - a. Considers conflicting technical, social, economic, safety, security, and aesthetics objectives;
  - b. Requires learning skills to obtain new knowledge;
  - c. Requires professional and ethical behaviors to protect the public good;
  - d. Involves the collaborative and iterative interaction of mechanical design professionals;
3. Assess the relative merits and feasibility of design alternatives;
4. Communicate the results of the design process through design software and drawings, applicable specifications, design report, and a public oral presentation.

3. *At least 3 out of 4 other instructional goals and student outcomes are part of the course design.*

- i. *Effective communication*
- ii. *Critical thinking*
- iii. *Informational literacy*
- iv. *Quantitative perspectives*

All four of the above goals are assessed in evaluation of performance by individual students, teams with specialized focus, and the entire class. Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources. This data must be applied to drive advanced computations involving high-end software commonly used by engineers in professional practice.

4. *Performance in Knowledge Integration and at least 2 of the other chosen instructional goals and student outcomes referenced in 3 are assessed.*

All four goals are assessed to some extent for each individual in the course. Communication, data search and retrieval, and quantitative computational contributions to the team effort are identified with individuals and integrated into team products and the final work of the entire class. Participation in discussions and decision-making is witnessed and assessed by instructors with regard to critical thinking.

5. *Generates student artifacts that demonstrate achievement in the student outcomes*

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation. This level of success is assured by assessment of interim progress in specific assignments to individuals and teams of students in the course. The finale of the course is a presentation by each group to the entire class in a formal setting with UAA faculty, sponsors, and invited guests present.



**UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

**COURSE CONTENT GUIDE**

**Department:** Bachelor of Science in Engineering (BSE)

**Date:** 10/27/08

**Course Prefix, Number, and Title:** ME A438 Design of Mechanical Engineering Systems

**I. Course Description**

Capstone course in which mechanical engineering students design a mechanical engineering component or system starting with the initial design specification to the implementation and testing. Students apply knowledge and skills learned in their undergraduate curriculum.

**II. Course Design**

- A. **Fundamental intent:** Provide mechanical engineering undergraduate students with a capstone design experience and present information important to employment and success as a professional engineer in practice.
- B. **Number of Semester Credits:** Three (3)
- C. **Course schedule:** Standard semester timeframe.
- D. **Lecture hours/week:** Three (3)
- E. **Laboratory hours/week:** N/A
- F. **Total time of work expected outside of class:** Five (5) to eight (8) hours per week.
- G. **Programs that require this course:** Bachelor of Science in Engineering with specialization in Mechanical Engineering
- H. **Grading:** A-F
- I. **Coordination with affected units:** UAA faculty list-serve
- J. **Justification for action:** This course requires approval as the General Education Requirement capstone course for the Bachelor of Science in Engineering degree program with Mechanical Engineering specialization.
- K. **Prerequisite:** N/A
- L. **Registration Restrictions:** Student must be in senior year of BSE degree program or faculty permission. Completion of GER TIER 1 (Basic College-level skills) courses.

**III. Course level justification**

Students are required to apply knowledge from courses completed in the 3<sup>rd</sup> year of the Bachelor of Science in Engineering degree program with Mechanical Engineering specialization.

**IV. Course Outline**

- A. Introduction and Project Determination
- B. Job hunting skills
- C. Team concepts and team building
- D. Design drawings format as needed for mechanical engineering practice and design
- E. Specification writing formats as needed for mechanical engineering practice and design
- F. Design codes and regulations as required for mechanical engineering practice and design
- G. Project management
- H. Safety considerations in mechanical engineering design
- I. Legal considerations in mechanical engineering design
- J. Professional registration and the business of mechanical engineering
- K. Professional engineering volunteer organizations
- L. Engineering ethics
- M. Public presentation
- N. Project Implementation
- O. Project Testing
- P. Self-Evaluation
- Q. Peer Evaluation
- R. Presentation and Faculty Evaluation

**V. Instructional Goals and Student Outcomes**

- A. Instructional Goals. The instructor will:
  - 1. Enable students to understand and apply concepts, principles, and skills learned in the undergraduate engineering curriculum, and
  - 2. Prepare senior mechanical engineering students for professional practice.

B. Student Outcomes and Assessment Methods

<b>ME A438 Student Learning Outcomes and Corresponding Methods of Assessment</b>	
<b>Outcome: Students will</b>	<b>Method of Assessment</b>
1. Identify problems and opportunities, develop related engineering design criteria, and formulate alternative solutions to meet project specifications while protecting applicable public health, safety, or security concerns	Faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
2. Apply knowledge and skills learned in the mechanical engineering undergraduate curriculum	Faculty evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
3. Function effectively on multi-disciplinary teams to collaborate on iterative design of a complex mechanical engineering system with conflicting technical, social, economic, and aesthetic objectives	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports. Peer evaluations of team performance.
4. Demonstrate professional, legal, and ethical responsibilities of practicing mechanical engineers	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
5. Demonstrate ability to engage in life-long learning in the context of mechanical engineering professional practice	Faculty evaluation of work products with emphasis on evidence of self initiated learning of principles not covered in the curriculum to obtain needed information to solve the design problem.
6. Communicate effectively with engineering drawings and technical visualizations, design specifications, written technical reports, and public oral presentations	Faculty evaluation of interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports



- VI. **Course Activities:** Students work together in teams to design a mechanical engineering devices or systems to meet the project specifications. In addition to the project, weekly lectures cover general topics of concern to practicing engineers. See the Section IV for a typical course outline. Half of the lecture time is spent covering the listed topics. The remaining time is spent in a “staff meeting” to discuss projects and their progress.
- VII. **Course Evaluation:** No exams are given in this course. Grades are based on individual and group performance relative to the assigned project. The instructor(s) are to implement a performance assessment process that is similar to that which would be used for employee performance evaluation in a commercial or agency engineering office that consists of faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
- VIII. **Capstone Requirement Justification**  
This course satisfies all of the criteria for a capstone course including the following:
- a. *Knowledge integration is incorporated as part of the course design,*
  - b. *Knowledge integration is specifically addressed as part of outcomes assessment,*
  - c. *Four instructional goals and student outcomes are part of the course design including,*
    - i. *Effective communication*
    - ii. *Critical thinking*
    - iii. *Informational literacy*
    - iv. *Quantitative perspectives*
  - d. *Performance in Knowledge Integration and instructional goals and student outcomes are assessed,*
  - e. *Student artifacts are generated that demonstrate achievement of student outcomes.*

Teams of students design complex mechanical engineering components or systems under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsor. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers.

Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources.

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation.

- IX. **Suggested Text:** Students will use a variety of reference material, codes and regulations that are applicable to the project of the year.

<http://www.asme.org/>

Homepage of the American Society of Mechanical Engineers. It includes information on certification, publications, codes, standards and membership information.

- IX. **Bibliography and Resources**

Students will use a variety of reference material that is applicable to their projects.

<http://www.ame.org>

Network site for Association of Manufacturing Excellence.

<http://www.eevl.ac.uk/ram>

Recent Advances in Manufacturing is a database of bibliographic information covering manufacturing and related areas.

<http://www.aspe.net/index.html>

Website of the American Society for Precision Engineering and includes recommended books, journals and links to other precision engineering sites.

<http://steelynx.net/fea.html>

Finite Element Analysis Methods contains links to numerous finite element method resources on the web.

<http://phys.educ.ksu.edu>

Website from Kansas State University that is an excellent resource on quantum mechanics with interactive tutorials.

<http://www.mel.nist.gov/melhome.html>

Website of the Manufacturing Engineering Laboratory of NIST (National Institute of Standards and Technology), Federal government agency.

<http://www.matweb.com>

This materials website provides datasheets on over 40,000 metals, plastics, ceramics and composites. This is an excellent resource if you are researching materials for a design project.

<http://www.memagazine.org>

Online edition of Mechanical Engineering magazine. It includes a search engine that can search issues of the journal as well as the web.



UNIVERSITY of ALASKA ANCHORAGE  
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907-786-1900 (phone) 907-786-1079 (fax)

**TO:** GER Subcommittee Members

**FROM:** Grant C. Baker, Chair, BSE Program 

**DATE:** November 10, 2008

**SUBJECT:** Evaluation of *EE A438 Design of Electrical Engineering Systems* with regard to criteria for a UAA GER Capstone Course.

**Tier 3: Integrative Capstone** (Curriculum Handbook Specification)

The GER experience culminates with the Integrative Capstone, which includes courses from across the university that requires students to synthesize across GER domains. Integrative Capstone courses include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century. Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

**From “Template for Review of Integrative Capstone GER Courses”**

*1. Knowledge integration is incorporated as part of the course design*

EE A438 Design of Electrical Engineering Systems, as documented in the enclosed course content guide, involves teams of students each working on accomplishing the design of a complex electrical engineering component or system under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsors. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Detailed specific data must be gathered by students from diverse sources and sometimes physically identified and measured on site. The required collaboration requires technical communication at an advanced level in oral, printed, and digital forms among team members, and between the students and their instructors and project sponsor representatives. Economic, social, safety, security, or other constraints must be evaluated by students, as expressed by any sponsors, applicable regulations, and ethical canons relevant to the engineering project.

2. *Knowledge integration is specifically addressed as part of outcomes assessment.*

Students in enrolled in this course are continuously challenged by the design specifications of the defined project, faculty advisor, and client if project is sponsored. Their progress and the adequacy of their products are continuously evaluated by instructors and under the scrutiny of the sponsor. These assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers. Integration of scientific, engineering, social, and economic knowledge is absolutely necessary to achieve acceptable results. Students are assessed in teams and individually according to their successful demonstrations to:

1. Identify, formulate, and solve engineering problems within the framework of real design constraints;
2. Design a multi-disciplinary electrical engineering component or system that
  - a. Considers conflicting technical, social, economic, safety, security, and aesthetics objectives;
  - b. Requires learning skills to obtain new knowledge;
  - c. Requires professional and ethical behaviors to protect the public good;
  - d. Involves the collaborative and iterative interaction of electrical design professionals;
3. Assess the relative merits and feasibility of design alternatives;
4. Communicate the results of the design process through design software and drawings, applicable specifications, design report, and a public oral presentation.

3. *At least 3 out of 4 other instructional goals and student outcomes are part of the course design.*

- i. *Effective communication*
- ii. *Critical thinking*
- iii. *Informational literacy*
- iv. *Quantitative perspectives*

All four of the above goals are assessed in evaluation of performance by individual students, teams with specialized focus, and the entire class. Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources. This data must be applied to drive advanced computations involving high-end software commonly used by engineers in professional practice.

4. *Performance in Knowledge Integration and at least 2 of the other chosen instructional goals and student outcomes referenced in 3 are assessed.*

All four goals are assessed to some extent for each individual in the course. Communication, data search and retrieval, and quantitative computational contributions to the team effort are

identified with individuals and integrated into team products and the final work of the entire class. Participation in discussions and decision-making is witnessed and assessed by instructors with regard to critical thinking.

5. *Generates student artifacts that demonstrate achievement in the student outcomes*

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation. This level of success is assured by assessment of interim progress in specific assignments to individuals and teams of students in the course. The finale of the course is a presentation by each group to the entire class in a formal setting with UAA faculty, sponsors, and invited guests present.



**UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

**COURSE CONTENT GUIDE**

**Department:** Bachelor of Science in Engineering (BSE)

**Date:** 10/27/08

**Course Prefix, Number, and Title:** EE A438 Design of Electrical Engineering Systems

**I. Course Description**

Capstone course in which electrical engineering students design a electrical engineering component or system starting with the initial design specification to the implementation and testing. Students apply knowledge and skills learned in their undergraduate curriculum.

**II. Course Design**

A. **Fundamental intent:** Provide electrical engineering undergraduate students with a capstone design experience and present information important to employment and success as a professional engineer in practice.

B. **Number of Semester Credits:** Three (3)

C. **Course schedule:** Standard semester timeframe.

D. **Lecture hours/week:** Three (3)

E. **Laboratory hours/week:** N/A

F. **Total time of work expected outside of class:** Five (5) to eight (8) hours per week.

G. **Programs that require this course:** Bachelor of Science in Engineering with specialization in Electrical Engineering

H. **Grading:** A-F

I. **Coordination with affected units:** UAA faculty list-serve

J. **Justification for action:** This course requires approval as the General Education Requirement capstone course for the Bachelor of Science in Engineering degree program.

K. **Prerequisite:** N/A

L. **Registration Restrictions:** Student must be in senior year of BSE degree program or faculty permission. Completion of GER TIER 1 (Basic College-level skills) courses.



**III. Course level justification**

Students are required to apply knowledge from courses completed in the 3<sup>rd</sup> year of the Bachelor of Science in Engineering degree program with Electrical Engineering specialization.

**IV. Course Outline**

- A. Introduction and Project Determination
- B. Job hunting skills
- C. Team concepts and team building
- D. Design drawings format as needed for electrical engineering practice and design
- E. Specification writing formats as needed for electrical engineering practice and design
- F. Design codes and regulations as required for electrical engineering practice and design
- G. Project management
- H. Safety considerations in electrical engineering design
- I. Legal considerations in electrical engineering design
- J. Professional registration and the business of electrical engineering
- K. Professional engineering volunteer organizations
- L. Engineering ethics
- M. Public presentation
- N. Project Implementation
- O. Project Testing
- P. Self-Evaluation
- Q. Peer Evaluation
- R. Presentation and Faculty Evaluation

**V. Instructional Goals and Student Outcomes**

- A. Instructional Goals. The instructor will:
  - 1. Enable students to understand and apply concepts, principles, and skills learned in the undergraduate engineering curriculum, and
  - 2. Prepare senior electrical engineering students for professional practice.

B. Student Outcomes and Assessment Methods

<b>EE A438 Student Learning Outcomes and Corresponding Methods of Assessment</b>	
<b>Outcome: Students will</b>	<b>Method of Assessment</b>
1. Identify problems and opportunities, develop related engineering design criteria, and formulate alternative solutions to meet project specifications while protecting applicable public health, safety, or security concerns	Faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
2. Apply knowledge and skills learned in the electrical engineering undergraduate curriculum	Faculty evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
3. Function effectively on multi-disciplinary teams to collaborate on iterative design of a complex electrical engineering system with conflicting technical, social, economic, and aesthetic objectives	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports. Peer evaluations of team performance.
4. Demonstrate professional, legal, and ethical responsibilities of practicing electrical engineers	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
5. Demonstrate ability to engage in life-long learning in the context of electrical engineering professional practice	Faculty evaluation of work products with emphasis on evidence of self initiated learning of principles not covered in the curriculum to obtain needed information to solve the design problem.
6. Communicate effectively with engineering drawings and technical visualizations, design specifications, written technical reports, and public oral presentations	Faculty evaluation of interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports

- VI. **Course Activities:** Students work together in teams to design a electrical engineering devices or systems to meet the project specifications. In addition to the project, weekly lectures cover general topics of concern to practicing engineers. See the Section IV for a typical course outline. Half of the lecture time is spent covering the listed topics. The remaining time is spent in a “staff meeting” to discuss projects and their progress.
- VII. **Course Evaluation:** No exams are given in this course. Grades are based on individual and group performance relative to the assigned project. The instructor(s) are to implement a performance assessment process that is similar to that which would be used for employee performance evaluation in a commercial or agency engineering office that consists of faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
- VIII. **Capstone Requirement Justification**  
This course satisfies all of the criteria for a capstone course including the following:
- a. *Knowledge integration is incorporated as part of the course design,*
  - b. *Knowledge integration is specifically addressed as part of outcomes assessment,*
  - c. *Four instructional goals and student outcomes are part of the course design including,*
    - i. *Effective communication*
    - ii. *Critical thinking*
    - iii. *Informational literacy*
    - iv. *Quantitative perspectives*
  - d. *Performance in Knowledge Integration and instructional goals and student outcomes are assessed,*
  - e. *Student artifacts are generated that demonstrate achievement of student outcomes.*

Teams of students design complex electrical engineering components or systems under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsor. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers.

Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources.

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation.

- IX. **Suggested Text:** Students will use a variety of reference material, codes and regulations that are applicable to the project of the year.

<http://www.ieee.org/portal/site>

Homepage of the Institute of Electronic and Electrical Engineers. It includes information on certification, publications, codes, standards and membership information.

- IX. **Bibliography and Resources**

Students will use a variety of reference material that is applicable to their projects.

<http://www.sematech.org>

Sematech is a consortium of American semiconductor manufacturers. It includes full text downloadable technical reports.

<http://www.theiet.org>

Institution of Engineering and Technology website provides information on publications, news and an online interactive journal, The Computer Forum.

<http://www.spie.org>

Society of Photo-Optical Instrumentation Engineers website includes society news and information as well as an e-newsletter, OE Reports.

<http://www.computer.org/>

Online catalog of the Computer Society of IEEE. The site describes publications related to software engineering and information technology.

<http://www.darpa.mil/mto/optocenters/UCSD.html>

The Optoelectronics Technology Center is a funded collaborative research program in optoelectronics. The group includes University of California at Berkley, Cornell, University of California at San Diego, University of Southern California, University of California at Los Angeles and University of Texas at Austin.

<http://www.a2c2.org>

Website of the American Automatic Control Council with links to its eight member societies, an online newsletter, and information on conferences and meetings.

<http://www.iec.ch/>

Website of the International Electrotechnical Commission that provides international standards in the areas of electrical and electronic engineering.

<http://www.oida.org>

Optoelectronics Industry Development Association website with information on their publications and links to industry organizations, universities, government and international sites.

<http://www.egr.uh.edu/dscl/ilink.html>

Control Engineering Virtual Library from the University of Houston with listings of control engineering universities, professional societies, journals (some full text and/or table of contents), organizations and companies.

<http://www.rpi.edu/dept/cie>

Center for Integrated Electronics and Electronics Manufacturing (CIEEM), at Rensselaer Polytechnic Institute. Website has many useful links to other electronics academic institutes.



UNIVERSITY of ALASKA ANCHORAGE

School of Engineering  
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**TO:** GER Subcommittee Members

**FROM:** Grant C. Baker, Chair, BSE Program *G. C. Baker*

**DATE:** November 10, 2008

**SUBJECT:** Evaluation of *CSE A438 Design of Computer Engineering Systems* with regard to criteria for a UAA GER Capstone Course.

**Tier 3: Integrative Capstone** (Curriculum Handbook Specification)

The GER experience culminates with the Integrative Capstone, which includes courses from across the university that requires students to synthesize across GER domains. Integrative Capstone courses include knowledge integration of GER Basic College-Level skills (Tier 1) and/or Disciplinary Areas (Tier 2) as part of their course design. Integrative Capstone courses should focus on practice, study, and critical evaluation, and include in their student outcomes an emphasis on the evolving realities of the 21st century. Students completing the Integrative Capstone requirement must demonstrate the ability to integrate knowledge by accessing, judging and comparing knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

**From “Template for Review of Integrative Capstone GER Courses”**

*1. Knowledge integration is incorporated as part of the course design*

CSE A438 Design of Computer Engineering Systems, as documented in the enclosed course content guide, involves teams of students each working on accomplishing the design of a complex computer component or system under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsors. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Detailed specific data must be gathered by students from diverse sources and sometimes physically identified and measured on site. The required collaboration requires technical communication at an advanced level in oral, printed, and digital forms among team members, and between the students and their instructors and project sponsor representatives. Economic, social, safety, security, or other constraints must be evaluated by students, as expressed by any sponsors, applicable regulations, and ethical canons relevant to the engineering project.

2. *Knowledge integration is specifically addressed as part of outcomes assessment.*

Students enrolled in this course are continuously challenged by the design specifications of the defined project, faculty advisor, and client if project is sponsored. Their progress and the adequacy of their products are continuously evaluated by instructors and under the scrutiny of the sponsor. These assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers. Integration of scientific, engineering, social, and economic knowledge is absolutely necessary to achieve acceptable results. Students are assessed in teams and individually according to their successful demonstrations to:

1. Identify, formulate, and solve engineering problems within the framework of real design constraints;
2. Design a multi-disciplinary computer component or system that
  - a. Considers conflicting technical, social, economic, safety, security, and aesthetics objectives;
  - b. Requires learning skills to obtain new knowledge;
  - c. Requires professional and ethical behaviors to protect the public good;
  - d. Involves the collaborative and iterative interaction of computer design professionals;
3. Assess the relative merits and feasibility of design alternatives;
4. Communicate the results of the design process through design software and drawings, applicable specifications, design report, and a public oral presentation.

3. *At least 3 out of 4 other instructional goals and student outcomes are part of the course design.*

- i. *Effective communication*
- ii. *Critical thinking*
- iii. *Informational literacy*
- iv. *Quantitative perspectives*

All four of the above goals are assessed in evaluation of performance by individual students, teams with specialized focus, and the entire class. Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources. This data must be applied to drive advanced computations involving high-end software commonly used by engineers in professional practice.

4. *Performance in Knowledge Integration and at least 2 of the other chosen instructional goals and student outcomes referenced in 3 are assessed.*

All four goals are assessed to some extent for each individual in the course. Communication, data search and retrieval, and quantitative computational contributions to the team effort are identified with individuals and integrated into team products and the final work of the entire

class. Participation in discussions and decision-making is witnessed and assessed by instructors with regard to critical thinking.

5. *Generates student artifacts that demonstrate achievement in the student outcomes*

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation. This level of success is assured by assessment of interim progress in specific assignments to individuals and teams of students in the course. The finale of the course is a presentation by each group to the entire class in a formal setting with UAA faculty, sponsors, and invited guests present.





## Curriculum Action Request

### University of Alaska Anchorage

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

1a. School or College EN SOENGR		1b. Division		1c. Department BSE	
2. Course Prefix CSE	3. Course Number A438	4. Previous Course Prefix & Number ENGR A438		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Design of Computer Engineering Systems Design of Elect. Engr. Systems <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 n/a		
<input checked="" type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> 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 Make this course the BSE/CSE capstone course.			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: Fall/2009      To: 99/9999		
			12. <input type="checkbox"/> Cross Listed with n/a  <input type="checkbox"/> Stacked with n/a      _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Science in Engineering					
14. Coordinate with Affected Units:      UAA Faculty list serve 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 type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Capstone course in which computer systems engineering students design a computer component or system starting with the initial design specification to the implementation and testing. Students apply knowledge and skills learned in their undergraduate curriculum.					
17a. Course Prerequisite(s) (list prefix and number) n/a		17b. Test Score(s) n/a		17c. Co-requisite(s) (concurrent enrollment required) n/a	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Student must be in senior year of BSE degree program or faculty permission. Completion of GER TIER 1 (Basic College-level skills) courses.		
18. <input type="checkbox"/> Mark if course has fees n/a					
19. Justification for Action This course requires approval as the General Education Requirement capstone course for the Bachelor of Science in Engineering degree program with Computer Systems Engineering specialization.					

\_\_\_\_ 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

**UNIVERSITY OF ALASKA ANCHORAGE  
SCHOOL OF ENGINEERING**

**COURSE CONTENT GUIDE**

**Department:** Bachelor of Science in Engineering (BSE)

**Date:** 10/27/08

**Course Prefix, Number, and Title:** CSE A438 Design of Computer Engineering Systems

**I. Course Description**

Capstone course in which computer systems engineering students design a computer component or system starting with the initial design specification to the implementation and testing. Students apply knowledge and skills learned in their undergraduate curriculum.

**II. Course Design**

A. **Fundamental intent:** Provide computer systems engineering undergraduate students with a capstone design experience and present information important to employment and success as a professional engineer in practice.

B. **Number of Semester Credits:** Three (3)

C. **Course schedule:** Standard semester timeframe.

D. **Lecture hours/week:** Three (3)

E. **Laboratory hours/week:** N/A

F. **Total time of work expected outside of class:** Five (5) to eight (8) hours per week.

G. **Programs that require this course:** Bachelor of Science in Engineering with specialization in Computer Systems Engineering

H. **Grading:** A-F

I. **Coordination with affected units:** UAA faculty list-serve

J. **Justification for action:** This course requires approval as the General Education Requirement capstone course for the Bachelor of Science in Engineering degree program with Computer Systems Engineering specialization.

K. **Prerequisite:** N/A

L. **Registration Restrictions:** Student must be in senior year of BSE degree program or faculty permission. Completion of GER TIER 1 (Basic College-level skills) courses.

**III. Course level justification**

Students are required to apply knowledge from courses completed in the 3<sup>rd</sup> year of the Bachelor of Science in Engineering degree program with Computer Systems Engineering specialization.

#### IV. **Course Outline**

- A. Introduction and Project Determination
- B. Job hunting skills
- C. Team concepts and team building
- D. Design drawing formats as needed for computer systems engineering practice and design
- E. Specification writing formats as needed for computer systems engineering practice and design
- F. Design codes and regulations as required for computer systems engineering practice and design
- G. Project management
- H. Safety or security considerations in computer systems engineering design
- I. Legal considerations in computer systems engineering design
- J. Professional registration and the business of computer systems engineering
- K. Professional engineering volunteer organizations
- L. Engineering ethics
- M. Public presentation
- N. Project Implementation
- O. Project Testing
- P. Self-Evaluation
- Q. Peer Evaluation
- R. Presentation and Faculty Evaluation

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

- A. Instructional Goals. The instructor will:
  - 1. Enable students to understand and apply concepts, principles, and skills learned in the undergraduate engineering curriculum, and
  - 2. Prepare senior computer systems engineering students for professional practice.

B. Student Outcomes and Assessment Methods

<b>CSE A438 Student Learning Outcomes and Corresponding Methods of Assessment</b>	
<b>Outcome: Students will</b>	<b>Method of Assessment</b>
1. Identify problems and opportunities, develop related engineering design criteria, and formulate alternative solutions to meet project specifications while protecting applicable public health, safety, or security concerns	Faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
2. Apply knowledge and skills learned in the computer systems engineering undergraduate curriculum	Faculty evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
3. Function effectively on multi-disciplinary teams to collaborate on iterative design of a complex computer systems engineering system with conflicting technical, social, economic, and aesthetic objectives	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports. Peer evaluations of team performance.
4. Demonstrate professional, legal, and ethical responsibilities of practicing computer systems engineers	Faculty evaluation of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
5. Demonstrate ability to engage in life-long learning in the context of computer systems engineering professional practice	Faculty evaluation of work products with emphasis on evidence of self initiated learning of principles not covered in the curriculum to obtain needed information to solve the design problem.
6. Communicate effectively with engineering drawings and technical visualizations, design specifications, written technical reports, and public oral presentations	Faculty evaluation of interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports

- VI. **Course Activities:** Students work together in teams to design a computer systems engineering devices or systems to meet the project specifications. In addition to the project, weekly lectures cover general topics of concern to practicing engineers. See the Section IV for a typical course outline. Half of the lecture time is spent covering the listed topics. The remaining time is spent in a “staff meeting” to discuss projects and their progress.
- VII. **Course Evaluation:** No exams are given in this course. Grades are based on individual and group performance relative to the assigned project. The instructor(s) are to implement a performance assessment process that is similar to that which would be used for employee performance evaluation in a commercial or agency engineering office that consists of faculty and other applicable evaluations of interactions with multi-disciplinary team members, instructors, and course mentors, interim and final oral presentations of project progress and findings, and contributions of technical drawings, visualizations, and narrative text to interim and final reports.
- VIII. **Capstone Requirement Justification**  
This course satisfies all of the criteria for a capstone course including the following:
- a. *Knowledge integration is incorporated as part of the course design,*
  - b. *Knowledge integration is specifically addressed as part of outcomes assessment,*
  - c. *Four instructional goals and student outcomes are part of the course design including,*
    - i. *Effective communication*
    - ii. *Critical thinking*
    - iii. *Informational literacy*
    - iv. *Quantitative perspectives*
  - d. *Performance in Knowledge Integration and instructional goals and student outcomes are assessed,*
  - e. *Student artifacts are generated that demonstrate achievement of student outcomes.*

Teams of students design complex computer components or systems under the scrutiny of faculty and other appropriate reviewers that may include a client or project sponsor. This experience integrates knowledge at multiple levels. The design project is chosen that is multidisciplinary in nature meaning that it will incorporate knowledge from the whole BSE curriculum experienced prior to the senior year. Application of scientific principles and advanced engineering computations are required, using computer software and other tools common to current professional engineering practice.

Assessments are conducted in a manner that is essentially equivalent to performance evaluations in the engineering workplace, as conducted by commercial enterprises and public agencies that employ engineers.

Verbal, written, and graphical technical communication at an advanced level, often involving commercially competitive software, is intensely exercised from beginning to end of the course. Inevitable conflicts among design criteria, implementation conditions, and social and economic constraints require critical review and decision-making by the students in the course. Detailed data and related design parameters must be acquired by students in the course from public sources.

Individual students and each specialty team produce a written report with accompanying digital products that is completely professional in appearance, depth of inquiry, technical detail, and excellence of narrative, tabulations, and graphical presentation.

- IX. **Suggested Text:** Students will use a variety of reference material, codes and regulations that are applicable to the project of the year.

<http://www.acm.org/>

The world's largest educational and scientific computing society, delivers resources that advance computing as a science and a profession. ACM provides the computing field's premier Digital Library and serves its members and the computing profession with leading-edge publications, conferences, and career resources.

- IX. **Bibliography and Resources**

Students will use a variety of reference material that is applicable to their projects.

<http://www.ieee.org/portal/site>

Homepage of the Institute of Electronic and Computer systems Engineers. It includes information on certification, publications, codes, standards and membership information.

<http://www.theiet.org>

Institution of Engineering and Technology website provides information on publications, news and an online interactive journal, The Computer Forum.

<http://www.spie.org>

Society of Photo-Optical Instrumentation Engineers website includes society news and information as well as an e-newsletter, OE Reports.

<http://www.computer.org/>

Online catalog of the Computer Society of IEEE. The site describes publications related to software engineering and information technology.

<http://www.intute.ac.uk/sciences/computing/>

Science, Engineering and Technology-Computing Gateway of engineering materials which can be searched or used as a directory. Each website is

carefully selected with summaries and very few broken links.

<http://sunsite.berkeley.edu/NCSTR/L/>

Networked Computer Science Technical Reference Library "NCSTR/L is an international collection of computer science technical reports from CS departments and industrial and government research laboratories, made available for non-commercial and educational use."

<http://www.netlib.org/>

The Netlib repository contains freely available software, documents, and databases of interest to the numerical, scientific computing, and other communities. The repository is maintained by AT&T Bell Laboratories, the University of Tennessee and Oak Ridge National Laboratory, and by colleagues world-wide.

<http://www.csse.monash.edu.au/mirrors/bibliography/>

Collection of Computer Science Bibliographies currently contains 1.4 million references (mostly journal articles, conference papers and technical reports), clustered in about 1400 bibliographies.

<http://www.library.cmu.edu/Research/EngineeringAndSciences/CS+ECE/subjects.html>

Carnegie Mellon University Library contains an alphabetical list of websites about all aspects of Computer Engineering.

<http://www.computer.org/portal/site/seportal/>

Software Engineering Online website from IEEE Computer Society is a source of practical software engineering knowledge.