General Education Review Committee
Agenda

February 8, 2008
ADM 201
12:30 p.m. – 1:30 p.m.

I. Call to Order
Roll
( ) Erik Hirschman Mat-Su/UAB Humanities/Social Sciences
( ) Caedmon Liburd UAB
( ) Patricia Fagan CAS Humanities
( ) Bob Capuozzo COE
( ) Jack Pauli CBPP/UAB
( ) Jeane Breinig CAS Written Communication
( ) Len Smiley CAS/UAB Quantitative Skills
( ) Suzanne Forster CAS/UAB
( ) Robin Wahto CTC/UAB
( ) Walter Olivares CAS Fine Arts
( ) Tom Miller OAA Guest
( ) Gail Holtzman CHSW/UAB Social Sciences
( ) Grant Baker SOENGR/UAB
( ) Barbara Harville CAS Oral Communication
( ) vacant Natural Science
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1)

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

IV. Chair’s Report

V. Course Action Requests
Chg LING A101 The Nature of Language (3 cr) (3+0) No revisions received
Add THR A492 Senior Seminar (3 cr) (3+0) (pg. 4-8)
Chg PHIL A101 Introduction to Logic (3 cr) (3+0) (pg. 9-12)
Chg PHIL A201 Introduction to Philosophy (3 cr) (3+0) (pg. 13-16)
Chg PHIL A211 History of Philosophy I (3 cr) (3+0) (pg. 17-21)
Chg PHIL A212 History of Philosophy II (3 cr) (3+0) (pg. 22-27)
Chg PHIL A301 Ethics (3 cr) (3+0) (pg. 28-33)
Chg PHIL A313 Eastern Philosophy & Religion (3 cr) (3+0) (pg. 34-39)
Chg PHIL A314 Western Religions (3 cr) (3+0) (pg. 40-46)

VI. Old Business

VII. New Business

VIII. Informational Items and Adjournment
I. Call to Order @12:35
Roll
(x) Erik Hirschman Mat-Su/UAB Humanities/ Social Sciences
( ) Caedmon Liburd UAB
(e) Patricia Fagan CAS Humanities
(x) Bob Capuozzo COE
(x) Jack Pauli CBPP/UAB
( ) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS/UAB Quantitative Skills
(x) Suzanne Forster CAS/UAB
(x) Robin Wahto CTC/UAB
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(x) Tom Miller OAA Guest
(x) Gail Holtzman CHSW/UAB Social Sciences
( ) Grant Baker SOENGR/ UAB
(x) Barbara Harville CAS Oral Communication
( ) vacant Natural Science
( ) Karl Wing USUAA

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

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

IV. Chair’s Report

V. Course Action Requests

Chg ATA A492 Air Transportation System Seminar (3 cr) (3+0) (pg. 5-9)
Approved

Chg HUMS A495B Human Services Practicum IV (3 cr) (1+9) (pg. 10-19)
Approved

Chg LING A101 The Nature of Language (3 cr) (3+0)
No revisions received

Chg PHIL A101 Introduction to Logic (3 cr) (3+0)
No revisions received

Chg PHIL A201 Introduction to Philosophy (3 cr) (3+0)
No revisions received

Chg PHIL A211 History of Philosophy I (3 cr) (3+0)
No revisions received

Chg PHIL A212 History of Philosophy II (3 cr) (3+0)
No revisions received

Chg PHIL A301 Ethics (3 cr) (3+0)
No revisions received
Chg PHIL A313  Eastern Philosophy & Religion (3 cr) (3+0)  
No revisions received

Chg PHIL A314  Western Religions (3 cr) (3+0)  
No revisions received

VI. Old Business

A. Discussion of GER Capstone CCGs

VII. New Business

VIII. Informational Items and Adjournment

Meeting adjourned
1a. School or College  
AS CAS  
1b. Division  
AFAR Division of Fine Arts  
1c. Department  
Theatre and Dance

2. Course Prefix  
THR  
3. Course Number  
A492

6. Complete Course/Program Title  
Senior Seminar

7. Type of Course  
☑ Academic  
☐ Non-credit  
☐ CEU  
☐ Professional Development

8. Type of Action  
☑ Add  
☐ Change  
☐ Delete

☐ Prefix  
☐ Credits  
☐ Title  
☐ Grading Basis  
☐ Course Description  
☐ Test Score Prerequisites  
☐ Other Restrictions  
☐ Class  
☐ Level  
☐ College  
☐ Major  
☐ Other

9. Repeat Status Yes  
☐ # of Repeats 1  
☐ Max Credits 6

10. Grading Basis  
☑ A-F  
☐ P/NP  
☐ NG

11. Implementation Date  
From: Fall/2008  
To: /9999

12. ☐ Cross Listed with  
☐ Stacked with  
☐ Cross-Listed Coordination Signature

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

14. Coordinate with Affected Units:  
UAA List Serve  
Department, School, or College

15. ☑ General Education Requirement  
☐ Oral Communication  
☐ Written Communication  
☐ Quantitative Skills  
☐ Humanities  
☐ Fine Arts  
☐ Social Sciences  
☐ Natural Sciences  ☑ Integrative Capstone

16. Course Description  
Intensive examination of a topic in Theatre or Dance including the historical, cultural, social and political influences on each aspect of the performance area: writing, acting, movement and design with an emphasis on its relevance to a contemporary audience.  
Special Note: May be repeated once for credit with a change in subtitle.

17a. Course Prerequisite(s) (list prefix and number)  
17b. Test Score(s)  
17c. Co-requisite(s) (concurrent enrollment required)

17d. Other Restriction(s)  
☐ College  
☐ Major  
☐ Class  ☑ Level

17e. Registration Restriction(s) (non-codable)  
Registration restriction: Completion of GER Tier 1 (Basic college-Level Skills) and Tier 2 Disciplinary Areas: Fine Arts, Humanities and Social Sciences. Junior or Senior Level.

18. ☐ Mark if course has fees

19. Justification for Action  
Provide an integrated Capstone Course which covers the arts, the humanities and the social sciences with theatre as the medium for discussion and exploration.

Initiator (faculty only)  
Date  
Approved  
Disapproved:

Dean/Director of School/College  
Date  
Approved  
Disapproved:

Department Chairperson  
Date  
Approved  
Disapproved:

Undergraduate or Graduate  
Academic Board Chairperson  
Date  
Approved  
Disapproved:

Provost or Designee  
Date
I. **Date of Initiation:** Fall, 2008

II. **Course Information:**
A. College or School: CAS  
B. Course Subject: Theatre  
C. Course Number: A492  
D. Number of Credits: 3.0 (3+0)  
E. Course Title: Senior Seminar  
F. Grading Basis: A-F  
G. Course Description: Intensive examination of a topic in Theatre or Dance including the historical, cultural, social and political influences on each aspect of the performance area: writing, acting, movement and design with an emphasis on its relevance to a contemporary audience.  
   Special note: May be repeated once for credit with a change in subtitle.  
H. Course Prerequisites: None  
I. Restrictions: Completion of GER Tier 1 (Basic college-Level Skills) and Tier 2 Disciplinary Areas: Fine Arts, Humanities and Social Sciences. Junior or Senior Level.  
J. Fees: None

III. **Instructional Goals and Student Outcomes:**
A. Instructional Goals. The Instructor will:
   1) Provide techniques for effective research and creative thinking.  
   2) Draw connections and integrate content in areas of history, literature, anthropology, sociology, political science and performing arts.  
   3) Provide opportunities for effective communication and active learning.  

B. Student Outcomes. The students will be able to:
   1) Analyze and evaluate diverse perspectives regarding a specific genre or performance area.  
   2) Demonstrate an in-depth knowledge of the genre through multidisciplinary perspectives.  
   3) Articulate orally, in writing and through active participation in the art form the major impact in both the historical and modern applications.
V. **Course Evaluation**

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include but not limited to, research papers, design assignments, group work both in and outside class, and performance demonstrations.

Course objectives and student outcomes will be assessed in the following way:

A. Knowledge Integration: students will be required to submit written work or oral presentations that demonstrate their understanding of the material.
B. Effective Communication: students will be required to complete written assignments and engage in group discussions and oral presentations.
C. Information Literacy: evaluation will require student competence with relevant research documents and electronic resources.
D. Critical Thinking: students will be required to analyze and critically and creatively examine all aspects of a genre.

V. **Course Level Justification**

This course satisfies all of the criteria for a capstone course. This includes knowledge integration of GER Basic Level skills (Tier 1) and Disciplinary Areas (Tier 2) as part of its design. It focuses on practice, study and critical evaluation, and includes in its student outcomes an emphasis on the realities of the 21st century. Students completing this Integrative Capstone requirement will demonstrate the ability to integrate knowledge by assessing, judging, comparing and demonstrating knowledge gained from diverse fields and by critically evaluating their own views in relation to those fields.

VI. **Sample Course Outline: Sample Topic**

**18th Century British Comedy: Goldsmith and Sheridan**

1. Analysis of the plays
   1. Structure
   2. Imagery
   3. Verse

2. Oliver Goldsmith and Richard Sheridan
   1. Life
   2. Works
   3. Major influences

3. 18th century England
   1. Political climate
   2. Class structure
3. The Enlightenment
4. Role of women
   1. Place in society
   2. Influences of French society
5. Rococo style
   1. Art and Architecture
   2. Major artists
6. Clothing
   1. Evolution of fashion in the 18th century
   2. Differences in classes
   3. Development of the modern man
7. Movement
   1. Posture and Politeness
   2. Dance
8. Development of the 18th century Comedy style
   1. Restoration Comedy
   2. Influence of the Classic revival
9. Comedy style in relation to the modern audience
   1. Modern appeal
   2. Relevance to 21st society
10. Development of production concept
    1. Overall themes to incorporate
    2. Development of the total look of the play

VII. Suggested Text

VIII. Bibliography


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

1a. School or College
AS CAS

1b. Division
AHUM Division of Humanities

1c. Department
Philosophy

2. Course Prefix
PHIL

3. Course Number
A101

4. Previous Course Prefix & Number

5a. Credits/CEU
3

5b. Contact Hours
(Lecture + Lab)
(3+0)

6. Complete Course/Program Title
Introduction to Logic

Abbreviated Title for Transcript (30 character)

7. Type of Course
☒ Academic
☐ Non-credit
☐ CEU
☐ Professional Development

8. Type of Action
☒ Add
☐ Change
☐ Delete

☐ Prefix
☐ Credits
☐ Title
☐ Course Number
☐ Contact Hours
☐ Repeat Status
☐ Cross-Listed/Stacked
☐ Registration Restrictions
☐ Course Description
☐ Test Score Prerequisites
☐ Co-requisites
☐ Other Restrictions
☐ Class
☐ Level
☐ College
☐ Major
☒ Other Update CCG

9. Repeat Status No
☐ # of Repeats
☐ Max Credits

10. Grading Basis
☒ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Fall/2008
To: /9999

12. ☐ Cross Listed with
☐ Stacked with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
Philosophy Major, Philosophy Minor

14. Coordinate with Affected Units:
CAS Departments, UAA Faculty Listserv
Department, School, or College

Initiator Signature
Date

15. ☒ General Education Requirement
☐ Oral Communication
☐ Written Communication
☐ Quantitative Skills
☒ Humanities
☐ Fine Arts
☐ Social Sciences
☐ Natural Sciences
☐ Integrative Capstone

16. Course Description
Develops formal and informal reasoning skills, introduces deductive logic via statement logic, analyzes arguments and introduces scientific and inductive reasoning, reviews common fallacies and methods for evaluating arguments.

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

17b. Test Score(s)

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

17d. Other Restriction(s)
☐ College
☐ Major
☐ Class
☐ Level

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

18. ☐ Mark if course has fees

19. Justification for Action
GER revision update to course description and added goals and outcomes.

Initiator (faculty only) Date

Approved
Disapproved:

Dean/Director of School/College Date

Approved
Disapproved:

Department Chairperson Date

Approved
Disapproved:

Academic Board Chairperson Date

Approved
Disapproved:

Provost or Designee Date
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A101

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Introduction to Logic

G. Grading Basis: A-F

H. Course Description: Develops formal and informal reasoning skills, introduces deductive logic via statement logic, analyzes arguments and introduces scientific and inductive reasoning, reviews common fallacies and methods for evaluating arguments.

I. Prerequisites: None

J. Registration Restriction: None

K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

• Provide an introduction to formal and informal logical reasoning and the identification and evaluation of arguments.
• Provide knowledge and techniques for improving critical thinking skills.
• Provide an understanding of logical concepts.

Student Outcomes. Students will be able to:

• Identify premises and conclusions of arguments.
• Recognize and diagnose common fallacious arguments.
• Distinguish deductive from inductive arguments and identify several common legitimate forms for each category.
• Identify the development of logic in its historical context.
• Apply formal techniques for proving validity or invalidity of an argument.
IV. **Guidelines for Evaluation and Assessment:**

Evaluation criteria will be clearly stated on individual course syllabi at the discretion of the course instructor. Evaluation will typically include, but is not limited to, in-class examinations, homework, and participation.

V. **Course Level Justification:**

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. **Sample Course Outline**

1. Introduction to argumentation
   1.1. Premises and conclusion
   1.2. Inductive and deductive reasoning
   1.3. Basics of argument analysis
   1.4. Forms and counter-examples

2. Informal Fallacies
   2.1. Fallacies of relevance
   2.2. Fallacies involving definitions
   2.3. Fallacies of presumption
   2.4. Inductive fallacies

3. Introduction to formal logic
   3.1. Famous forms
   3.2. Venn diagrams
   3.3. Symbolizing statements
   3.4. Formal fallacies
   3.5. Argument reconstruction

4. Statement logic
   4.1. Translating English into logical notation using Boolean connectives
   4.2. Proving validity using inference rules in a formal system
   4.3. Proving invalidity using models

5. Inductive and Scientific Reasoning
   5.1. Mill’s Methods of scientific reasoning
   5.2. Basic concepts and procedures for estimating probability
   5.3. Interpretations of the probability calculus
   5.4. Statistical inferences

6. Possible additional topics
   6.1. Predicate logic
   6.2. Modal logic
   6.3. Deviant logics
Suggested Texts


Bibliography

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<th>1a. School or College</th>
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13. List any programs or college requirements that require this course

| Philosophy Major, Philosophy Minor |

14. Coordinate with Affected Units: CAS, UAA Faculty Listserv, Department, School, or College

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15. X General Education Requirement

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16. Course Description

Introduces works of major influential thinkers, both ancient and modern, focusing on the Western philosophical tradition. Emphasizes central problems of knowledge, reality, and good and evil.

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

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

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18. Mark if course has fees

19. Justification for Action

GER revision update course description and added goals and outcomes.

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COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A201
D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: Introduction to Philosophy
G. Grading Basis: A-F
H. Course Description: Introduces works of major influential thinkers, both ancient and modern, focusing on the Western philosophical tradition. Emphasizes central problems of knowledge, reality, and good and evil.
I. Prerequisites: None
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

- Provide students with knowledge and understanding of leading philosophical thinkers, texts and arguments in metaphysics, epistemology, and ethics in classical and contemporary contexts.
- Enable students to develop their critical reasoning and communication skills while learning to comprehend and evaluate philosophical arguments.
- Provide students with a practical grasp of philosophical methods and strategies of argumentation.

Student Outcomes. Students will be able to:

- Demonstrate their knowledge of key arguments and issues in metaphysics, epistemology and ethics in classical and contemporary contexts.
- Demonstrate critical reasoning and communication skills by comprehending and evaluating philosophical arguments.
- Demonstrate the ability to apply philosophical methodology by developing their own positions and arguments.
IV. **Guidelines for Evaluation and Assessment**

Evaluation criteria are at the discretion of the faculty member teaching the course; however, however, evaluation may include, but not be limited to, essay examinations, multiple-choice examinations, group projects, individual class presentations, oral examinations, essays, and Blackboard discussion groups.

V. **Course Level Justification**

This course provides fundamental critical thinking and reasoning skills for all disciplines and courses.

VI. **Sample Course Outline**

1. What is Philosophy?
   1.1. Logic and Arguments
   1.2. Plato

2. The Existence of God
   2.1. Ontological Argument
   2.2. Cosmological Argument
   2.3. Design Argument
   2.4. Scientific Explanations
   2.5. Problem of Evil

3. The Nature of Knowledge
   3.1. Skepticism
   3.2. Knowledge and Belief
   3.3. Epistemic Justification
   3.4. Foundationalism
   3.5. Coherentism
   3.6. Descartes
   3.7. Hume and Induction

4. Mind and Body
   4.1. Substance and Property Dualism
   4.2. Physicalism/Materialism
   4.3. Idealism
   4.4. Identity Theory
   4.5. Functionalism
   4.6. Folk Psychology
   4.7. Thinking Machines

5. The Problem of Free Will
   5.1. Libertarianism
5.2. Determinism and Indeterminism
5.3. Compatibilism
5.4. Causation
5.5. Behaviorism

6. Morality and the Good Life
   6.1. Morality and Rationality
   6.2. Egoism
   6.3. Moore and the “Open Question”
   6.4. Consequentialism and Non-consequentialism
   6.5. Deontology
      6.5.1. Kant
      6.5.2. Ross
   6.6. Virtue Theory

7. Theories of Justice
   7.1. Contractarianism
   7.2. Libertarianism
   7.3. Egalitarianism
   7.4. Utilitarianism

Suggested Texts
Perry, John and Michael Bratman, eds. 1999. _Introduction to Philosophy_. New York: Oxford University Press.

Bibliography
| 1a. | School or College | AS CAS |
| 1b. | Division | AHUM Division of Humanities |
| 1c. | Department | Philosophy |

| 2. | Course Prefix | PHIL |
| 3. | Course Number | A211 |
| 4. | Previous Course Prefix & Number | |
| 5a. | Credits/CEU | 3 |
| 5b. | Contact Hours (Lecture + Lab) | (3+0) |

6. Complete Course/Program Title

**History of Philosophy I**

Abbreviated Title for Transcript (30 character)

| 7. | Type of Course | Academic | Non-credit | CEU | Professional Development |

8. Type of Action

| Add | Change | Delete |

(mark appropriate boxes)

9. Repeat Status No | # of Repeats | Max Credits |

10. Grading Basis

| A-F | P/NP | NG |

11. Implementation Date

semester/year

From: Fall/2008 To: /9999

12. Cross Listed with

Stacked with

Cross-Listed Coordination Signature

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

- Philosophy Major, Philosophy Minor

14. Coordinate with Affected Units:

CAS, UAA Faculty Listserv

Department, School, or College

Initiator Signature | Date

15. General Education Requirement

| Oral Communication | Written Communication | Quantitative Skills | Humanities |
| Fine Arts | Social Sciences | Natural Sciences | Integrative Capstone |

16. Course Description

Survey of philosophy from the pre-Socratic era through the late Middle Ages. Traces development of scientific, metaphysical, epistemological and ethical thought with emphasis on pivotal historical figures and debates.

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

17b. Test Score(s)

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

17d. Other Restriction(s)

| College | Major | Class | Level |

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

18. Mark if course has fees

19. Justification for Action

GER revision update course description and added goals and outcomes.

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Approval Process:

- Approved
- Disapproved

Initiator (faculty only) | Date

Dean/Director of School/College | Date

Department Chairperson | Date

Undergraduate or Graduate Academic Board Chairperson | Date

Provost or Designee | Date

17 Date
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A211
D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: History of Philosophy I
G. Grading Basis: A-F
H. Course Description: Survey of philosophy from the pre-Socratic era through the late Middle Ages. Traces development of scientific, metaphysical, epistemological and ethical thought with emphasis on pivotal historical figures and debates.
I. Prerequisites: None
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:
• Trace historical themes and debates through discussion of relevant texts.
• Engage students with questions and problems historical philosophers faced.
• Critically examine historical attempts at theory construction.
• Help students engage in these debates and develop their own responses and thoughts about philosophical issues.

Student Outcomes. Students will be able to:
• Analyze and critically evaluate metaphysical, epistemological and ethical issues.
• Demonstrate a broad knowledge of the western philosophical tradition through the ancient and medieval eras.
• Articulate orally and in writing the major issues and arguments arising throughout these periods.
IV. Guidelines for Evaluation and Assessment:

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

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. Intellectual Background
   1.1. Mythology
      1.1.1. Homer
      1.1.2. Hesiod
   2. Pre-Socratic Philosophy
      2.1. Milesian School
         2.1.1. Thales
         2.1.2. Anaximander
         2.1.3. Anaximander
      2.2. Sicilian School
         2.2.1. Pythagoras
         2.2.2. Heraclitus
         2.2.3. Parmenides
      2.3. Pluralism
         2.3.1. Atomists
         2.3.2. Empedocles
         2.3.3. Anaxagoras

3. Socratic Philosophy
   3.1 Historical vs. Platonic Figure
   3.2 Method
   3.3 Epistemology
   3.4 Ethics
   3.5 Religious Views

4. Plato
   4.1 Method and use of dialogues
   4.2 Epistemology
      4.2.1. Recollection
      4.2.2 Hypothetical method
      4.2.3. Dialectic
   4.3 Metaphysics
      4.3.1 Theory of forms
4.3.2. Nature of the soul
4.4. Ethics and politics
  4.4.1. The ideal state
  4.4.2. Theory of virtues
  4.4.3. Role of knowledge

5. Aristotle
  5.1. Systematic philosophy
  5.2. Organon
  5.3. Physics
  5.4. Hylomorphism
  5.5. Metaphysics
  5.6. De Anima
  5.7. Ethics and Politics

6. Hellenistic Philosophy
  6.1. Epicureanism
  6.2. Stoicism
  6.3. Skepticism

7. Early Medieval Philosophy
  7.1. Porphyry
  7.2. Neo-Platonism
  7.3. Neo-Pythagoreanism
  7.4. Augustine
  7.5. Boethius
  7.6. Plotinus

8. Later Medieval Philosophy
  8.1. Arab influence/rediscovery of texts
  8.2. Aquinas
  8.3. Ockam
  8.4. Scotus
  8.5. Influence on Descartes and forerunners of the Scientific Revolution

Suggested Texts

Bibliography

Plato:

Aristotle

Aquinas and Medieval Philosophy
1a. School or College
   AS CAS

1b. Division
   AHUM

1c. Department
   Philosophy

2. Course Prefix
   PHIL

3. Course Number
   A212

4. Previous Course Prefix & Number

5a. Credits/CEU
   3

5b. Contact Hours
   (Lecture + Lab)
   (3+0)

6. Complete Course/Program Title
   History of Philosophy II

7. Type of Course
   ☑ Academic
   ☐ Non-credit
   ☐ CEU
   ☐ Professional Development

8. Type of Action
   ☐ Add
   ☑ Change
   ☐ Delete

   (mark appropriate boxes)

   ☐ Prefix
   ☐ Credits
   ☐ Title
   ☐ Grading Basis
   ☐ Course Description
   ☐ Test Score Prerequisites
   ☐ Other Restrictions
   ☐ Class
   ☐ Level
   ☐ College
   ☐ Major
   ☐ Other Update CCG

9. Repeat Status No
   ☐ # of Repeats
   ☐ Max Credits

10. Grading Basis
    ☑ A-F
    ☐ P/NP
    ☐ NG

11. Implementation Date
    Semester/Year
    From: Fall/2008
    To: 2099

12. ☐ Cross Listed with
    ☐ Stacked
    with
    Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course
    Philosophy Major, Philosophy Minor, International Studies

14. Coordinate with Affected Units:
    CAS, UAA Faculty Listserv
    Department, School, or College

15. ☑ General Education Requirement
    ☐ Oral Communication
    ☐ Written Communication
    ☐ Quantitative Skills
    ☑ Humanities
    ☐ Fine Arts
    ☐ Social Sciences
    ☐ Natural Sciences
    ☐ Integrative Capstone

16. Course Description
    Survey of philosophy from the Scientific Revolution through German Idealism (Modern Period). Examines the influences (Western and non-Western) and traces the development of scientific, metaphysical, epistemological and ethical thought with emphasis on historical texts.

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

17b. Test Score(s)

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

17d. Other Restriction(s)

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

18. ☐ Mark if course has fees

19. Justification for Action
    GER revision update course description and added goals and outcomes.

Initiator (faculty only) Date

Approved
Disapproved:

Dean/Director of School/College Date

Approved
Disapproved:

Department Chairperson Date

Approved
Disapproved:

Undergraduate or Graduate
Academic Board Chairperson Date

Approved
Disapproved:

Provost or Designee 22 Date

Approved
Disapproved:
COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information

A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A212
D. Number of credits/CEU’s and Contact Hours 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: History of Philosophy II
G. Grading Basis: A-F
H. Course Description: Survey of philosophy from the Scientific Revolution through German Idealism (Modern Period). Examines the influences (Western and non-Western) and traces the development of scientific, metaphysical, epistemological and ethical thought with emphasis on historical texts.
I. Prerequisites: None
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes

Instructional Goals. The instructor will:

• Trace historical themes and debates through discussion of relevant texts.
• Engage students with questions and problems facing historical philosophers in the Modern Period.
• Help students engage in these debates and develop their own responses and thoughts about philosophical issues.

Student Outcomes. Students will be able to:

• Analyze and critically evaluate metaphysical, epistemological and ethical issues.
• Demonstrate a broad knowledge of the western philosophical tradition in the Modern Period.
• Articulate orally and in writing the major issues and arguments arising throughout these periods.
IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation will include, but not be limited to group work, Blackboard discussion groups, essays and exams.

V. Course Level Justification:

This course builds upon GER Basic College-Skills (Tier 1). The course develops skills in philosophical analysis, and written and oral communication, and connects Tier 1 and upper division philosophy courses.

VI. Sample Course Outline

1. From Scholasticism to the Scientific Revolution
   1.1. Classical, Medieval, and Eastern Philosophy
   1.2. Neoplatonism
   1.3. Aquinas
   1.4. Averroes
   1.5. Metaphysics and Epistemology

2. Bacon
   2.1. Methodological Empiricism
   2.2. Rejection of Scientia
   2.3. The Advancement of Knowledge and The Great Instauration
   2.4. The Four Idols

3. Hobbes
   3.1. Materialism
   3.2. Geometry
   3.3. Political Philosophy

4. Descartes
   4.1. Meditations and Principles of Knowledge
   4.2. Skepticism and Theism
   4.3. Cartesian Skepticism
   4.4. Foundationalism
   4.5. Dualism
   4.6. Essentialism
   4.7. God and ideas

5. Locke
   5.1. Ideas
   5.2. Boyle
5.3. Primary and Secondary Qualities
5.4. “Material Substance”
5.5. Types of Knowledge
5.6. Personal Identity
5.7. Political Philosophy

6. Berkeley
   6.1. God and Skepticism
   6.2. Abstract Ideas
   6.3. Innate Ideas
   6.4. Idealism
   6.5. God
   6.6. Criticism of Locke

7. Leibniz
   7.1. Substance
   7.2. Monads
   7.3. Principle of Sufficient Reason
   7.4. Pre-established Harmony
   7.5. God

8. Spinoza
   8.1. Monism
   8.2. Theism
   8.3. Dual Aspect theory
   8.4. God and Nature
   8.5. Free Will and Necessity

9. Hume
   9.1. Naturalism
   9.2. Empiricism
   9.3. Ideas and Impressions
   9.4. Relations of Ideas and Matters of Fact
   9.5. Causation and Custom
   9.6. Induction
   9.7. Personal Identity

10. Kant
    10.1. Empiricism and Rationalism
    10.2. Kant and the Critiques
    10.3. Analytic and Synthetic
    10.4. Transcendental Deduction
    10.5. Unity of Apperception

11. Hegel
    11.1. Reaction to Fichte and Schelling
11.2. Subjective vs. objective idealism  
11.3. Dialectical reasoning  
11.4. Dialectic, Geist and History  

Suggested Texts  


Bibliography  

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

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6. Complete Course/Program Title  
Ethics

Abbreviated Title for Transcript (30 character)

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- Academic  
- Non-credit  
- CEU  
- Professional Development

8. Type of Action  
- Add  
- Change  
- Delete

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10. Grading Basis  
- A-F  
- P/NP  
- NG

11. Implementation Date  
From: Fall/2008  
To: /9999

12. Cross Listed with  
- Stack with

13. List any programs or college requirements that require this course  
Philosophy Major, Philosophy Minor

14. Coordinate with Affected Units: CAS, English Department, UAA Faculty Listserv  
Department, School, or College

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

16. Course Description  
An introduction to major theories in normative ethics and metaethics, and the arguments of important moral philosophers. Emphasis on critical reasoning, as well as evaluation and analysis of arguments. Includes the application of ethical theory to contemporary moral issues, such as rights and distributive justice, environmental and animal issues, abortion, terrorism, and euthanasia.

17a. Course Prerequisite(s) (list prefix and number)  
ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214 with minimum grade of C.

17b. Test Score(s)

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

17d. Other Restriction(s)

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

18. Mark if course has fees

19. Justification for Action  
GER revision update course description and added goals and outcomes.

---

Initiator Signature  
Date

Dean/Director of School/College  
Date

Department Chairperson  
Date

Academic Board Chairperson  
Date

Provost or Designee  
Date

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COURSE CONTENT GUIDE

I. Date of Course Initiation: August 15, 2008

II. Course Information
A. College: College of Arts and Sciences
B. Course Subject: Philosophy
C. Course Number: PHIL A301
D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week
E. Course Program: CAS Bachelor of Arts
F. Course Title: Ethics
G. Grading Basis: A-F
H. Course Description: An introduction to major theories in normative ethics and metaethics, and the arguments of important moral philosophers. Emphasis on critical reasoning, as well as evaluation and analysis of arguments. Includes the application of ethical theory to contemporary moral issues, such as rights and distributive justice, environmental and animal issues, abortion, terrorism, and euthanasia.
I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.
J. Registration Restriction: None
K. Course Fee: No

III. Instructional Goals and Student Outcomes
Instructional Goals. The instructor will:
- Provide techniques for critical thinking in ethical reasoning.
- Provide instruction and evaluation of leading ethical theories and their application to contemporary moral issues.
- Provide learning opportunities for effective communication and engaged learning.

Student Outcomes. Students will be able to:
- Demonstrate orally and in writing critical thinking skills on ethical problems.
- Demonstrate orally and in writing knowledge of key issues and arguments in classical and contemporary ethics.
- Demonstrate orally and in writing knowledge of influential ethical theories and approaches and how they apply to major issues.
IV. Guidelines for Evaluation and Assessment:

Evaluation procedures are at the discretion of the faculty member teaching the course; however, evaluation may include, but not be limited to, case studies, group work, service learning projects, class reports, Blackboard discussion groups, papers and exams.

V. Course Level Justification:

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of contemporary ethical topics and analysis. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. Sample Course Outline

1. What is ethics?
   1.1. Philosophical method – argumentation
   1.2. Normative and Non-Normative Ethics

2. Metaethics
   2.1. Moral Realism and Anti-realism
   2.2. Cognitivism and Non-cognitivism
   2.3. Internalism and Externalism

3. Ethical Relativism
   3.1. Anthropological views of ethics
   3.2. Critiques of Relativism
   3.3. Ethics and Religion

4. Ethical and Psychological Egoism
   4.1. Ring of Gyges – Plato
   4.2. Rationality and Self-Interest
   4.3. Egoism Social Contract Theories
   4.4. Sociobiological Arguments
   4.5. Critiques of Egoism

5. Utilitarianism
   5.1. Benthamite Pleasure Calculus
   5.2. J.S. Mill’s Happiness Principle
   5.3. Rule and Act Utilitarianism
   5.4. Trolley Dilemmas

6. Kantian Ethics
   6.1. Deontological Ethics
   6.2. Categorical Imperative
6.3. Perfect and Imperfect Duties

7. Human Rights and Justice
   7.1. Poverty and Justice
   7.2. Moral Responsibility to Distant Others
   7.3. Lifeboat Ethics
   7.4. Globalization and Worker’s Rights

8. Virtue Ethics
   8.1. Aristotle – Defining the Virtues
   8.2. Emotions and Reason in Ethics
   8.3. Living a Virtuous Life
   8.4. Human Capabilities and Human Rights

9. Feminist Ethics
   9.1. Bias in Traditional Ethics
   9.2. Gilligan and Kohlberg
   9.3. Caring and Ethics
   9.4. Situationalist Ethics

10. Abortion Rights
    10.1. Definition of Persons
    10.2. Rights Perspective
    10.3. Ethics of Care Perspective

11. Euthanasia
    11.1. Active and Passive Euthanasia
    11.2. Respect for Autonomy
    11.3. Responsibilities of Medical Professionals

12. Environmental Ethics
    12.1. Animal Rights
    12.2. Biomedical Research
    12.3. Value of Nature
    12.4. Global Warming and Global Responsibilities.

13. War and Terrorism
    13.1. The Concept of a “Just” War
    13.2. War, Humanitarian Intervention and Human Rights
    13.3. Violent and Non-violent Responses to Political Authority

Suggested Texts:


**Bibliography**


### Curriculum Action Request

**University of Alaska Anchorage**

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

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<th>1c. Department</th>
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### 6. Complete Course/Program Title

**Eastern Philosophy and Religion**

Abbreviated Title for Transcript (30 character)

### 7. Type of Course

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

### 8. Type of Action

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

### 9. Repeat Status No | # of Repeats | Max Credits

### 10. Grading Basis

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

### 11. Implementation Date

- From: Fall/2008
- To: /9999

### 12. Cross Listed with

- [ ] Stacked with
- [ ] Cross-Listed Coordination Signature

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

### 14. Coordinate with Affected Units:

- CAS

Department, School, or College

Initiator Signature | Date

### 15. General Education Requirement

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

### 16. Course Description

Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.

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

- ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214

### 18. Mark if course has fees

### 19. Justification for Action

GER revision update course description and added goals and outcomes.

---

Approved Disapproved
Dean/Director of School/College Date

Approved Disapproved
Department Chairperson Date

Approved Disapproved
Undergraduate or Graduate Academic Board Chairperson Date

Approved Disapproved
Provost or Designee Date

---

Initiator (faculty only) Date

Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
Approved Disapproved
I. **Date of Course Initiation:** August 15, 2008

II. **Course Information**

A. College: College of Arts and Sciences

B. Course Subject: Philosophy

C. Course Number: PHIL A313

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Eastern Philosophy and Religion

G. Grading Basis: A – F

H. Course Description: Study of Eastern philosophical and religious traditions, particularly Hinduism, Buddhism, Daoism and Confucianism. Includes studying basic concepts, tenets and practices of these traditions and related modern developments such as transnational translation and gender issues.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. **Instructional Goals and Student Outcomes**

A. Instructional Goals: This course is intended to provide upper level students with a thorough understanding of religions as complex, contextualized phenomena. The course provides opportunities to grasp the basic structures, key terms and central philosophical concepts of major Eastern religious and philosophical traditions. Knowledge from this course better equips students to evaluate and respond as global citizens.

The instructor will:

- Provide students with a thorough understanding of religions and philosophies as contextualized and dynamic pieces of living cultures.
- Provide an enhanced knowledge of the interdisciplinary perspectives intrinsic to cross-cultural study of religion and philosophy (anthropology, folklore, history, ecology, sociology, theology).
• Provide substantial knowledge of key terms and concepts within each of the Eastern systems explored and exposure to non-deliberative ways of knowing.
• Provide the opportunity for students to enhance the following skills: critical thinking; accurate and aesthetic written communication; verbal facility in presentation and discussion; active listening and enacted respect for others.

B. Student Outcomes: At the end of the course students will be able to:
• Demonstrate knowledge of the key figures, common terms, symbols, texts, narratives, divisions and practices of the studied systems.
• Demonstrate knowledge of the interplay between culture and history
• Demonstrate knowledge of the interconnections between religion and philosophy.

IV. Guidelines for Evaluation and Assessment:
Typical evaluation methods will include exams, in-class writing assignment, projects and research papers, group presentations, debates, participation in small group and full-class discussions.

V. Course Level Justification:
The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. The course work also requires mastery of an exceptionally large number of foreign (e.g. – Sanskrit, Pali, Chinese and Japanese) terms and concepts as well integration of insights from various disciplinary fields. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. Sample Course Outline
1. Introductory Model and Issue
   1.1. Characteristics of Eastern Philosophies & Religions
   1.2. Alverson’s Cube
   1.3. Said and Orientalism

2. Hinduism
   2.1. Key Concepts
   2.2. Pre-Vedic Era
   2.3. Vedic Era
      2.3.1. Veda Composition
      2.3.2. Brahmmins and Castes
      2.3.3. Cosmic Homology &Ritual
      2.3.4. Upanishads
      2.3.5. Epics
      2.3.6. Hindu Deities
      2.3.7. Schools of Indian Philosophy

3. Buddhism
3.1. Life & Mythology of Siddhartha Gautama/ Buddha

3.2. Buddhist Dharma
   3.2.1. Four Noble Truths
   3.2.2. Eight-fold Path
   3.2.3. Anatman
   3.2.4. Karma
   3.2.5. Dependent Origination
   3.2.6. Awake/ Enlightenment & Nirvana

3.3. Theravada Buddhism
   3.3.1. Pali Canon
   3.3.2. Asoka
   3.3.3. Theravada Today

3.4. Mahayana Buddhism
   3.4.1. Bodhisattvas and Universal Enlightenment
   3.4.2. Three Bodies & Buddha-Nature
   3.4.3. Branches of Mahayana

3.5. Vajrayana Buddhism
   3.5.1. Names and Distinctions
   3.5.2. Three Roots
   3.5.3. Historical-Political Dimensions

4. Confucianism
   4.1. Background
      4.1.1. Chinese Folk practices
      4.1.2. Duke of Chou & Dynastic Deterioration
      4.1.3. Sketch of Master K’ung
   4.2. Key Teachings
      4.2.1. Ren and Li
      4.2.2. Five Relationships and Anthropocosmic Schema
      4.2.3. Education and Five Classics
      4.2.4. Human perfectibility
      4.2.5. Governance through moral persuasion
   4.3. Mencius, Mozi and Xunzi: Views of human nature
   4.4. Neo-Confucianism and Zhu Xi

5. Daoism
   5.1. Lao-Tzu traditions
   5.2. Three major types of Daoism
   5.3. Key Philosophical Concepts
      5.3.1. Yin-Yang
      5.3.2. Wu-wei
   5.4. Health & Longevity – Qi
   5.5. Religious Daoism

6. Blended Traditions
   6.1. Complementary systems
   6.2. Shinto in Japan
Suggested Texts:


Source Documents: (The following come in various translations and editions. Any edition published by an academic publisher would be acceptable.)

- Analects of Confucius
- Bhagavad Gita
- Tao Te Ch’ing
- Upanishads

Bibliography


### Curriculum Action Request

**University of Alaska Anchorage**

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

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<th>13. List any programs or college requirements that require this course</th>
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Study of three Western monotheisms – Judaism, Christianity, and Islam. Covers basic tenets, practices and histories of the monotheisms. Examines the intersections of religion with contemporary concerns such as gender, ethnicity, and violence.

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<th>18. Mark if course has fees</th>
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<th>19. Justification for Action</th>
<th>GER revision update course description and added goals and outcomes.</th>
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**Disapproved:**

**Disapproved:**

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**Date**

**Date**

**Date**

**Date**

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**Initiator Signature**

**Date**

**Dean/Director of School/College**

**Date**

**Undergraduate or Graduate Academic Board Chairperson**

**Date**

**Provost or Designee**

**Date**
COURSE CONTENT GUIDE

I. **Date of Course Initiation:** August 15, 2008

II. **Course Information**

A. College of School: College of Arts and Science

B. Course Subject: Philosophy

C. Course Number: PHIL A314

D. Number of credits/CEU’s and Contact Hours: 3 credits/3 lecture hours per week

E. Course Program: CAS Bachelor of Arts

F. Course Title: Western Religions

G. Grading Basis: A – F

H. Course Description: Study of three Western monotheisms – Judaism, Christianity, and Islam. Covers basic tenets, practices and histories of the monotheisms. Examines the intersections of religion with contemporary concerns such as gender, ethnicity, and violence.

I. Prerequisites: ENGL A211 or ENGL A212 or ENGL A213 or ENGL A214.

J. Registration Restrictions:

K. Course Fee: No

III. **Instruction Goals and Student Outcomes**

**Instructional Goals.** The instructor will:

- Provide students with a knowledge of religions as complex, contextualized phenomena.
- Provide opportunities to grasp key stories, terms, beliefs and rituals as well as the intertwined histories of the Abrahamic monotheisms.
- Provide knowledge in order to equip students to evaluate and respond as global citizens.

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

- Demonstrate knowledge of the key figures, stories, beliefs, practices, symbols, and texts of the studied systems.
- Demonstrate knowledge of the relationships and interplay between the Western monotheisms.
- Demonstrate knowledge of contemporary issues related to the intersections of religion and other contemporary foci – e.g. gender, ethnicity, and violence.
IV. **Guidelines for Evaluation and Assessment:**

Typical evaluation methods will include exams; in-class writing assignments; essays; quizzes; projects and research papers; group presentations; participation in small groups; and full-class discussions.

V. **Course Level Justification:**

The instructional goals and student outcomes for this course are appropriate for students of junior or senior-standing. Adequate exploration of the course’s subject matter requires critical and mature examination of alternative belief systems and complex historical (including contemporary) situations. Strong analytical, reading, writing and oral communication skills are essential for students enrolling in this course.

VI. **Sample Course Outline**

1. Introductory Model and Issue
   1.1. Characteristics of Western Monotheisms
   1.2. Alverson’s Cube

2. Patriarchal Narratives
   2.1. Five Shared Patriarchs and Stories
       2.1.1. Traditional claims
       2.1.2. Oral and textual traditions
       2.1.3. Traditional genealogy
   2.2. Interpretations
       2.2.1. Important foci within each system
       2.2.2. Perceptions of the nature of “I AM”/“God”/“Allah and humanity”
       2.2.3. Contemporary scholarship
   2.3. Symbols and Rituals Emerging from Narratives
       2.3.1. Contemporary presence – e.g. literature, art
       2.3.2. Multi-vocal phenomena
   2.4. Contemporary Issues Related to Specific Narratives

3. Judaism
   3.1. Historical Overview – 900 BCE to Present
       3.1.1. Early Kingdoms
       3.1.2. First diasporas -- Israel and Judah
       3.1.3. Hellenization Period
       3.1.4. Medieval
       3.1.5. Zionism – Early and Post-Holocaust
       3.1.6. State of Israel: religion, ethnicity, politics
   3.2. Contemporary Branches in US
   3.3. Text-based Torah
   3.4. Key Rituals and Holy Days
   3.5. Key Themes
       3.5.1. Covenant and Chosen People
3.5.2. Shalom – Justice and Flourishing

3.6. Holocaust
   3.6.1. On-going patterns
   3.6.2. Jewish voices – e.g. Wiesel

4. Christianity
   4.1. Life of Jesus
   4.2. Early Church
      4.2.1. Interplay with Judaism
      4.2.2. Separation from Judaism
   4.3. Historical Overview
      4.3.1. Persecution
      4.3.2. Constantine and State Religion
      4.3.3. Eastern Orthodoxy
      4.3.4. Medieval Latin Church
      4.3.5. Reformation & Counter-Reformation
      4.3.6. Religious Wars and Enlightenment
      4.3.7. US Religion
   4.4. Canon and Creeds
   4.5. Key Rituals and Holy Days
   4.6. Key Themes

5. Islam
   5.1. Life of Muhammad
      5.1.1. Historical record
      5.1.2. Stories and hagiography important to system
      5.1.3. Religious influences and early practices
   5.2. Early Ummah history
      5.2.1. Four Rightly-Guided Caliphs
      5.2.2. Sunni – Shi’a Split
      5.2.3. Other early factions
   5.3. Medieval Islam
      5.3.1. Conquests
      5.3.2. Philosophers
      5.3.3. Civilization
   5.4. European Colonization of the Arab World
   5.5. Modern history
   5.6. Five Pillars of Islam
      5.6.1. Connection to stories of Patriarchs and Prophet
      5.6.2. Holy Days
      5.6.3. Key Rituals
      5.6.4. Enacted themes
      5.6.5. Jihad as 6th Pillar
      5.6.6. Shari’ah: Law and Philosophy
      5.6.7. Qur’an
      5.6.8. Hadith and Sunnah
      5.6.9. Jurisprudence through analogy
      5.6.10. Consensus
5.7. 5.7 Islam Today
   5.7.1. Sunni Majority and Modernity
   5.7.2. Shi’ism
   5.7.3. Sufism
   5.7.4. Other Muslim Groups

6. Western Monotheisms and Female Gender
   6.1. Sacred Text versus Cultural/ Patriarchal Practices
   6.2. Demonarchy and the Importance of Ethnicity
   6.3. Colonization Effects on Women

7. Religion and Violence
   7.1. Sociologic Views of Religions as Resource Mobilization
   7.2. Religious Authorization of Violence
   7.3. Fundamentalism
   7.4. Key Examples
      7.4.1. Crusades
      7.4.2. Jihad
      7.4.3. Current Conflicts

8. Other Topics
   8.1. Baha’i
   8.2. Universal Claims and Proselytizing
   8.3. Faith Development Theory
   8.4. Sikhism
   8.5. Cosmology in the Monotheisms
      8.5.1. Death Practices
      8.5.2. Judgment
      8.5.3. Afterlife
   8.6. Apocalypse

Suggested Texts:

Source Documents: (The following come in various translations and editions.)
Hebrew Bible
Bible (Christian)
Qur’an

Bibliography:


