General Education Review Committee
Agenda

February 22, 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
( ) Fred Barbee 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. 1-2)

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

IV. Chair’s Report

V. Course Action Requests

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

Chg BIOL A115 Fundamentals of Biology I (4 cr) (3+3) (pg. 5-11)

Chg BIOL A116 Fundamentals of Biology II (4 cr) (3+3) (pg. 12-16)

Chg BIOL A178 Fundamentals of Oceanography (3 cr) (3+0) (cross listed w/ GEOL A178) (pg. 17-20)

Chg GEOL A178 Fundamentals of Oceanography (3 cr) (3+0) (cross listed w/ BIOL A178) (pg. 21-24)

Chg BIOL A179 Fundamentals of Oceanography Laboratory (1 cr) (0+3) (cross listed w/ GEOL A179) (pg. 25-28)

Chg GEOL A179 Fundamentals of Oceanography Laboratory (1 cr) (0+3) (cross listed w/ BIOL A179) (pg. 29-32)

Chg SOC A101 Introduction to Sociology (3 cr) (3+0) (pg. 33-37)

Chg HUM A211 Introduction to Humanities I (3 cr) (3+0) (pg. 38-43)

Chg HUM A212 Introduction to Humanities II (3 cr) (3+0) (pg. 44-50)
Chg  SWK A106  Introduction to Social Welfare (3 cr) (3+0) (pg. 51-56)

Chg  SWK A243  Cultural Diversity and Community Service Learning (3 cr) (3+0) (pg. 57-62)

VI. Old Business

VII. New Business
A. GER Capstone Requirement Letter (pg. 63-64)

VIII. Informational Items and Adjournment
A. Transition Policy (pg. 65)
I. Call to Order
Roll
(x) Erik Hirschman Mat-Su/UAB Humanities/ Social Sciences
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( ) vacant Natural Science
( ) Karl Wing USUAA

II. Approval of Agenda (pg. 1)
Approved

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

IV. Chair’s Report

V. Course Action Requests
Chg LING A101 The Nature of Language (3 cr) (3+0)
Tabled- No revisions received

Add THR A492 Senior Seminar (3 cr) (3+0) (pg. 4-8)
Approved

Chg PHIL A101 Introduction to Logic (3 cr) (3+0) (pg. 9-12)
Approved

Chg PHIL A201 Introduction to Philosophy (3 cr) (3+0) (pg. 13-16)
Approved

Chg PHIL A211 History of Philosophy I (3 cr) (3+0) (pg. 17-21)
Approved

Chg PHIL A212 History of Philosophy II (3 cr) (3+0) (pg. 22-27)
Approved

Chg PHIL A301 Ethics (3 cr) (3+0) (pg. 28-33)
Approved

Chg PHIL A313 Eastern Philosophy & Religion (3 cr) (3+0) (pg. 34-39)
Approved
Chg PHIL A314 Western Religions (3 cr) (3+0) (pg. 40-46)
Approved

VI. Old Business
VII. New Business
VIII. Informational Items and Adjournment

Meeting adjourned @ 1:58 p.m.
Curriculum Action Request  
University of Alaska Anchorage  
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AMSC Division of Math Science</td>
<td>Biological Sciences</td>
</tr>
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<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>A115</td>
<td></td>
<td>4</td>
<td>(3+3)</td>
</tr>
</tbody>
</table>

6. Complete Course/Program Title  
Fundamentals of Biology I

Abbreviated Title for Transcript (30 character)

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

8. Type of Action  
☐ Course  ☐ Program

☐ 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: 99999

12. ☐ Cross Listed with

☐ Stacked  with

Cross-Listed Coordination Signature

13. List any programs or college requirements that require this course  
BA Biology; BS Biology; BS Natural Science, minor Biology; and BEd Education (Secondary).

14. Coordinate with Affected Units:  
CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. E-mail to all UAA faculty. See attached Coordination Form.

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

16. Course Description  
A survey of molecular biology, genetics, and homeostasis in the context of evolution. Special Note: One 3-hour lab per week. BIOL A115 and A116 are core courses in biology and are prerequisites to further courses in biological sciences.

17a. Course Prerequisite(s) (list prefix and number)  
(�HEM A105 or concurrent enrollment) and (CHEM A105L or concurrent enrollment)

17b. Test Score(s)

17c. Co-requisite(s) (concurrent enrollment required)  
BIOL A115L

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

17e. Registration Restriction(s) (non-codable)  
One year of high school biology, one year of high school chemistry, and working knowledge of the metric system.

18. ☐ Mark if course has fees

19. Justification for Action  
Updating student outcomes to meet current GER descriptors.

Initiator (faculty only)  Date

Initiator (PRINT NAME)  Date

Dean/Director of School/College  Date

Department Chairperson  Date

Undergraduate or Graduate Academic Board Chairperson  Date

Provost or Designee  Date
I. Implementation Date:
Fall 2008

II. Course Information
A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A115
C. Course Title: Fundamentals of Biology I
D. Course Description: A survey of molecular biology, genetics, and homeostasis in the context of evolution. Special Note: One 3-hour lab per week. BIOL A115 and A116 are core courses in biology and are prerequisites to further courses in biological sciences.
E. Credit Hours: 4
F. Contact Hours: 3 + 3
G. Grading Basis: A-F
H. Status of Course Relative to Degree Program: This course satisfies Natural Science category of the General Education Requirements and is a core course for B.A. and B.S. degree programs in Biology; B.S. in Natural Science; minor in Biology; and B.Ed. (Secondary Education-Biology) in Education
I. Course Fees (Yes/No): Yes
J. Lab Fees (Yes/No): Yes
K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. Email to all UAA faculty. See attached Coordination Form.
L. Prerequisites/Corequisite: Prerequisites: (CHEM A105 or concurrent enrollment) and (CHEM A105L or concurrent enrollment); Corequisite: BIOL A115L
M. Registration Restrictions: One year of high school biology, one year of high school chemistry, and working knowledge of the metric system.

III. Course Activities:
Course conducted both as a lecture with classroom discussions and laboratory activities that reinforce lectures.

IV. Evaluation:
Course is graded A-F. Comprehensive tests will be used with a mixture of essay, multiple choice, and diagram interpretation to evaluate the ability of the student to understand the concepts presented in the course. The grade will be based on how well the student masters the subject matter.

V. Course Level Justification:
The exercises and content of this first semester core-course are designed for lower-division BA and BS students majoring in biology and BS students in natural sciences. This course has a 100-level CHEM prerequisite/corequisite which enhances student comprehension and understanding of molecular, genetic and homeostatic principles in the context of evolution.
VI. Course Outline

1.0 How Populations Evolve
   1.1 Genetics of Populations
   1.2 Causes of Microevolution
   1.3 Genetic Basis of Evolution
   1.4 Seedless vascular plants
   1.5 Nature and Extent of Variation

2.0 The Origin of Species
   2.1 The Species Question
   2.2 Reproductive Isolating Mechanisms
   2.3 Mechanisms of Speciation
      a. Allopatric Speciation
      b. Sympatric Speciation
      c. Parapatric Speciation
   2.4 Genetic Mechanisms of Speciation
   2.5 Punctuated Equilibrium

3.0 Macroevolution
   3.1 The Fossil Record
   3.2 Tracing Phylogeny: Systematics
   3.3 Macroevolution Defined
   3.4 Mechanisms of Macroevolution
   3.5 Extinction

4.0 A Tour of the Cell
   4.1 How Cells are Studied
   4.2 Geography of the Cell: An Overview
   4.3 The Nucleus
   4.4 Ribosomes
   4.5 Endoplasmic System
   4.6 Mitochondria and Chloroplasts
   4.7 Cytoskeleton
   4.8 Cell Surface

5.0 Structure and Function of Macromolecules
   5.1 Polymers
   5.2 Carbohydrates
   5.3 Lipids
   5.4 Proteins
   5.5 Nucleic acids

6.0 Review of Cell Structure
   6.1 Nutritional requirement of plants
   6.2 Soil
   6.3 Nitrogen assimilation by plants
   6.4 Some nutritional adaptations of plants

7.0 Introduction to Metabolism
   7.1 Metabolic map
   7.2 Energy and basic principles
   7.3 Chemical Energy and Life
   7.4 ATP and cellular work
   7.5 Enzymes
   7.6 Control of Metabolism

8.0 Cell Homeostasis: Membrane Structure and Function
8.1 Models of membrane structure
8.2 Transport of small molecules
8.3 Transport of large molecules
9.0 Cell Homeostasis: Cellular Respiration
  9.1 ATP and cellular work
  9.2 Respiration as an oxidation-reduction process
  9.3 Cellular respiration
  9.4 Glycolysis
  9.5 Krebs cycle
  9.6 Electron transport chain and oxidative phosphorylation
  9.7 Cellular respiration: An overview
  9.8 Fermentation
10.0 Cell Homeostasis: Photosynthesis
  10.1 Chloroplasts
  10.2 How plants make food
  10.3 Light reactions of photosynthesis
  10.4 Calvin cycle
  10.5 Photorespiration
  10.6 C4 plants
  10.7 CAM plants
11.0 Cell Homeostasis: Reproduction of Cells
  11.1 Introduction to eukaryotic chromosomes
  11.2 Cell cycle
  11.3 Cell division: mitosis
  11.4 Cell division: control
12.0 Cell Homeostasis: Meiosis and Sexual Life Cycles
  12.1 Genes. DNA and chromosomes
  12.2 Sexual and asexual reproduction
  12.3 Sexual life cycles: Humans
  12.4 Variation in sexual life cycles
  12.5 Meiosis
  12.6 Comparison of mitosis and meiosis
  12.7 Sexual sources of genetic variation
  12.8 Genetic variation and evolution
13.0 Cell Homeostasis: Mendel and the Gene Idea
  13.1 Mendel's model
  13.2 Extending Mendelian genetics
  13.3 Mendelian inheritance in human populations
14.0 Cell Homeostasis: Chromosomal basis for inheritance
  14.1 Linked genes
  14.2 Recombination of unlinked genes: independent assortment
  14.3 Recombination of linked genes: crossing-over
  14.4 Genetic maps based on crossover data
  14.5 Sex chromosomes and sex-linked inheritance
  14.6 Chromosomal mutations
  14.7 Extranuclear inheritance
15.0 Cell Homeostasis: Molecular Basis of Inheritance
  15.1 Search for genetic material
  15.2 Discovery of DNA double helix
  15.3 DNA replication: basic concepts
15.4 DNA replication: a closer view
15.5 DNA repair
16.0 From Gene to Protein
  16.1 Overview of protein synthesis
  16.2 Genetic Code
  16.3 Transcription
  16.4 Translation
  16.5 Protein synthesis in eukaryotes versus prokaryotes
  16.6 RNA processing in eukaryotes
  16.7 Effect of mutations on proteins
  16.8 What is a gene?

VII. Instructional Goals and Student Outcomes:
A. The instructor will:
    Present the concepts fundamental to the study of molecular biology, genetics and homeostasis in the context of evolution.

B. Student Outcomes:

<table>
<thead>
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<th>Students will be able to:</th>
<th>Assessment Method</th>
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<td>Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about <strong>biological processes and systems</strong></td>
<td>Written exams, homework</td>
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<td>Confirm an understanding of the fundamentals of <strong>molecular biology, genetics and homeostasis in the context of evolution</strong></td>
<td>Written exams, homework</td>
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<td>Provide an overview of the major discoveries and advances in <strong>biology</strong> that have impacted thought and technology throughout history.</td>
<td>Written exams, homework</td>
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<td>Identify ways in which biology has advanced the understanding of important <strong>evolutionary processes</strong></td>
<td>Written exams, homework</td>
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<tr>
<td>Work with the tools and in the settings used in <strong>molecular biology, genetics and homeostasis in the context of evolution</strong> Use instrumentation employed by biologists in a lab research setting; make critical observations on the diversity of molecular structures, metabolic pathways and genetic structures in biological systems; and accurately record and analyze their data/observations.</td>
<td>Laboratory practical exams, Lab books</td>
</tr>
</tbody>
</table>

VIII. Suggested Text(s):
IX. Bibliography:
Notification Date: 16 January 2008

Initiating unit: Biological Sciences

Affected unit(s): CAS, CBPP, COE, CHSW, CTC, SOE, HC and Deans/Directors of Anchorage and extended sites: MatSu, KPC, KOC, PWSCC

Course Prefix and Number: BIOL Previous Prefix and Number: A115, A116, A178, A179


Previous Course/Program Title: No Change

Description of Action: Updating student outcomes to meet current GER descriptors; fine tuning course description for BIOL A116.

Supporting documentation of the proposal is attached.

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

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

University of Alaska Anchorage
Governance Office, ADM 213
3211 Providence Drive
Anchorage, AK 99508
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6. Complete Course/Program Title

**Fundamentals of Biology II**

Abbreviated Title for Transcript (30 character)

<table>
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<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
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<td>☑ Academic</td>
<td>☑ Course</td>
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</table>

8. Type of Action

- ☑ Change
- ☑ Delete

9. Repeat Status No

10. Grading Basis

- ☑ A-F
- ☑ P/NP
- ☑ NG

11. Implementation Date

- From: Fall/2008
- To: /99999

12. Cross Listed with

- ☑ Stacked with

- Cross-Listed Coordination Signature

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

- BA Biology
- BS Biology
- BS Natural Science
- minor Biology
- BEd Education (Secondary)

14. Coordinate with Affected Units

- CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites
- E-mail to all UAA faculty
- See attached Coordination Form

15. General Education Requirement

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

16. Course Description

Continuation of topics addressed in BIOL A115, with emphasis on biodiversity, ecology, and survey of life, relating structure to function in the context of evolution. Special Note: One 3-hour lab per week. BIOL A115 and A116 are core courses in biology and are prerequisites to further courses in biological sciences.

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

- BIOL A115 and [CHEM A105 and CHEM A105L] and [(Chem A106 or concurrent enrollment) and (CHEM A106L or concurrent enrollment)].

17b. Test Score(s)

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

- BIOL A116L

17d. Other Restriction(s)

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

- ☑ College
- ☑ Major
- ☑ Class
- ☑ Level

18. Mark if course has fees

- ☑

19. Justification for Action

Fine tuning course description. Updating student outcomes to meet current GER descriptors.

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Initiator (faculty only) Date

Initiator (PRINT NAME) Date

Dean/Director of School/College Date

Department Chairperson Date

Undergraduate or Graduate Date

Academic Board Chairperson Date

 Provost or Designee Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date:
   Fall 2008

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject/Number: BIOL A116
   C. Course Title: Fundamentals of Biology II
   D. Course Description: Continuation of topics addressed in BIOL A115, with emphasis on biodiversity, ecology, and survey of life, relating structure to function in the context of evolution. Special Note: One 3-hour lab per week. BIOL A115 and A116 are core courses in biology and are prerequisites to further courses in biological sciences.
   E. Credit Hours: 4
   F. Contact Hours: 3 + 3
   G. Grading Basis: A-F
   H. Status of Course Relative to Degree Program: This course satisfies Natural Science category of the General Education Requirements, and is a core course for B.A. and B.S. degree programs in Biology; B.S. in Natural Science; minor in Biology; and B.Ed. (Secondary Education-Biology) in Education
   I. Course Fees (Yes/No): Yes
   J. Lab Fees (Yes/No): Yes
   K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. Email to all UAA faculty. See attached Coordination Form.
   L. Prerequisites/Corequisite: Prerequisites: BIOL A115 and [CHEM A105 and CHEM A105L] and [(CHEM A106 or concurrent enrollment) and (CHEM A106L or concurrent enrollment)]. Co-requisite: BIOL A116L.

III. Course Activities:
   Course conducted both as a lecture with classroom discussions and laboratory activities that reinforce lectures.

IV. Evaluation:
   Course is graded A-F. Comprehensive tests will be used with a mixture of essay, multiple choice, and diagram interpretation to evaluate the ability of the student to understand the concepts presented in the course. The grade will be based on how well the student masters the scientific papers and subject matter.

V. Course Level Justification:
   The exercises and content of this second semester core-course are designed for lower-division BA and BS students majoring in biology and BS students in natural sciences. This course has BIOL A115, CHEM A105 and CHEM 105L as prerequisites plus CHEM 106 and CHEM 106L as an additional prerequisite/corequisite, all of which promote student comprehension and understanding of biodiversity, ecology and survey of life relating
structure to function in the context of evolution, which reinforces their prior knowledge of molecular-cellular biology and genetics.

VI. Course Outline

1.0 Biodiversity and Planet Earth
   1.1 What is Biodiversity?
   1.2 Importance of Biodiversity
   1.3 Measures of Biodiversity
   1.4 Ecogeographic Trends in Biodiversity
   1.5 Climate and Oceanic Circulation

2.0 Diverse Environments of the Biosphere
   2.1 Terrestrial Biomes
      a. Tropical Forests
      b. Savanna
      c. Desert
      d. Chaparral
      e. Temperate Grasslands
      f. Temperate Forests
      g. Tiaga
      h. Tundra
   2.2 Aquatic Biomes
      a. Freshwater Communities
      b. Marine Communities

3.0 Early Earth and the Origin of Life
   3.1 Formation of Earth
   3.2 Antiquity of Life
   3.3 Origin of Life
   3.4 Kingdoms of Life

4.0 Prokaryotes and the Origins of Metabolic Diversity
   4.1 Prokaryotic Form and Function
   4.2 The Diversity of Prokaryotes
   4.3 Importance of Prokaryotes
   4.4 The Origins of Metabolic Diversity

5.0 Protists and the Origin of Eukaryotes
   5.1 Characteristics of Protists
   5.2 Boundaries of Kingdom Protista
   5.3 Protozoa
   5.4 Algal Protists
   5.5 Protists Resembling Fungi
   5.6 Origin of Eukaryotes
   5.7 Origins of Multicellularity

6.0 Plants and the Colonization of Land
   6.1 Introduction to the Plant Kingdom
   6.2 The Move onto Land
   6.3 Seedless Vascular plants
   6.4 Terrestrial Adaptations of Seed Plants
   6.5 Gymnosperms
   6.6 Angiosperms

7.0 Fungi
   7.1 Characteristics of Fungi
7.2 Diversity of Fungi
7.3 Ecology of Fungi
7.4 Evolution of Fungi
8.0 Invertebrates and the Origin of Animal Diversity
  8.1 Characteristics of Metazoa
  8.2 Animal Phylogeny
  8.3 Parazoa
  8.4 Radiata
  8.5 Acoelomata
  8.6 Pseudocoelomata
  8.7 Prostostomata
  8.8 Lophophorata
  8.9 Deuterostomata
  8.10 Origins of Animal Diversity
9.0 The Vertebrate Geneology
  9.1 Phylum Chordata
  9.2 Origin of Vertebrates
  9.3 Vertebrate Characteristics
  9.4 Class Agnatha
  9.5 Class Placodermi
  9.6 Class Chondrichthyes
  9.7 Class Osteichthyes
  9.8 Class Amphibia
  9.9 Class Reptilia
  9.10 Class Aves
  9.11 Class Mammalia
10.0 Population Ecology
  10.1 Demography
  10.2 Logistic Model of Growth
  10.3 Regulation of Populations
  10.4 Evolution of Life Histories
11.0 Community Ecology
  11.1 Communities
  11.2 Population interaction
  11.3 Community structure
  11.4 Succession
  11.5 Biogeography and Diversity I
12.0 Ecosystems
  12.1 Trophic levels and food webs
  12.2 Energy flow
  12.3 Chemical cycling
  12.4 Human influences on ecosystems
13.0 Descent with Modification
  13.1 Concepts of Darwinism
  13.2 The Modern Synthesis
  13.3 Evidence for Evolution

VII. Instructional Goals and Student Outcomes:
A. The instructor will:
Present the concepts fundamental to the study of biodiversity, ecology, and survey of life, relating structure to function in the context of evolution.

B. Student Outcomes:

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<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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</thead>
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<td>Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about biological processes and systems</td>
<td>Written exams, homework</td>
</tr>
<tr>
<td></td>
<td>Write scientific papers</td>
</tr>
<tr>
<td>Confirm an understanding of the fundamentals of biodiversity, ecology, survey of life, relating structure to function in the context of evolution</td>
<td>Written exams, homework</td>
</tr>
<tr>
<td></td>
<td>Lab book</td>
</tr>
<tr>
<td>Provide an understanding of the major discoveries and advances in biology that have impacted thought and technology throughout history</td>
<td>Written exams, homework</td>
</tr>
<tr>
<td>Identify ways in which biology has advanced the understanding of important evolutionary processes</td>
<td>Written exams, homework</td>
</tr>
<tr>
<td>Work with the tools and in the settings used to understand biodiversity, ecology, survey of life, relating structure to function in the context of evolution</td>
<td>Laboratory practical exams, Lab book</td>
</tr>
<tr>
<td>Use instrumentation employed by biologists in a lab research setting; make critical observations on the biodiversity, ecology, survey of life, relating structure to their functions in biological systems; and accurately record and analyze their data/observations.</td>
<td>Laboratory assignments, presentations, practical exams, poster</td>
</tr>
</tbody>
</table>

VIII. Suggested Text(s):  

IX. 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
AMSC Division of Math Science

1c. Department
Biological Sciences

2. Course Prefix
BIOL

3. Course Number
A178

4. Previous Course Prefix & Number

5a. Credits/CEU
3.0

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

6. Complete Course/Program Title
Fundamentals of Oceanography

Abbreviated Title for Transcript (30 character)

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

8. Type of Action
☐ Course ☐ Program
☐ Add ☐ Change ☐ Delete

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

9. Repeat Status No # of Repeats Max Credits

10. Grading Basis
☐ A-F ☐ P/NP ☐ NG

11. Implementation Date
From: Fall/2008 To: /99999

12. ☒ Cross Listed with GEOL A178

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

14. Coordinate with Affected Units: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. E-mail to all UAA faculty. See attached Coordination Form.

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

16. Course Description
Principles of oceanography, with emphasis on the ocean's biological, physical, chemical and geological processes, and how ocean processes affect the atmosphere.

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)
Placement into MATH A105 or higher.

18. ☐ Mark if course has fees

19. Justification for Action
Updating student outcomes to meet current GER descriptors.

Initiator (faculty only) Date

Initiator (PRINT NAME)

Approved Disapproved

Dean/Director of School/College Date

Approved Disapproved

Department Chairperson Date

Approved Disapproved

Undergraduate or Graduate Date

Approved Disapproved

Academic Board Chairperson

Approved Disapproved

Provost or Designee Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date:
Fall 2008

II. Course Information
A. College:        College of Arts and Sciences
B. Course Subject/Number: BIOL A178/GEOL A178
C. Course Title: Fundamentals of Oceanography
D. Course Description: Principles of oceanography, with emphasis on the ocean's biological, physical, chemical and geological processes, and how ocean processes affect the atmosphere.
E. Credit Hours: 3.0
F. Contact Hours: 3 + 0
G. Grading Basis: A-F
H. Status of Course Relative to Degree Program:
I. Course Fees (Yes/No): No
J. Lab Fees (Yes/No): 
K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. Email to all UAA faculty. See attached Coordination Form.
L. Prerequisites: Placement into MATH A105 or higher.
M. Corequisite:
N. Registration Restrictions:

III. Course Activities:
This is a lecture course.

IV. Evaluation:
Course will be graded A-F. Evaluation normally includes written and practical exams, quizzes, written exercises and problems, class discussion and special projects. Evaluation procedures are explained at the first class meeting.

V. Course Level Justification:
This course provides students with an introduction to oceanographic concepts and problem solving skills.

VI. Course Outline
1. History of oceanography
2. Marine Geology
   a. Plate tectonics
   b. Sediments
   c. Bathymetry
   d. Continental margins
   e. Ocean regions
3. Chemistry
   a. Marine chemistry
b. Hydrothermal vents and methane seeps
c. Nutrients
d. Coastal vs. open ocean
e. Benthic-pelagic coupling

4. Physics
   a. Physical properties of water
   b. Atmosphere-surface interactions
   c. Salinity
   d. Temperature
   e. Density

5. Ocean circulation
   a. Surface circulation
   b. Deep circulation
   c. Waves
   d. Tides

6. Biology
   a. Intertidal organisms
   b. Pelagic organisms
   c. Benthic organisms
   d. Biological Production
   e. Fisheries

7. Pollution

8. Biogeography

9. Human Interactions

VII. Instructional Goals and Student Outcomes:

A. The instructor will:

   Present the concepts important in the study of oceanography and guide students to an understanding of the principles and applications of oceanography.

B. Student Outcomes:

<table>
<thead>
<tr>
<th>Students will be able to:</th>
<th>Assessment Method</th>
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<tr>
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VIII. Suggested Text(s):

IX. 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
AMSC Division of Math Science

1c. Department
Geological Sciences

2. Course Prefix
GEOL

3. Course Number
A178

4. Previous Course Prefix & Number

5a. Credits/CEU
3.0

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

6. Complete Course/Program Title
Fundamentals of Oceanography

Abbreviated Title for Transcript (30 character)

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

8. Type of Action
☑ Course
☐ Program

☐ Add
☐ Change
☐ Delete

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

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

10. Grading Basis
☐ A-F
☐ P/NP
☐ NG

11. Implementation Date
From: Fall/2008
To: /99999

12. Cross Listed with
BIOL A178

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

14. Coordinate with Affected Units:
CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. E-mail to all UAA faculty. See attached Coordination Form.

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
Principles of oceanography, with emphasis on the ocean's biological, physical, chemical and geological processes, and how ocean processes affect the atmosphere.

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)
Placement into MATH A055 or higher.

18. ☐ Mark if course has fees

19. Justification for Action
Updating student outcomes to meet current GER descriptors.

Initiator (faculty only)
Date

Initiator (PRINT NAME)

Approved
Disapproved:

Dean/Director of School/College
Date

Approved
Disapproved:

Department Chairperson
Date

Approved
Disapproved:

Curriculum Committee Chairperson
Date

Approved
Disapproved:

Provost or Designee
Date
UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

I. Implementation Date:
   Fall 2008

II. Course Information
   A. College: College of Arts and Sciences
   B. Course Subject/Number: BIOL A178/GEOL A178
   C. Course Title: Fundamentals of Oceanography
   D. Course Description: Principles of oceanography, with emphasis on the ocean's
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      the atmosphere.
   E. Credit Hours: 3.0
   F. Contact Hours: 3 + 0
   G. Grading Basis: A-F
   H. Status of Course Relative to Degree Program:
   I. Course Fees (Yes/No): No
   J. Lab Fees (Yes/No):
   K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U
      Honors Coll, all extended sites. Email to all UAA faculty.
      See attached Coordination Form.
   L. Prerequisites:
   M. Corequisite: Placement into MATH A105 or higher.
   N. Registration Restrictions:

III. Course Activities:
   This is a lecture course.

IV. Evaluation:
   Course will be graded A-F. Evaluation normally includes written and practical exams,
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   a. Physical properties of water
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VII. Instructional Goals and Student Outcomes:
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University of Alaska Anchorage
Proposal to Initiate, Add, Change, or Delete a Course or Program of Study

1a. School or College  
AS CAS  

1b. Division  
AMSC Division of Math Science  

1c. Department  
Biological Sciences  

2. Course Prefix  
BIOL  

3. Course Number  
A179  

4. Previous Course Prefix & Number  

5a. Credits/CEU  
1.0  

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

6. Complete Course/Program Title  
Fundamentals of Oceanography Laboratory  
Fund. of Oceanography Lab  

Abbreviated Title for Transcript (30 character):  

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

8. Type of Action  
☐ Course  ☐ Program  
☐ Add  ☐ Change  ☐ Delete  

☐ 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  
From:  Fall/2008  
To:  99999  

12. ☐ Cross Listed with  
GEOL A179  

Stacked  with  
Cross-Listed Coordination Signature  

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

14. Coordinate with Affected Units:  
CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. E-mail to all UAA faculty. See attached Coordination Form.  
Department, School, or College  
Initiator Signature  Date  

15. ☐ General Education Requirement  
☐ Oral Communication  ☐ Written Communication  ☐ Quantitative Skills  ☐ Humanities  
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16. Course Description  
Laboratory exercises designed to illustrate principles and concepts developed in BIOL A178/ GEOL A178.  

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)  
Placement into MATH A105 or higher.  

18. ☐ Mark if course has fees  

19. Justification for Action  
Updating student outcomes to meet current GER descriptors.  

Initiator (faculty only)  Date  
Initiator (PRINT NAME)  

Approved  Disapproved:  
Dean/Director of School/College  Date  

Approved  Disapproved:  
Department Chairperson  Date  

Approved  Disapproved:  
Undergraduate or Graduate  Date  
Academic Board Chairperson  

Approved  Disapproved:  
Provost or Designee  25Date
I. Implementation Date:
Fall 2008

II. Course Information
A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A179/GEOL A179
C. Course Title: Fundamentals of Oceanography Laboratory
D. Course Description: Laboratory exercises designed to illustrate principles and concepts developed in BIOL A178.
E. Credit Hours: 1.0
F. Contact Hours: 0 + 3
G. Grading Basis: A-F
H. Status of Course Relative to Degree Program:
I. Course Fees (Yes/No):
J. Lab Fees (Yes/No): Yes
K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. Email to all UAA faculty. See attached Coordination Form.
L. Prerequisites:
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N. Registration Restrictions:

III. Course Activities:
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IV. Evaluation:
Course will be graded A-F, Evaluation normally includes written and practical exams, quizzes, written exercises and problems, class discussion and special projects. Evaluation procedures are explained at the first class meeting.

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5. Density Profiles
6. Remote Sensing
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8. Estimates of Growth
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10. Atmosphere - Ocean Interactions.
11. Waves
12. Tides
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VIII. Suggested Text(s):

IX. 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>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
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<td>GEOL</td>
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<th>6. Complete Course/Program Title</th>
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<tr>
<td>Fundamentals of Oceanography Laboratory</td>
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<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th>10. Grading Basis</th>
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<tr>
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<th>11. Implementation Date</th>
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<td>From: Fall/2008</td>
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| 13. List any programs or college requirements that require this course |

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<td>Major</td>
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<tr>
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Class Level College Major
I. Implementation Date:
Fall 2008

II. Course Information
A. College: College of Arts and Sciences
B. Course Subject/Number: BIOL A179/GEOL A179
C. Course Title: Fundamentals of Oceanography Laboratory
D. Course Description: Laboratory exercises designed to illustrate principles and concepts developed in BIOL A178.
E. Credit Hours: 1.0
F. Contact Hours: 0 + 3
G. Grading Basis: A-F
H. Status of Course Relative to Degree Program:
I. Course Fees (Yes/No): Yes
J. Lab Fees (Yes/No): Yes
K. Coordination: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. Email to all UAA faculty. See attached Coordination Form.
L. Prerequisites:
M. Corequisite: Placement into MATH A105 or higher.
N. Registration Restrictions:

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VIII. Suggested Text(s):

IX. 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
   ASSC Division of Social Science
   Sociology

2. Course Prefix
   SOC

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 Sociology

Abbreviated Course/Program Title

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
    Applies to GER and BA/BS Sociology

14. Coordinate with Affected Units:
    Listserv UAA (See attached)
    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
    Offered Fall and Spring Semesters.
    Introduction to science of humans as social animals, emphasizing social processes which give rise to and shape human's language, experiences, perception, meaning, and behavior. Multiple frameworks used in understanding and predicting human behavior.

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
    Updating Course Content Guide

Initiator (faculty only) Date

Initiator (PRINT NAME) Date

Approved
Disapproved:

Dean/Director of School/College Date

Approved
Disapproved:

Department Chairperson Date

Approved
Disapproved:

Undergraduate or Graduate Date

Academic Board Chairperson

Approved
Disapproved:

Provost or Designee Date
January, 2008

Course Information

School/College College of Arts and Sciences
Course Subject Sociology
Course Number SOC A101
Number of Credits 3+0
Course Title Introduction to Sociology
Grading Basis A-F

Course Description. Introduction to science of humans as social animals, emphasizing social processes which give rise to and shape human's language, experiences, perception, meaning, and behavior. Multiple frameworks used in understanding and predicting human behavior.

Prerequisite(s) None
Fees None (except when offered as Telecourse)

Instructional Goals and Student Outcomes

Instructional Goals

The Instructor will:

1. Introduce sociological thinking, including observation, gathering of empirical evidence, empirical data analysis, theoretical models, the basics of qualitative and quantitative analysis and the application of these to understanding contemporary social life.
2. Describe major social conditions and trends in the United States.
3. Provide information and methods to compare and contrast social structural forces with opportunities and constraints applied to different categories of people.
4. Provide evidence of various processes and forces leading to globalization and its consequences.

Student Outcomes

The student will:

1. Apply the principles of Sociology to contemporary social issues.
2. Identify major social trends in the United States and be able to draw conclusions as to their consequences.
3. Infer and generalize social causes and effects based on empirical evidence.
4. Use these skills and knowledge to better analyze the complexity of social structures and their effects on social and personal life.

Guidelines for Evaluation

Students will be evaluated on the basis of such as the following: scores on exams,
presentations, written papers, written critiques, and/or summaries of published research.

**Topical course outline**

1.0 Discussion of the Sociological Perspective
2.0 Sociological Theories
3.0 Research methods used in Sociological research
4.0 Culture, its content, development, maintenance and change
5.0 Society and Social Structures
6.0 Sociological analysis of groups and organizations
7.0 Social control and deviance
8.0 Social Stratification
   8.1 Social Class in America
   8.2 Global stratification
   8.3 Stratification on the basis of race and ethnicity
   8.4 Stratification on the basis of sex
   8.5 Stratification on the basis of age
9.0 Social Institutions
   9.1 The family, kinship and marriage
   9.2 The economy
   9.3 Politics
   9.4 Education
   9.5 Religion
10.0 Science, technology, health and medicine
11.0 Demography and Ecology
12.0 Communities, Urbanization/Suburbanization.
13.0 Collective Behavior and Social Movements
14.0 Social Change and Modernity
15.0 Special Topics such as War and the Military
Suggested Texts


Bibliography

Washington, D.C. AAUW
http://sociology.ucsc.edu/whorulesamerica/power/wealth.html

Suggested Periodicals

*Acta Sociologica*
*American Journal of Sociology*
*Annual Review of Sociology*
*American Sociological Review*
*Current Research in Social Psychology*
*International Journal of Sociology*
*Rural Sociology*
*Sociology*
*Sociological Quarterly*

Internet and Web Sources

Cato Institute (www.cato.org)
The Eagle Forum (www.eagleforum.org)
Gender and Society, Trinity College (www.trinity.edu/~mkearl/gender.html) Institute for Research on Poverty (www.ssc.wisc.edu/irp)
The National Gay and Lesbian Task Force (www.ngltf.org)
National Organization for Women (www.now.org)
The Population Council (www.popcouncil.org)
Population Reference Bureau (www.prb.org)
Sociological Timeline, Univ. of Missouri (www.missouri.edu/~socbrent/timeline.htm)
The Sociolog (www.sociolog.com)
Sociology Department, Princeton Univ. (www.princeton.edu/~sociolog)
U.S. Census Bureau (www.census.gov)
Curriculum Coordination Form

Notification Date: 12-05-07

Initiating unit: Sociology Dept

Affected unit(s):

Course Prefix and Number: Soc. A101   Previous Prefix and Number:

Complete Course/Program Title: Introduction to Sociology

Previous Course/Program Title:

Description of Action: Update of bibliography and student outcomes

Supporting documentation of the proposal is attached.

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

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

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

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

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

## 1c. Department
- Liberal Studies

## 2. Course Prefix
- HUM

## 3. Course Number
- A211

## 4. Previous Course Prefix & Number
- None

## 5a. Credits/CEU
- 3

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

## 6. Complete Course/Program Title
- Introduction to Humanities I

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

## 8. Type of Action
- Add  [ ]
- Change  [ ]
- Delete  [ ]

## 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
- Stack/ with  [ ]
- Cross-Listed Coordination Signature

## 13. List any programs or college requirements that require this course
- Bachelor of Liberal Studies, Bachelor of Arts in Elementary Education

## 14. Coordinate with Affected Units
- Deans & Directors, uaa-faculty@uaa.alaska.edu
- 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

Uses humanities-based methods of inquiry and analysis to interpret art works representative of diverse media, world cultures, and historical eras. Approaches different systems of aesthetic representation through investigations of form, meaning, and values. Places the contributions of individual artists in historical and cultural context.

## 17a. Course Prerequisite(s) (list prefix and number)
- ENGL A111

## 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)
- 3 credits of fine arts GER

## 18. Mark if course has fees

## 19. Justification for Action

Course description, content, and outcomes have not been updated for 20 years. Changes reflect changes within the academic disciplines of the humanities, current thinking about interdisciplinary and multi-cultural instruction, NCATE expectations, as well as current GER standards. Prerequisite change reflects skills necessary for success in interdisciplinary course.

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Initiator (faculty only) Date

Approved

Disapproved:

Approved

Disapproved:

Approved

Disapproved:

Approved

Disapproved:
I Course Revision Date: October 2007

II
a. College Arts and Sciences
b. Course Subject/Number AHUM 211
c. Number of credits 3
d. Course Title Introduction to the Humanities I
e. Grading Basis A-F
f. Course Description Uses humanities-based methods of inquiry and analysis to interpret art-works representative of diverse media, world cultures, and historical eras. Approaches different systems of aesthetic representation through investigations of form, meaning, and values. Places the contributions of individual artists in historical and cultural context.

III
g. Prerequisites ENGL A111
h. Degree program status Required for Bachelor of Liberal Studies and Bachelor of Arts in Elementary Education
i. Intended students a) candidates for Elementary Education certification b) other students seeking an interdisciplinary Bachelor of Liberal Studies degree c) arts or humanities majors seeking an interdisciplinary elective complementary to their major d) students majoring in fields outside the humanities seeking an interdisciplinary elective to meet their Humanities GER requirement.

III
a. Course Activities: students use core humanities skills (reading, writing, listening, speaking, and observing) to investigate examples of visual art, dance, drama, film, music, and architecture. Course content is delivered through lectures, hands-on workshops, discussion groups, reading assignments, video screenings, and on-line resources

IV Evaluation Guidelines
Students will be graded on the basis of participation in class activities, and written essays. At the instructor’s discretion, students may also be graded on the basis of multi-media projects (for instance, slide presentations, charts, web-pages, booklets, or posters), oral communication, and/or exams.

The above assignments will be assessed on the basis of: effectiveness of communication; demonstration of ability to identify examples of the arts introduced as course content; demonstration of ability to use methodological tools introduced as course content.

V Topical Course Outline
1 HUMANITIES AND THE ARTS:
   1.1 The humanities as a field of inquiry
   1.2 The arts as a window into human experience
   1.3 Types of humanities-based arts criticism: descriptive, interpretive, evaluative

2 DESCRIPTIVE (FORM) CRITICISM
   2.1 Composition/structure: recognition and analysis
   2.2 Genre: recognition and analysis
   2.3 Style: recognition and analysis
3 INTERPRETIVE CRITICISM
3.1 Theories and methods of interpretation
3.2 Beyond literal representation: recognition and interpretation of figurative meaning (through imagery, metaphor, symbol, myth, abstraction, expressionism…)
3.3 Culture and history as factors in analyzing meaning

4 EVALUATIVE CRITICISM
4.1 The arts as a window into human values (aesthetic, ethical, and “truth-related”; personal and cultural worldviews)
4.2 The creation and reception of the arts in context of diverse, changing, and conflicting values (including the contexts of multi-cultural societies and historical change)
4.3 Evaluation of art: methods, theories, practice

VI Instructional Goals, and Student Outcomes

Unit 1
Goals: the instructor will
- explain the parameters of humanities-based inquiry, providing examples of how humanists approach the arts
- provide opportunities to practice humanities-based art inquiry
Outcomes: the student will
- practice asking questions appropriate to humanities-based inquiry
- relate the humanities to the arts and the arts to human experience

Unit 2
Goals: the instructor will
- demonstrate methods humanists use to identify and analyze aesthetic form, with an emphasis on recognition of structure, genre, and style
- provide examples of trends and variations in aesthetic form, representative of a range of world cultures, historical periods, and individual artists
- provide opportunities to practice using descriptive analysis to support personal responses to specific examples of art
Outcomes: the student will
- identify works of art in terms of formal characteristics, such as structure, genre and style
- recognize trends and variations in aesthetic form
- use descriptive analysis to support personal responses to specific works of art

Unit 3
Goals: the instructor will
- demonstrate how to use methods of interpretive criticism to identify and articulate the central problems addressed by a given work of art
- provide opportunities to practice using interpretive criticism to identify and articulate the central problems addressed by a work of art
- demonstrate how to identify and interpret figurative material (imagery, metaphor, symbol, myth, expressionism, abstraction) in works of art or systems of aesthetic representation drawn from a diversity of cultures, historical periods and/or artists
- provide opportunities to practice identifying and interpreting figurative material in works of art representative of a range of cultures and historical periods
- demonstrate ways in which cultural difference and/or historical change impact interpretations of given works of art, or aesthetic systems of representation
- provide opportunities to investigate the impact of cultural difference and/or historical change on interpretations of given works of art
Outcomes: the student will
- recognize and interpret figurative material (imagery, metaphors, symbols)
- use methods of interpretive criticism to identify and articulate the central problems addressed by a given work of art
- relate interpretations of works of art to historical and/or cultural context.

Unit 4
Goals: the instructor will
- demonstrate how specific works of art and systems of aesthetic representation reflect aesthetic, ethical, and ontological values particular to individuals, cultures, and historical eras
- demonstrate how diverse and changing value systems have impacted the creation and reception of specific works of art, or systems of aesthetic representation
- demonstrate the methods, or criteria, humanists use to assess the value, or significance, of specific works of art
- provide opportunities to practice identifying values expressed, or triggered, by specific works of art, or systems of aesthetic representation
- provide opportunities to investigate how diverse and changing value systems have impacted the creation and reception of given works of art
- provide opportunities to practice assessing the value, or significance, of specific works of art

Outcomes: the student will be able to:
- identify values expressed or triggered by specific works of art, or systems of aesthetic representation
- relate value systems, particular to cultural and historical contexts, to the creation of specific works of art (or systems of aesthetic representation) and to diverse, or changing, responses to those works of art or systems of aesthetic representation
- use humanities-based methods to assess the value, or significance, of specific works of art, and systems of aesthetic representation

VI Biology

Textbook Options
Or Sporre, Dennis. *Perceiving the Arts*. Prentice Hall, 2006

and

Supplemental Readings


Curriculum Coordination Form

Notification Date: November 1,

Initiating unit: Liberal Studies

Affected unit(s): UAA and Extended campuses

Course Prefix and Number: Hum A211   Previous Prefix and Number: Hum A211

Complete Course/Program Title: Introduction to Humanities I

Previous Course/Program Title: Introduction to Humanities I

Description of Action: update CCG to comply with current GER expectations

Supporting documentation of the proposal is attached.

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

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<td>11. Implementation Date</td>
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<td>13. List any programs or college requirements that require this course</td>
<td>Bachelor of Liberal Studies, Bachelor of Arts in Elementary Education</td>
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<td>14. Coordinate with Affected Units</td>
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<td>Uses methods of contemporary humanities-based inquiry to explore major intellectual and aesthetic trends in the world’s heritage of arts and ideas. Examines ideas and examples of the arts in the historical and cultural context of their development. Considers how the world’s heritage of arts and ideas relates to the aesthetic and intellectual products of a specific world culture or historical era.</td>
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<td>17e. Registration Restriction(s) (non-codable)</td>
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<td>19. Justification for Action</td>
<td>Course description, content, and outcomes have not been updated for 20 years. Changes reflect changes within the academic disciplines of the humanities, current thinking about interdisciplinary and multi-cultural instruction, NCATE expectations, as well as current GER standards. Change in prerequisite and registration restrictions reflect appropriate preparation for this writing intensive course.</td>
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I  Course Revision Date  Oct. 2007

II
a. College  Arts and Sciences
b. Course Subject/Number  HUM A212
c. Number of credits  3
d. Course Title  Introduction to Humanities II
e. Grading Basis  A-F
f. Course Description  Uses methods of contemporary humanities-based inquiry to explore major intellectual and aesthetic trends in the world’s heritage of arts and ideas. Examines ideas and examples of the arts in the historical and cultural context of their development. Considers how the world’s heritage of arts and ideas relates to the aesthetic and intellectual products of a specific world culture or historical era.
g. Prerequisites  ENGL A211, or ENGL A212, or ENGL A213, or ENGL A214
   Co-requisite:  none
h. Degree program status  Required for Bachelor of Liberal Studies and Bachelor of Arts in Elementary Education
i. Intended students  a) candidates for Elementary Education certification b) other students seeking an interdisciplinary Bachelor of Liberal Studies degree c) arts or humanities majors seeking an interdisciplinary elective complementary to their major d) students majoring in fields outside the humanities seeking an interdisciplinary elective to diversify their education.

III
a. Course Activities:  students practice methods of humanities-based inquiry: reading, writing, listening, speaking, and observing. Course content is delivered through lectures, hands-on workshops, discussion groups, reading assignments, video screenings, and on-line materials.
b. Course Level Justification:  builds on 100 and 200 level GER skills

IV  Evaluation
Students will be evaluated on the basis of their participation in class activities, and the following assignments
• oral and written application of course concepts
• oral and written participation in topical debates
• research projects incorporating primary and secondary sources
V Topical Course Outline

1 THE WORLD’S HERITAGE OF ARTS AND IDEAS (though this document uses terms drawn from Western/European culture to identify historical eras, course content should be drawn from world history.)

1.1 ANTiquity: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.2 THE MEDIEVAL ERA: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.3 THE RENAISSANCE: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.4 THE BAROQUE AND ENLIGHTENMENT ERAS: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.5 THE ROMANTIC ERA: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.6 MODERNITY: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

1.7 POST-MODERNITY: What ideas and arts do we inherit from this period of history? How have they influenced the specific world culture selected for the course focus? How are they relevant to current real world debates?

2 CRITICAL METHODS

2.1 NEW CRITICISM OR FORM CRITICISM: What is it; how has it been used; how can it enhance understanding of the arts and culture?

2.2 STRUCTURALISM AND POST-STRUCTURALISM: What is it; how has it been used; how can it enhance understanding of the arts and culture?

2.3 FEMINIST CRITICISM: What is it; how has it been used; how can it enhance understanding of the arts and culture?

2.4 HISTORICAL AND SOCIO-CULTURAL CRITICISM: What is it; how has it been used; how can it enhance understanding of the arts and culture?

2.5 PSYCHOANALYTIC CRITICISM: What is it; how has it been used; how can it enhance understanding of the arts and culture?

2.6 POST-COLONIALISM AND CULTURAL STUDIES: What is it; how has it been used; how might it enhance understanding of the arts and culture?
VI Goals and Outcomes

Goals

The instructor will:

- Demonstrate the relationship of examples drawn from the world heritage of arts and ideas to the historical and cultural contexts in which these examples developed, to the world culture selected as a course focus, and/or to discussions of contemporary human problems.

- Provide opportunities to practice articulating the central problems addressed or embodied by specific texts and to practice assessing their significance to their context of origin, the world culture selected as a course focus, and/or contemporary real world debates.

- Explain the underlying assumptions and basic methods of each of the major approaches to arts criticism, providing opportunities for students to practice interpreting examples of the arts representative of diverse historical eras and world cultures.

Outcomes

Students will be able to:

- relate the world heritage of arts and ideas to discussions of contemporary human problems, the historical and cultural context in which they developed, and/or to the world culture selected as a course focus.

- articulate the central problems addressed or embodied by specific texts and/or objects, providing reasoned assessments of their significance to their context of origin, the world culture selected as a course focus, and/or contemporary real world debates.

- use established critical methods to interpret diverse examples of the world’s heritage of arts and ideas.

VI Bibliography

TEXTBOOK OPTIONS:


Additional resources:
Primary source readings representative of the world’s heritage of arts and ideas are available online at no cost to students.

SUPPLEMENTAL READINGS


Curriculum Coordination Form

Notification Date: November 1,

Initiating unit: Liberal Studies

Affected unit(s): UAA and Extended campuses

Course Prefix and Number: Hum A212  Previous Prefix and Number: Hum A212

Complete Course/Program Title: Introduction to Humanities I!

Previous Course/Program Title: Introduction to Humanities II

Description of Action: update CCG to comply with current GER expectations

Supporting documentation of the proposal is attached.

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

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### Curriculum Action Request

**University of Alaska Anchorage**

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<td></td>
<td>Bachelor of Social Work, Bachelor of Human Services</td>
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<td>Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Assists in understanding social welfare problems and solutions.</td>
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<td>Update Course Content Guide.</td>
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Initiator (faculty only) Date

Initiator (PRINT NAME) Date

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I. Date of Initiation: January 2008

II. Curriculum Action Request
School: School of Social Work
Course Subject: SWK/HUMS
Course Number: A106
Number of Credits: 3
Contact Hours: 3+0
Course Program: Bachelor of Social Work
Title: Introduction to Social Welfare
Grading Basis: A-F
Implementation Date: Fall 2008
Course Description: Analyzes social inequality and American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas—ethical, political, social, and economic—explicit and implicit in social welfare provisioning. Assists in understanding social welfare problems and solutions.
Course Prerequisites: SOC A101
Course Co-requisites: None
Registration Restrictions: None
Course Fee: None
Course Attribute: Social Sciences GER
Cross Listed: SWK/HUMS

III. Instructional Goals and Student Outcomes
The instructor will:
1. Focus upon the historical evolution of mutual aid to those in need and the social welfare institution (system) that is currently in place in the United States.
2. Provide students with a framework for understanding the network of policies and programs, values and issues, legacies and directions of social welfare that seeks the well-being of society.
3. Discuss the need to analyze the reciprocal relationships that exist between the major institutions of society (family, religion, education, economic, political, social welfare) and their impact upon well-being.
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Measures</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>Class discussions Testing</td>
</tr>
<tr>
<td>2. Discuss and evaluate the impact of historical social welfare development on the present day provision of social welfare.</td>
<td>Class discussion Historical comparative essay</td>
</tr>
<tr>
<td>3. Analyze how the historical and evolutionary development of economic deprivation, discrimination, and oppression impact the present day provision of social welfare to at-risk populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin.</td>
<td>Reaction papers Class discussions Testing</td>
</tr>
<tr>
<td>4. Describe how the major societal institutions: economic, political, educational, religious, and family, have influenced the development of social welfare in the United States.</td>
<td>Class discussion Testing</td>
</tr>
<tr>
<td>5. Critically examine historical and persistent issues: ethical, political, economic, and social as they affect social policy and the provision of social welfare services.</td>
<td>Class discussions Historical comparative essay Reaction papers Table interpretation</td>
</tr>
<tr>
<td>6. Describe and evaluate how social change has resulted in the need for the establishment of formalized social welfare responses.</td>
<td>Class discussions Historical comparative essay</td>
</tr>
<tr>
<td>7. Critically examine the role of empirical research in the social welfare system.</td>
<td>Class discussions Reaction papers</td>
</tr>
<tr>
<td>8. Identify and describe the organizations through which social</td>
<td>Class discussions Testing</td>
</tr>
</tbody>
</table>
welfare services are delivered.

<table>
<thead>
<tr>
<th>Question</th>
<th>Class discussions</th>
<th>Questionnaire completion</th>
<th>Community council meeting paper</th>
<th>Reaction papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Recognize social welfare as an essential institution for the well-being of society and identify attitudes and values forming a personal perspective toward meeting the human needs of others.</td>
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IV. **Course Level Expectations**

This is the first of three required social welfare policy courses for students in the Bachelor of Social Work program. It is also designated as a GER Social Sciences course.

SWK A106 draws upon what students have learned in SOC A101 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. Introduction and overview of course
B. Common human needs
C. Societal functions
D. Social welfare
E. Basic values tied to US society
   1. Political ideologies and their impact
F. Moral issues in social welfare policy
   1. Discrimination and oppression
G. Basic concepts of social welfare
   1. Societal arrangements for meeting needs
   2. Social welfare institutions
H. Analytic frameworks for the study of social welfare
I. Historical perspectives
   1. The Beginnings: European Inheritance
   2. Elizabethan Poor Laws
   3. The Colonial Era
   4. Early Republic
   5. The Civil War
   6. Industrialization
   7. The Progressive Era
   8. The Depression
   9. The New Deal
   10. Institutionalizing the New Deal
   11. The New Frontier
12. The Great Society
13. The Paradoxical Era
J. Contemporary policies

VI. Suggested Texts


VII. Bibliography


## Curriculum Action Request
**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
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<td>ASWK Division of Social Work</td>
<td>BSWK</td>
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<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
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<tr>
<td>SWK</td>
<td>A243</td>
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### Complete Course/Program Title
- **Cultural Diversity and Community Service Learning**
- Cultural Div & Com Svc Lrning
- Abbreviated Title for Transcript (30 character): Cultural Div & Com Svc Lrning

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<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
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| 12. | 13. List any programs or college requirements that require this course
|     | Bachelor of Social Work |

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<tr>
<td>Department, School, or College</td>
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| 15. | 16. Course Description
|     | IAn introduction to the issues of diversity in the United States from a social work perspective. Focuses on sensitivity to populations at risk of discrimination and oppression. Knowledge and insights gained through the readings, class discussions, and activities will be applied to students’ interactions with clients of community-based partner organizations as part of a required service learning component. |

<table>
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<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
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<td>Class</td>
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<tr>
<td>Level</td>
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| 18. | 19. Justification for Action
|     | Course title and description revised to more accurately reflect course content. Update Course Content Guide. |

| 20. | 21. Mark if course has fees None |

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Initiator (faculty only) Date

Initiator (PRINT NAME)

Approved

Disapproved: Dean/Director of School/College Date

Approved

Disapproved: Undergraduate or Graduate Date

Approved

Disapproved: Academic Board Chairperson Date

Approved

Disapproved: Provost or Designee Date

Curriculum Committee Chairperson Date
University of Alaska Anchorage  
College of Health and Social Welfare  
Course Content Guide

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

II. **Curriculum Action Request**  
School: School of Social Work  
Course Subject: SWK  
Course Number: A243  
Number of Credits: 3  
Contact Hours: 3+0  
Course Program: Bachelor of Social Work  
Title: Cultural Diversity and Community Service Learning  
Grading Basis: A-F  
Implementation Date: Fall 2008  
Course Description: An introduction to the issues of diversity in the United States from a social work perspective. Focuses on sensitivity to populations at risk of discrimination and oppression. Knowledge and insights gained through the readings, class discussions, and activities will be applied to students’ interactions with clients of community-based partner organizations as part of a required service learning component.  
Course Prerequisites: None  
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. Propose working definitions of key concepts related to diversity.  
2. Examine the history of discrimination and oppression in the U.S.  
3. Introduce conceptual and analytic frameworks from the social sciences for thinking about those key concepts, with particular attention to social-structural factors.  
4. Present a central social issue/problem and organize one or more community service learning projects that will ground the conceptual material in the empirical world, i.e., real people’s lives.  
5. Guide students in reflecting on the interaction between individuals and society in the particular context of the service learning project and problem area.

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

<table>
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<th>Outcomes and Assessment Measures</th>
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<tr>
<td><strong>Outcomes</strong></td>
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<td>1. Recognize the interplay between social-structural and individual</td>
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<td>factors that shape people’s lives.</td>
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### IV. Course Level Expectations
This course introduces material that is relevant to all students at a level that requires no previous substantive knowledge but does require more participation and analysis than a 100-level survey course. It uses frameworks and research from the social sciences as well as community-based experiential learning and reflection to animate the written materials and lecture as well as to introduce students to a particular problem area.

### V. Topical Course Outline
A. “Diversity” as power-neutral difference
B. Introduction to community service learning topic and project(s)
C. Interpreting “difference” in cultural context
D. Mechanisms of discrimination and oppression
E. Human objectivity and the social condition
F. Race and racism
G. Class and inequality
H. Gender and sexism
I. Ethnicity and nationality
J. Sexuality and heterosexism
K. Disability
L. Language and culture
M. Focus on selected social institutions such as: work, families, health, social welfare, education
N. Focus on Alaska Natives
O. Addressing inequality across system levels

VI. Suggested Texts

VII. Bibliography
Bullard, R. D. (2000). Dumping in Dixie: Race, class, and environmental quality


Suzanne (Chair, GER subcommittee):

As the number of capstone classes grows, I have noticed that some/many have a long list of prerequisites that appear to limit them to majors in the department of the capstone. This gives the impression that we have merely added another class to the major as "outsiders" will not have taken the required classes to get into the capstone. That fact would not be quite so silly if those who minored in that discipline could take that capstone. One would naturally think that if you took your GERs and minored in a subject, that you would have the requirements in hand for the capstone, which is supposed to cap your GERs with a departmental twist. In those early meetings about this, the word "integrative" was the focus, and the GERs were what were to be integrated, NOT the discipline. I feel that the committee has lost its focus and has perhaps let "good intentions" over-rule common sense.

I propose that all of the capstones be revisited. The most stringent requirement for taking the capstone class should be that you have minored in the subject (and have completed the GERs and you are a junior at least). No more additional courses outside the minor and no specifying the courses unless those are required for the minor. In other words, a department can’t say that to minor in the subject, you need course A and B and departmental electives and then later require specific electives for the capstone. Make the department change the minor requirements if they insist on it so those specific courses are listed as part of the minor. I think my Dad would call this common sense.

I would rather believe that any GER capstone course should just be that: a capstone course of the GERs that one takes with a political science twist, or biology twist or justice twist, etc. Perhaps a nursing student could take a psychology capstone course. Many of these capstones are just major capstones, much like a senior seminar or senior thesis course.

If I am wrong and major capstones are fine, then let’s be honest and ask all departments to designate a senior seminar, senior thesis or senior capstone as part of their degree requirements or else rid ourselves of this pretense that we are integrating the GERs into one class.

And lastly a related rant: The university has created a list of courses that a student can take that satisfy the GERs. Why do we permit departments or colleges to limit what a student can take to satisfy what is essentially a university-wide requirement? CAS, for example, proudly states that a liberal education encompassing a wide range of ideas is good and then tells the student that some classes/ideas are not good enough to be counted despite their status with the university. They decide on what you should know. How hypocritical is that? If a department/college wants specific GERs to be taken for the major, then let them add those to the major requirements, but students should be able to satisfy the GERs by taking any GER listed as meeting that GER. The departments and colleges do it to keep the student credit hours in house and no one seems to care that students are short-changed in the process (which is why this is a related issue to the one above).

Thanks,
Allan Barnes
Professor of Justice
I agree with you that the purpose of the capstone course is integration of a student's educational experiences. Whether that integration involves the GER courses and/or the major remains a matter of some dispute. My own capstone experience, for example (admittedly in 1972), was a six-credit, independent senior paper in my discipline but one that drew on other disciplines within the humanities.

I also agree with you that we need more general purpose capstone courses. To that end, the GER committee, with financial support from the provost's office, last spring invited faculty to propose capstone courses that would be available to students throughout the university. Unfortunately, we had only one proposal, which is still being developed. I am also developing one that I hope will be appealing to students across the disciplines.

I believe that if you look at more of our existing capstone courses, however, you will find that the majority of them neither constitute an added requirement in the major nor have a long list of prerequisites. ENGL A434 History of Rhetoric, English's capstone, for example, is a core requirement for all our majors and requires only completion of the Tier One GER courses and junior standing. INTL A315 Canada: Nation and Identity requires completion of Tier One and junior standing (more or less boiler plate that faculty can enforce or not at their discretion) and either INTL A101 or GEOG A101 and HIST A131. HIST A390 Themes in World History requires only GEOG A101 and a 100-level history course. EDFN A300 Phil/Soc Context of American Ed requires only EDSE A212 Human Development or PSY A245, which can even be taken concurrently. The great majority of capstone courses we have looked at since I have been on the committee (beginning this past fall) involve redesigning existing courses rather than adding requirements to the program, and their prerequisites are typically much less stringent than requiring the equivalent of a minor. Faculty throughout the University share your concern that students not be made to take yet one more course, which is good but also part of what has created the problem you've pointed out of designating existing courses as capstones.

I agree with you as well that the capstone in practice is not in all cases what it was initially intended to be. A major cause of the failure to create truly interdisciplinary capstone courses, I believe is the lack of funding. My own undergraduate experience was in a Ford Foundation experimental program based on the integrative model for teaching the GERs thematically in the Social, and Natural Science and Humanities. It was a wonderful experience. I would love to see something like it here, but to-date there has not been the additional funding required for true team-taught courses. I wonder if we could get funding from somewhere for trying it.

That said, like you, we would like to see more general purpose courses offered, and with your message in mind, I think we should reinstitute the stipend offer for developing general purpose capstone courses. I will speak to the committee and to Associate Provost Tom Miller about funding such an effort. I will also forward your message to the GER committee members and we will discuss it as soon as possible, hopefully at our next meeting.

As regards your second concern, the selection of specific GERs by individual colleges for specific degrees, you make a good point, one I don't feel I can answer adequately just now. I will, however, take it up with our committee. To be honest with you, like you, I have questioned the legitimacy of a "general education" that preselects from a course list that the University has already determined meets the criteria of a general education courses. That said, I also feel that the current GER course list is far too large.

Thanks again for you message; it's good, from under the avalanche of detail, to catch sight of these larger issues. You've raised good points; I'll get back to you on these matters.

Suzanne Forster
Chair, GER Committee
Associate Professor of English
(907)786-4365
Policy for evaluation of student completion of General Education Requirements

When evaluating graduation applications, the courses taken by students will be allowed to satisfy the GER classification listed in the catalog for the year that the course was taken, regardless of any later catalog year established by the student's admission to a major.

This policy applies to course classifications only and does not alter the total credit, capstone or other general education requirements for students.