

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

VIII. Informational Items and Adjournment

General Education Review Committee Summary

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

I. Call to Order

Roll

(x) Erik Hirschman	Mat-Su/ UAB	Humanities/ Social Sciences
(e) Caedmon Liburd	UAB	
(x) Patricia Fagan	CAS	Humanities
(x) Bob Capuozzo	COE	
() vacant	CBPP/UAB	
(x) Jeane Breinig	CAS	Written Communication
(x) Len Smiley	CAS/UAB	Quantitative Skills
(x) Suzanne Forster	CAS/UAB	
(e) Robin Wahto	CTC/UAB	
() Walter Olivares	CAS	Fine Arts
(e) Tom Miller	OAA	Guest
() 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)

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

1a. School or College AS CAS		1b. Division AMSC Division of Math Science		1c. Department Biological Sciences	
2. Course Prefix BIOL	3. Course Number A115	4. Previous Course Prefix & Number		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (3+3)
6. Complete Course/Program Title Fundamentals of Biology I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Updating CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2008 To: /99999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course 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. <div style="text-align: right;">Department, School, or College _____ Initiator Signature _____ Date _____</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) (CHEM 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> 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. <input checked="" type="checkbox"/> 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: _____
Department Chairperson Date

Approved

Disapproved: _____
Curriculum Committee Chairperson Date

Approved

Disapproved: _____
Dean/Director of School/College Date

Approved

Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

Approved

Disapproved: _____
Provost or Designee Date

UNIVERSITY OF ALASKA ANCHORAGE
COURSE CONTENT GUIDE

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):**
- 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:

Students will be able to:	Assessment Method
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	Written exams, homework
Confirm an understanding of the fundamentals of molecular biology, genetics and homeostasis in the context of evolution	Written exams, homework
Provide an overview of the major discoveries and advances in biology that have impacted thought and technology throughout history.	Written exams, homework
Identify ways in which biology has advanced the understanding of important evolutionary processes	Written exams, homework
Work with the tools and in the settings used in molecular biology, genetics and homeostasis in the context of evolution	Laboratory practical exams, Lab books
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.	Laboratory assignments, practical exams

VIII. Suggested Text(s):

Campbell, N.A., J.B.Reese, L.A.Urry, M.L.Cain, S.A.Wasserman, P.V. Minorsky & R.B.Jackson; 2008. Biology. 8th Ed. Benjamin Cummings. California.

IX. Bibliography:

- Campbell, N.A. & J.B. Reese; 2007. Biology. 7th ed. Pearson/Benjamin Cummings.
- Purves, W.K., G.H. Orians, H.C. Heller & D. Sadava; 2008. Life. The Science of Biology. 8th ed. Sinauer-Freeman.
- Raven, P.K. & G.B. Johnson; 2008. Biology. 8th ed. WC Brown/McGraw-Hill.
- Russell, P.J., S.L. Wolfe, P.E. Hertz, C. Starr & B. McMillan; 2008. Biology The Dynamic Science. Thompson Higher Education.
- Solomon, E.P., L.R. Berg, & M. Vilee; 2008. Biology. 8th ed. Saunders College Publishing.
- Science. American Association for the Advancement of Science. New York.
- Biotechniques. Eaton Publishing Company. Massachusetts.
- Scientific American. Scientific American. New York.
- Discover. Disney Publishing. California.

Curriculum Coordination Form

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

Complete Course/Program Title: A115: Fundamentals of Biology I; A116: Fundamentals of Biology II; A178: Fundamentals of Oceanography; A179: Fundamentals of Oceanography Lab

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



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 A116	4. Previous Course Prefix & Number		5a. Credits/CEU 4	5b. Contact Hours (Lecture + Lab) (3+3)
6. Complete Course/Program Title Fundamentals of Biology II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Updating CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date <small>semester/year</small> From: Fall/2008 To: /99999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course 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. Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Fine tuning course description. Updating student outcomes to meet current GER descriptors.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee 12Date

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):**
- 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.
- M. Registration Restrictions:**

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 Genealogy
 - 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:

Students will be able to:	Assessment Method
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	Written exams, homework Write scientific papers
Confirm an understanding of the fundamentals of biodiversity, ecology, survey of life, relating structure to function in the context of evolution	Written exams, homework Lab book
Provide an understanding of the major discoveries and advances in biology that have impacted thought and technology throughout history	Written exams, homework
Identify ways in which biology has advanced the understanding of important evolutionary processes	Written exams, homework
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	Laboratory practical exams, Lab book
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.	Laboratory assignments, presentations, practical exams, poster

VIII. Suggested Text(s):

Campbell, N.A., J.B.Reese, L.A.Urry, M.L.Cain, S.A.Wasserman, P.V.Minorsky & R.B.Jackson; 2008. Biology. 8th Ed. Benjamin Cummings. California.

IX. Bibliography:

Campbell, N.A.& J.B. Reese; 2007. Biology. 7th ed. Pearson/Benjamin Cummings.

Purves, W.K., G.H. Orians, H.C. Heller & D. Sadava; 2008. Life. The Science of Biology. 8th ed. Sinauer-Freeman.

Raven, P.K. & G.B. Johnson; 2008. Biology. 8th ed. WC Brown/McGraw-Hill.

Russell, P.J., S.L.Wolfe, P.E.Hertz, C.Starr & B.McMillan; 2008. Biology The Dynamic Science. Thompson Higher Education.

Solomon, E.P., L.R. Berg, & M. Vilee; 2008. Biology. 8th ed. Saunders College Publishing. Science. American Association for the Advancement of Science. New York.

Biotechniques. Eaton Publishing Company. Massachusetts.

Scientific American. Scientific American. New York.

Discover. Disney Publishing. California.

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:**
- 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, 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:

Students will be able to:	Assessment Method
Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about oceanographic processes and systems.	Written exam
Confirm an understanding of the fundamentals of plate tectonic theory, origin and evolution of ocean basins, oceanic circulation and its influence on major marine ecosystems.	Written exam
Provide an overview of the major discoveries and advances in oceanographic processes that have impacted the atmosphere and human societies.	Written exam

VIII. Suggested Text(s):

- Garrison, T. 2007. *Oceanography - An Invitation to Marine Science*. 6th edition. Brooks-Cole. 588 p.
- Segar, D.A. 2007. *Introduction to Ocean Sciences*. Norton. 580 p.
- Sverdrup, K and E.V. Arbust. 2008. *An Introduction to the World's Oceans*. 9th edition. McGraw-Hill. 509 p.
- Thurman, H.V. and E. A. Burton.. 2001. *Introductory Oceanography*. 9th edition. Prentice Hall. 554 p.

IX. Bibliography:

- Gage, J.D. & P.A. Tyler. 1999. *Deep-Sea Biology: A natural history of organisms at the deep-sea floor*. Cambridge University Press. 504 p.
- Miller, C.B. 2004. *Biological Oceanography*. Blackwell, Oxford. 402 p.
- Open University. 1995. *Seawater: Its Composition, Properties and Behavior*. 2nd Edition. Butterworth-Heineman. 166 p.
- Open University. 1989. *Ocean Chemistry and Deep-Sea Sediments*. Butterworth-Heineman. 128 p.
- Open University. 1998. *Ocean Basins: Their Structure and Evolution*. 2nd Edition. Butterworth-Heineman. 192 p.
- Open University. 2001. *Ocean Circulation*. 2nd Edition. Butterworth-Heineman. 286 p.
- Pickard, G. L. and W. J. Emery. 1990. *Descriptive Physical Oceanography*. 5th Edition. Pergamon Press, Oxford. 320 p.
- Pickard, G. L. and S. Pond. 1983. *Introductory Dynamical Oceanography*. 2nd Edition. Pergamon Press, Oxford. 349 p.
- Siedler, G., J. Church, and J. Gould. 2001. *Ocean Circulation and Climate: Observing and Modelling the Global Ocean*. Academic Press. 796 p.
- Van Dover, C.L. 2000. *The Ecology of Deep-sea Hydrothermal Vents*. Princeton University Press, Princeton. 424 p.

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:**
- 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, 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:

Students will be able to:	Assessment Method
Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about oceanographic processes and systems.	Written exam
Confirm an understanding of the fundamentals of plate tectonic theory, origin and evolution of ocean basins, oceanic circulation and its influence on major marine ecosystems.	Written exam
Provide an overview of the major discoveries and advances in oceanographic processes that have impacted the atmosphere and human societies.	Written exam

VIII. Suggested Text(s):

- Garrison, T. 2007. *Oceanography - An Invitation to Marine Science*. 6th edition. Brooks-Cole. 588 p.
- Segar, D.A. 2007. *Introduction to Ocean Sciences*. Norton. 580 p.
- Sverdrup, K and E.V. Arbust. 2008. *An Introduction to the World's Oceans*. 9th edition. McGraw-Hill. 509 p.
- Thurman, H.V. and E. A. Burton.. 2001. *Introductory Oceanography*. 9th edition. Prentice Hall. 554 p.

IX. Bibliography:

- Gage, J.D. & P.A. Tyler. 1999. *Deep-Sea Biology: A natural history of organisms at the deep-sea floor*. Cambridge University Press. 504 p.
- Miller, C.B. 2004. *Biological Oceanography*. Blackwell, Oxford. 402 p.
- Open University. 1995. *Seawater: Its Composition, Properties and Behavior*. 2nd Edition. Butterworth-Heineman. 166 p.
- Open University. 1989. *Ocean Chemistry and Deep-Sea Sediments*. Butterworth-Heineman. 128 p.
- Open University. 1998. *Ocean Basins: Their Structure and Evolution*. 2nd Edition. Butterworth-Heineman. 192 p.
- Open University. 2001. *Ocean Circulation*. 2nd Edition. Butterworth-Heineman. 286 p.
- Pickard, G. L. and W. J. Emery. 1990. *Descriptive Physical Oceanography*. 5th Edition. Pergamon Press, Oxford. 320 p.
- Pickard, G. L. and S. Pond. 1983. *Introductory Dynamical Oceanography*. 2nd Edition. Pergamon Press, Oxford. 349 p.
- Siedler, G., J. Church, and J. Gould. 2001. *Ocean Circulation and Climate: Observing and Modelling the Global Ocean*. Academic Press. 796 p.
- Van Dover, C.L. 2000. *The Ecology of Deep-sea Hydrothermal Vents*. Princeton University Press, Princeton. 424 p.



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 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 <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program <input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG				9. Repeat Status No # of Repeats Max Credits	
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG	
				11. Implementation Date semester/year From: Fall/2008 To: /99999	
				12. <input checked="" type="checkbox"/> Cross Listed with GEOL A179	
				<input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature	
13. List any programs or college requirements that require this course					
14. Coordinate with Affected Units: CAS, CBPP, C-Ed, CH&SW, CTC, Engineering, U Honors Coll, all extended sites. E-mail to all UAA faculty. See attached Coordination Form. <div style="text-align: right; margin-top: 10px;"> Department, School, or College _____ Initiator Signature _____ Date _____ </div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input checked="" type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Placement into MATH A105 or higher.		
18. <input checked="" type="checkbox"/> 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:	Date
Department Chairperson	Date
___ Approved ___ Disapproved:	Date
Curriculum Committee Chairperson	Date

___ Approved ___ Disapproved:	Date
Dean/Director of School/College	Date
___ Approved ___ Disapproved:	Date
Undergraduate or Graduate Academic Board Chairperson	Date
___ Approved ___ Disapproved:	Date
Provost or Designee	Date

25 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 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:
M. Corequisite: Placement into MATH A105 or higher.
N. Registration Restrictions:

III. Course Activities:

This is a laboratory course in which topics coincide with lectures in BIOL A178.

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 techniques and problem solving skills.

VI. Course Outline

1. Introduction to oceanography
2. Water sampling techniques
3. Nutrient analyses and profiles
4. Bathymetry
5. Density Profiles
6. Remote Sensing
7. Marine Chemistry
8. Estimates of Growth
9. Estimates of Production
10. Atmosphere - Ocean Interactions.

11. Waves
12. Tides
13. Intertidal Environment

VII. Instructional Goals and Student Outcomes:

A. The instructor will:

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

B. Student Outcomes:

Students will be able to:	Assessment Method
Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about oceanographic processes and systems.	Laboratory exercises
Confirm an understanding of the fundamentals of plate tectonic theory, origin and evolution of ocean basins, oceanic circulation and its influence on major marine ecosystems.	Laboratory exercises
Provide an overview of the major discoveries and advances in oceanographic processes that have impacted the atmosphere and human societies.	Paper

VIII. Suggested Text(s):

- Garrison, T. 2007. *Oceanography - An Invitation to Marine Science*. 6th edition. Brooks-Cole. 588 p.
- Segar, D.A. 2007. *Introduction to Ocean Sciences*. Norton. 580 p.
- Sverdrup, K and E.V. Arbust. 2008. *An Introduction to the World's Oceans*. 9th edition. McGraw-Hill. 509 p.
- Thurman, H.V. and E. A. Burton.. 2001. *Introductory Oceanography*. 9th edition. Prentice Hall. 554 p.

IX. Bibliography:

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- Miller, C.B. 2004. *Biological Oceanography*. Blackwell, Oxford. 402 p.
- Open University. 1995. *Seawater: Its Composition, Properties and Behavior*. 2nd Edition. Butterworth-Heineman. 166 p.
- Open University. 1989. *Ocean Chemistry and Deep-Sea Sediments*. Butterworth-Heineman. 128 p.
- Open University. 1998. *Ocean Basins: Their Structure and Evolution*. 2nd Edition. Butterworth-Heineman. 192 p.
- Open University. 2001. *Ocean Circulation*. 2nd Edition. Butterworth-Heineman. 286 p.
- Pickard, G. L. and W. J. Emery. 1990. *Descriptive Physical Oceanography*. 5th Edition. Pergamon Press, Oxford. 320 p.
- Pickard, G. L. and S. Pond. 1983. *Introductory Dynamical Oceanography*. 2nd Edition. Pergamon Press, Oxford. 349 p.
- Siedler, G., J. Church, and J. Gould. 2001. *Ocean Circulation and Climate: Observing and Modelling the Global Ocean*. Academic Press. 796 p.
- Van Dover, C.L. 2000. *The Ecology of Deep-sea Hydrothermal Vents*. Princeton University

Press, Princeton. 424 p.

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 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:**
- M. Corequisite:** Placement into MATH A105 or higher.
- N. Registration Restrictions:**

III. Course Activities:

This is a laboratory course in which topics coincide with lectures in BIOL A178.

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 techniques and problem solving skills.

VI. Course Outline

1. Introduction to oceanography
2. Water sampling techniques
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6. Remote Sensing
7. Marine Chemistry
8. Estimates of Growth
9. Estimates of Production
10. Atmosphere - Ocean Interactions.

11. Waves
12. Tides
13. Intertidal Environment

VII. Instructional Goals and Student Outcomes:

A. The instructor will:

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

B. Student Outcomes:

Students will be able to:	Assessment Method
Apply the scientific method through the formulation of hypotheses, proposing of testable predictions, and then testing to reach supportable conclusions about oceanographic processes and systems.	Laboratory exercises
Confirm an understanding of the fundamentals of plate tectonic theory, origin and evolution of ocean basins, oceanic circulation and its influence on major marine ecosystems.	Laboratory exercises
Provide an overview of the major discoveries and advances in oceanographic processes that have impacted the atmosphere and human societies.	Paper

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- Segar, D.A. 2007. *Introduction to Ocean Sciences*. Norton. 580 p.
- Sverdrup, K and E.V. Arbust. 2008. *An Introduction to the World's Oceans*. 9th edition. McGraw-Hill. 509 p.
- Thurman, H.V. and E. A. Burton.. 2001. *Introductory Oceanography*. 9th edition. Prentice Hall. 554 p.

IX. Bibliography:

- Gage, J.D. & P.A. Tyler. 1999. *Deep-Sea Biology: A natural history of organisms at the deep-sea floor*. Cambridge University Press. 504 p.
- Miller, C.B. 2004. *Biological Oceanography*. Blackwell, Oxford. 402 p.
- Open University. 1995. *Seawater: Its Composition, Properties and Behavior*. 2nd Edition. Butterworth-Heineman. 166 p.
- Open University. 1989. *Ocean Chemistry and Deep-Sea Sediments*. Butterworth-Heineman. 128 p.
- Open University. 1998. *Ocean Basins: Their Structure and Evolution*. 2nd Edition. Butterworth-Heineman. 192 p.
- Open University. 2001. *Ocean Circulation*. 2nd Edition. Butterworth-Heineman. 286 p.
- Pickard, G. L. and W. J. Emery. 1990. *Descriptive Physical Oceanography*. 5th Edition. Pergamon Press, Oxford. 320 p.
- Pickard, G. L. and S. Pond. 1983. *Introductory Dynamical Oceanography*. 2nd Edition. Pergamon Press, Oxford. 349 p.
- Siedler, G., J. Church, and J. Gould. 2001. *Ocean Circulation and Climate: Observing and Modelling the Global Ocean*. Academic Press. 796 p.
- Van Dover, C.L. 2000. *The Ecology of Deep-sea Hydrothermal Vents*. Princeton University

Press, Princeton. 424 p.



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		ASCC 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 Title for Transcript (30 character)					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall /2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Applies to GER and BA/BS Sociology					
14. Coordinate with Affected Units: Listserv UAA (See attached) Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable)			
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updating Course Content Guide					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

**COURSE CONTENT GUIDE UNIVERSITY OF ALASKA ANCHORAGE
COLLEGE OF ARTS AND SCIENCES**

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

- Giddens and Duneier, (2007) *Introduction to Sociology* (6th Edition) New York; W.W. Norton.
Henslin, (2007) *Sociology: A Down-to-Earth Approach*, 8th Edition, Upper Saddle River, N.J. Prentice Hall
Kornblum, William, (2007) *Sociology in a Changing World* (8th Edition) Belmont, CA: Wadsworth.
Schaefer, Richard, (2008) *Sociology* (11th Edition) New York: McGraw Hill.

Bibliography

- American Association of University Women (1992) *How Schools Shortchange Girls*. Washington, D.C. AAUW
Arthur, M.M.L. 2005. "Race in America." *Contexts*, vol. 4(4):48-49
Bales, Kevin, 1999. *Disposable People: New Slavery in the Global Economy*, Berkeley, CA: University of California Press
Berger, Peter L. 1963. *Invitation to Sociology*. Garden City, NY: Anchor Books
Domhoff, G. 2005 "Power in America: Wealth, Income, and Power."
[http:// sociology. ucsc. edu /whorulesamerica/power/wealth.html](http://sociology.ucsc.edu/whorulesamerica/power/wealth.html)
Giddens, Anthony. 1990. *The Consequences of Modernity*. Cambridge, UK: Polity Press
Kanter, Rosabeth. 1977. *Men and Women of the Corporation*. New York: Basic Books
Muncie, John. 1999. *Youth and Crime: A Critical Introduction*. London: Sage

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
Sociological Quarterly

Internet and Web Sources

- American Sociological Association (www.asanet.org)
Bureau of Labor Statistics (www.bls.gov)
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.nglftf.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)
U.S. Department of Justice (www.usdoj.gov)
The World Bank (www.worldbank.org)



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		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Humanities I <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course 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 <div style="text-align: right;">_____ Initiator Signature Date</div>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) 3 credits of fine arts GER			
18. <input type="checkbox"/> 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.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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.
- 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
- b. **Course Level Justification:** builds on 100 level GER skills and content.

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 Bibliography

TEXTBOOK OPTIONS

- Jacobus, and Martin. *The Humanities Through The Arts*, ed. 5. McGraw Hill:1997
 Or Nagle, Geraldine. *The Arts: World Themes*. McGraw Hill: 1997
 Or Sporre, Dennis. *Perceiving the Arts*. Prentice Hall, 2006

and

- Di Yanni, Robert. *Writing About the Humanities*. 4th edition Prentice Hall, 2008
 Or Feldman, Edmund . *Practical Art Criticism*. Prentice Hall, 1994

SUPPLEMENTAL READINGS

- Adshead, Janet. *Dance Analysis: Theory and Practice*, London: Dance Books, 1988.
 Arnheim, Rudolf. *Film as Art*. London: Faber and Faber, 1983.
 Bazin, Andre. *What is Cinema?* Berkely: U California P, 1974.
 Berger, John. *Ways of Seeing*. New York: Penguin, 1977.
 Chadwick, Whitney. *Women, Art, and Society*. London: Thames and Hudson, 1990.
 Copeland, Aaron. *What to Listen for in Music*. New York: McGraw Hill, 1989.
 Fleming, William. *Arts and Ideas*, Fort Worth: Harcourt Brace, 1995.

- Freund, Philip, *Oriental theatre : Drama, Opera, Dance and Puppetry in the Far East*. Chester Springs, PA. Dafour Editions, 2005.
- Gates, Henry Louis. *The Signifying Monkey: a Theory of African-American Literary Criticism*. New York: Oxford U. P., 1989.
- Gere, D. (ed.) *Looking Out: Perspectives on Dance and Criticism in a Multi-cultural World*, New York: Schirmer Books, 1995.
- Gombrich, E.H. *The Story of Art*, 16th ed. London: Phaidon, 1995.
- Greenberg, Clement, *Art and Culture*. Boston: Beacon, 1989.
- Jonas, Gerald *Dancing: the Pleasure, Power, and Art of Movement*. New York: Harry Abrams, 1992.
- Jowitt, Deborah. *Time and the Dancing Image*. New York: William Morrow, 1988.
- Horst, Louis. *Modern Dance Forms in Relation to the Other Modern Arts*. New York: Dance Horizons, 1961.
- Lippard, Lucy. *Mixed Blessings*. New York: Pantheon, 1990.
- Leiter, Samuel L. *Encyclopedia of Asian Theatre*. Westport, Conn.: Greenwood Press, 2007
- Martin, Meisel, *How Plays Work : Reading and Performance*. Oxford, Oxford U P, 2007.
- Mast, Gerald. *Film Theory and Criticism*. New York: Oxford U.P., 1992.
- May, Elizabeth (ed.). *Music of Many Cultures*. Berkeley: U California P., 1980.
- Meyer, Leonard B. *Music, the Arts and Ideas*. Chicago: U. Chicago P., 1994.
- Neill, Alex and Aaron Ridley. *Arguing About Art*. New York: McGraw-Hill, 1995.
- Okagbue, Osita. *African Theatres and Performances*. New York. Routledge, 2007.
- Parsons, Michael. *How We Understand Art*. Cambridge: Cambridge U.P., 1987.
- Preseley, Horton. *Principles of Music and Visual Arts*. Landham, MD: U.P. of America, 1986
- Panofsky, Erwin. *Meaning in the Visual Arts*. Princeton, Princeton U. Press, 1995.
- Rothman, William. *The I of the Camera: Essays in Film Criticism, History, and Aesthetics*. New York: Cambridge U.P., 1989.
- Sieber, Roy and Roslyn Adele Walker. *African Art in the Cycle of Life*. Washington DC: National Museum of African Art, 1987.
- Terry, Walter. *How to Look at Dance*. New York: Morrow, 1982.

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.

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 A212	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Humanities II <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input checked="" type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/ 2008 To: /9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature					
13. List any programs or college requirements that require this course Bachelor of Liberal Studies, Bachelor of Arts in Elementary Education					
14. Coordinate with Affected Units: Deans & Directors and uaa-faculty@uaa.alaska.edu Department, School, or College _____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input checked="" type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. 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.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A211 or ENGL A212 or ENGL A213, or ENGL A214		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) 3 credits of a Fine Arts GER			
18. <input type="checkbox"/> 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. Change in prerequisite and registration restrictions reflect appropriate preparation for this writing intensive course.					

____ Approved
____ Disapproved: _____
Initiator (faculty only) Date

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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:

Adams, Laurie, S. *Exploring the Humanities: Creativity and Culture in the West, Volume I & II*. Prentice Hall, 2006.

Bishop, *Literature for Adventures in the Human Spirit, Vol. I & II*. Prentice Hall, 1995.

Bressler, Charles. *Literary Criticism: Theory and Practice*. 4th Edition, Prentice Hall, 2007.

Carpenter, Scott. *Reading Lessons: An Introduction to Theory*. Prentice Hall, 2000.

D'Alleva & Publishing, Ltd. *Look Again! Art History and Critical Theory*. Prentice Hall, 2005.

Di Yanni, Robert and Benton, Janetta R. *Arts and Culture: An Introduction to the Humanities*. Combined, Third Edition. Prentice Hall, 2008.

Minor, Vernon Hyde. *Art History's History*. Prentice Hall, 2001.

Sayre, Henry. *The Humanities: Culture, Continuity, and Change, Books 1-6*, Prentice Hall, 2008.

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

Adshead, Janet. *Dance Analysis: Theory and Practice*, London: Dance Books, 1988.

Araeen, Rasheed, Cubitt, S, and Sardar, Z. *The Third Text Reader: on Art, Culture, and Theory*. New York: Continuum, 2002.

Banes, Sally. *Writing Dancing in the Age of Postmodernism*. Hanover: Wesleyan University Press, 1994

Berger, John. *Ways of Seeing*. New York: Penguin, 1977.

Brockett, Oscar G. *History of the Theatre*. 9th ed. Boston: Allyn and Bacon, 2003.

Cohen, Selma Jean. *Dance as a Theatre Art*. New York: Dodd Mead, 1974.

Copeland, R. and Cohen, M. *What is Dance? Readings in Theory and Criticism*, Oxford: Oxford University Press, 1983.

Culler, Jonathan. *The Pursuit of Signs*. (1981). New York: Routledge, 2001.

Dils, Ann and Albright, Ann Cooper. *Moving History / Dancing Cultures: a Dance History Reader*. Middletown: Wesleyan U. P., 2001.

Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Oxford U. P, 1983.

Fish, Stanley. *Is there a Text in This Class?* Cambridge, MA: Harvard UP, 1980.

Foster, Susan. *Reading Dancing: Bodies and Subjects in Contemporary American Dance*, Berkeley: University of California Press, 1986.

Freund, Philip. *Oriental Theatre: Drama, Opera, Dance and Puppetry in the Far East*. Chester Springs, PA: Dafour Editions, 2005.

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Gere, D. (ed.) *Looking Out: Perspectives on Dance and Criticism in a Multi-cultural World*, New York: Schirmer Books, 1995.

Groden, Michael, et al. *The Johns Hopkins Guide to Literary Theory & Criticism*. 2nd ed. Baltimore: Johns Hopkins U P, 2005.

Gunn Allen, Paula. *The Sacred Hoop*. Boston: Beacon, 1986.

Lane, Jill. *Theatre and Performance in Latin America*. New York, Routledge, 2008.

Leiter, Samuel L. *Encyclopedia of Asian Theatre*. Westport, CT.:Greenwood Press, 2007.

- Lippard, Lucy. *Mixed Blessings*. New York: Pantheon, 1990.
- Mast, Gerald. *Film Theory and Criticism*. New York: Oxford U.P., 1992.
- Neill, Alex and Aaron Ridley. *The Philosophy of Art: Readings Ancient and Modern*. New York: McGraw-Hill, 1995.
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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 II

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.

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 HW CHSW		1b. Division ASWK Division of Social Work		1c. Department BSWK	
2. Course Prefix SWK	3. Course Number A106	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3.0	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Introduction to Social Welfare Into to Social Welfare <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008 To: /9999		
			12. <input checked="" type="checkbox"/> Cross Listed with HUMS A106 <input type="checkbox"/> Stacked with not applicable Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of Social Work, Bachelor of Human Services					
14. Coordinate with Affected Units: Department of Human Services. Faculty list serve. Department, School, or College					
_____ Initiator Signature Date					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. 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.					
17a. Course Prerequisite(s) (list prefix and number) SWK A101		17b. Test Score(s) None		17c. Co-requisite(s) (concurrent enrollment required) None	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) None		
18. <input type="checkbox"/> Mark if course has fees None					
19. Justification for Action Update Course Content Guide.					

Initiator (faculty only) Date

Initiator (PRINT NAME)

____ Approved
____ Disapproved: _____
Department Chairperson Date

____ Approved
____ Disapproved: _____
Curriculum Committee Chairperson Date

____ Approved
____ Disapproved: _____
Dean/Director of School/College Date

____ Approved
____ Disapproved: _____
Undergraduate or Graduate
Academic Board Chairperson Date

____ Approved
____ Disapproved: _____
Provost or Designee Date

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

I. Date of Initiation: 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:

Outcomes and Assessment Measures	
Outcomes	Measures
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.	Class discussions Testing
2. Discuss and evaluate the impact of historical social welfare development on the present day provision of social welfare.	Class discussion Historical comparative essay
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.	Reaction papers Class discussions Testing
4. Describe how the major societal institutions: economic, political, educational, religious, and family, have influenced the development of social welfare in the United States.	Class discussion Testing
5. Critically examine historical and persistent issues: ethical, political, economic, and social as they affect social policy and the provision of social welfare services.	Class discussions Historical comparative essay Reaction papers Table interpretation
6. Describe and evaluate how social change has resulted in the need for the establishment of formalized social welfare responses.	Class discussions Historical comparative essay
7. Critically examine the role of empirical research in the social welfare system.	Class discussions Reaction papers
8. Identify and describe the organizations through which social	Class discussions Testing

welfare services are delivered.	
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.	Class discussions Questionnaire completion Community council meeting paper Reaction papers

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

- Jansson, B. (2005). *The reluctant welfare state: American social welfare policies: Past, present and future* (5th ed.). Belmont, CA: Brooks/Cole.
- Sinclair, U. (1906). *The jungle*. New York: Bantam.

VII. Bibliography

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- Axxin, J., & Levin, H. (2008). *Social welfare: A history of the American response to need* (7th ed.). Boston: Allyn & Bacon
- Bauman, R. (2007). The Black power and Chicano movements in the poverty wars in Los Angeles. *Journal of Urban History*, 1(33), 277-294.
- Chamblin, M., Burek, M., & Cochrane, J. (2007). Welfare policy as social control: A specific test of the Piven and Cloward thesis. *Criminal Justice Policy Review*, 6 (18), 132-152.
- Day, P. (2006). *A new history of social welfare* (5th ed.). Boston: Allyn & Bacon.
- Dolgoft, R., Feldstein, D., & Skolnik, L. (2007). *Understanding social welfare* (7th ed.). New York: Longman.
- Jansson, B. (2005). *The reluctant welfare state: American social welfare policies: Past, present and future* (5th ed.). Belmont, CA: Wadsworth.
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- LaNey, I., & Hodges, V. (2004). African American reformers' mission: Caring for our girls and women. *Affilia*, 8(19), 257-272.
- Neblett, N. (2007). Patterns of single mothers' work and welfare use: What matters for children's well-being? *Journal of Family Issues*, 8(28), 1083-1112.
- O'Sullivan, J., & McMahon, M. (2006). Who will care for me? The debate of orphanages versus foster care. *Policy, Politics, & Nursing Practice*, 5(7), 142-148.
- Popple, P., & Leighninger, L. (2005). *Social work, social welfare, and American society*. Boston: Allyn & Bacon.
- Rothman, D. (2002). *The discovery of the asylum: Social order and disorder in the new republic*. Hawthorne, NY: Aldine de Gruyter.
- Trattner, W. I. (2004). *From poor law to welfare state: A history of social welfare in America* (7th ed.). New York: Free Press.

