

# General Education Review Committee Agenda

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April 18, 2008

ADM 204

**TIME CHANGE: 12:00 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

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

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

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

## IV. Chair's Report

## V. Course Action Requests

Chg	LSSS A111	Cultural Foundations of Human Behavior (3 cr) (3+0) (pg. 4-7)
Chg	LSSS A312	Individuals, Groups, and Institutions (3 cr) (3+0) (pg. 8-13)
Chg	LSIC A488A	Capstone Project I: Design and Research (3 cr) (3+0) (pg. 14-18)
Chg	JPC A403	Communications and Media Research (3 cr) (3+0) (pg. 19-24)
Chg	PHYS A115	Physical Science (3 cr) (3+0) (pg. 25-28)
Add	PHYS A115L	Physical Science Lab (1 cr) (0+3) (pg. 29-32)
Chg	CEL A292	Introduction to Civic Engagement (3 cr) (3+0) (pg. 33-40)
Chg	HUM A250	Myths and Contemporary Culture (3 cr) (3+0) (pg. 41-45)
Add	CIS A326	Information Systems Literacy in the 21 <sup>st</sup> Century (3 cr) (3+0) (pg. 46-52)

## VI. Old Business

## VII. New Business

## VIII. Informational Items and Adjournment

- A. GER Capstone Language for Syllabi  
Revised language sent to UAB

# General Education Review Committee Summary

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April 11, 2008

ADM 204

**TIME CHANGE: 12:00 p.m. – 1:30 p.m.**

## I. Call to Order

### Roll

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

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

**Approved**

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

**Approved**

## IV. Chair's Report

## V. Course Action Requests

Chg SWK A431 Social Work Practice IV: Integrative Capstone (3 cr) (3+0) (pg. 5-11)  
**Approved**

Chg ASL A101 Elementary American Sign Language I (3 cr) (3+0) (pg. 12-16)  
**Approved**

Chg ASL A102 Elementary American Sign Language II (3 cr) (3+0) (pg. 17-20)  
**Approved**

Chg ASL A201 Intermediate American Sign Language I (3 cr) (3+0) (pg. 21-24)  
**Approved**

Chg ASL A202 Intermediate American Sign Language II (3 cr) (3+0) (pg. 25-28)

Chg FREN A101 Elementary French I (4 cr) (4+0) (pg. 29-33)

Chg FREN A102 Elementary French II (4 cr) (4+0) (pg. 34-38)

Chg FREN A201 Intermediate French I (4 cr) (4+0) (pg. 39-43)

Chg FREN A202 Intermediate French II (4 cr) (4+0) (pg. 44-48)

Chg GER A101 Elementary German I (4 cr) (4+0) (pg. 49-53)

Chg GER A102 Elementary German II (4 cr) (4+0) (pg. 54-58)

Chg GER A201 Intermediate German I (4 cr) (4+0) (pg. 59-63)

Chg GER A202 Intermediate German II (4 cr) (4+0) (pg. 64-68)

Chg JPN A101 First Year Japanese I (4 cr) (4+0) (pg. 69-73)

Chg JPN A102 First Year Japanese II (4 cr) (4+0) (pg. 74-78)

Chg JPN A201 Second Year Japanese I (4 cr) (4+0) (pg. 79-83)

Chg JPN A202 Second Year Japanese II (4 cr) (4+0) (pg. 84-88)

Chg RUSS A101 Elementary Russian I (4 cr) (4+0) (pg. 89-93)

Chg	RUSS A102	Elementary Russian II (4 cr) (4+0) (pg. 94-98)
Chg	RUSS A201	Intermediate Russian I (4 cr) (4+0) (pg. 99-103)
Chg	RUSS A202	Intermediate Russian II (4 cr) (4+0) (pg. 104-108)
Chg	SPAN A101	Elementary Spanish I (4 cr) (4+0) (pg. 109-113)
Chg	SPAN A102	Elementary Spanish II (4 cr) (4+0) (pg. 114-118)
Chg	SPAN A201	Intermediate Spanish I (4 cr) (4+0) (pg. 119-123)
Chg	SPAN A202	Intermediate Spanish II (4 cr) (4+0) (pg. 124-128)

**ASL 202- SPAN A202 courses approved**

VI. Old Business

VII. New Business

- A. GER Capstone Language Syllabus
  - Suzanne Forster distributed language
  - Edits made and will be submitted at the 4/18 GER meeting
  - Discussion on assessment

VIII. Informational Items and Adjournment

Meeting adjourned



## 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 ASSC Division of Social Science		1c. Department Liberal Studies	
2. Course Prefix LSSS	3. Course Number A111	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Cultural Foundations of Human Behavior Cult Found of Human Behavior 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 checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No     # of Repeats     Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Other CCG, GER status			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: 99/9999		
			12. <input type="checkbox"/> Cross Listed with N/A  <input type="checkbox"/> Stacked     with N/A     _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course BAEE and B.A., Languages (an option with LING 101)					
14. Coordinate with Affected Units:     UAA faculty listserve (copy 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 Addresses culture as a concept and phenomenon, including its origins, variety, utility, subtlety and complexity, issues of identity, and cultural aspects of human lives from various social science perspectives.					
17a. Course Prerequisite(s) (list prefix and number) N/A		17b. Test Score(s) N/A		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees N/A					
19. Justification for Action Course description, content, and outcomes meet the requirements of the Social Science GER and will meet the need of the COE Bachelor of Education and the Liberal Studies majors. Previously, History courses met the GER in the social sciences requirement for the BAEE and BLS majors, and were also part of the content area for the majors. The proposed LSSS A111 course meets current GER standards and is the best suited course to meet the programmatic needs of BAEE & BLS majors.					

\_\_\_\_\_  
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

**I. Date of course initiation: February 14, 2008**

**II. A. College: College of Arts & Sciences**

**B. Course Subject/Number: LSSS A111**

**C. 3 credits**

**D. Course Title: Cultural Foundations of Human Behavior**

**E. Grading basis: A - F**

**F. Course Description:**

Addresses culture as a concept and phenomenon, including its origins, variety, utility, subtlety and complexity, issues of identity, and cultural aspects of human lives from various social science perspectives.

**G. Prerequisites: None**

**III. Instructional Goals and Student Outcomes**

**A. Instructional Goals**

The instructor will:

1. Describe the core qualities of culture: learned, symbolic, shared and adaptive.
2. Demonstrate the difference between empirical and non-empirical truth claims about culture.
3. Introduce theories and research findings about the effects of cultural foundations on human behavior.
4. Provide examples of social science approaches to studying culture.
5. Explain how culture meets biological, psychological and social needs.
6. Provide examples of interpersonal, group, political, economic and cultural dynamics in order that students will understand the complex and enduring underpinnings of culture in themselves and others.

**B. Student Outcomes and Assessment Measures**

At the completion of this course the student will be able to:

<b>Outcomes</b>	<b>Measures</b>
Describe the core qualities of culture	Performance in class discussion, on written assignments and exams
Distinguish among empirical and non-empirical truth claims about cultural phenomena.	Performance in class discussion and on written assignments and exams
Identify the effects of cultural foundations of human behavior	Performance in class discussion, exams, and research papers
Give examples of social science approaches to learning about culture	Performance in class discussion, on exams, and written assignments
Explain how culture meets biological, social and psychological needs	Performance in classroom discussion, on exams, and written assignments
Identify interpersonal, group, political, economic and cultural dynamics	Performance in classroom discussion, on exams, and written assignments

**IV. Guidelines of evaluation:**

Tests, journals, field exercises, written and oral reports.

**V. Course level justification:**

Introduction to the foundations of human behavior through the processes of culture, culture change and the role of culture in human social and psychological life.

**VI. Justification of GER Social Science Status**

Satisfies category descriptors for GER Social Science courses.

**VII. Topical Course Outline**

Unit 1: Basic Principles of Understanding Culture

- A. What is culture?
- B. Ethics and methods in the social sciences
- C. Language and communication
- D. Making a living
- E. Political systems
- F. Families, kinship and marriage
- G. Gender
- H. Religion
- I. The world system and colonialism
- J. Ethnicity and race
- K. Cultural exchange and survival

Unit 2: Non-Western Educational Systems

- A. Introduction to cultural considerations in epistemologies
- B. Class, caste and education in the United States
- C. African education
- D. MesoAmerican education
- E. Native North American education
- F. Hindu and Buddhist education
- G. Islamic education
- H. Finding one's identity in education

**VIII. Suggested texts:**

Kottak, Conrad Phillip. 2008 *Mirror for Humanity: a Concise Introduction to Cultural Anthropology*. Sixth edition. Publisher: McGraw Hill Higher Education.

Reagan, Timothy. 2000. *Non-Western Educational Traditions: alternative approaches to educational thought and practice*, 2<sup>nd</sup> edition. Lawrence Erlbaum Associates.

**IX. Bibliography:**

Aitchison, J. 2000. *The Seeds of Speech*. Cambridge: Cambridge University Press.

Elder, Jr., Glen H. and Rand D. Conger. 2000. *Children of the Land: Adversity and Success in Rural America*. Chicago: University of Chicago Press.

Fadiman, Ann. 1997. *The Spirit Catches You and You Fall Down: a Hmong Child, Her American Doctors, and the Collision of Two Cultures*, New York: Farrar, Straus, and Giroux.

Kovecses, Zoltan. 2000. *Metaphor and Emotion: Language, Culture and the Body in Human Feeling*. Cambridge: Cambridge University Press.

Middleton, DeWight R. 2003. *The Challenge of Human Diversity: Mirrors, Bridges, and Chasms*, 2<sup>nd</sup> edition. Waveland Press.

Pai, Young, Susan A. Adler, and Linda K. Shadiow. 2006. *Cultural Foundations of Education*, 4<sup>th</sup> edition. Pearson Prentice Hall.

**Some video source examples:**

“Passing”  
 1995 Documentary exploring the impact of media on the current climate of racial and gender tension in the US.

“Who Owns the Past?”  
 2000 Documentary regarding Native American effort to control their ancestral remains.

“Mi Puerto Rico”  
 1996 Documentary regarding Puerto Rico’s cultural traditions and untold history, including individual lives in a New York barrio.

“Homeland”  
 2000 Documentary regarding four Lakota Indian families in their search for physical homes and a spiritual home.

“Sexism in Language: Thief of Honor, Shaper of Lies”  
 1995 Analyzes gender bias of everyday language.



## 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 ASSC		1c. Department Liberal Studies	
2. Course Prefix LSSS	3. Course Number A312	4. Previous Course Prefix & Number N/A		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Individuals, Groups, and Institutions Individ/Groups/Institut <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 N/A      Max Credits 3		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input 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 GER Capstone			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2008      To:      /9999		
			12. <input type="checkbox"/> Cross Listed with N/A		
			<input type="checkbox"/> Stacked with N/A      _____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course Bachelor of 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 <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 type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description The study of how individuals influence and are influenced by groups and institutions. Emphasis on individuals' roles in group and institutional activities, group and institutional influence on people's lives, and dynamics in the formation and change of institutions.					
17a. Course Prerequisite(s) (list prefix and number) LSSS A111 and (ANTH A250 or concurrent enrollment)		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) N/A	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level		17e. Registration Restriction(s) (non-codable) Completion of GER Tier One (basic college-level skills) requirements			
18. <input type="checkbox"/> Mark if course has fees NA					
19. Justification for Action Course description, content, and outcomes meet the requirements for the Integrative Capstone GER. LSSS A312 will be open to a wider population of students needing and Integrative Capstone 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      8Date



**UNIVERSITY OF ALASKA ANCHORAGE**  
**COURSE CONTENT GUIDE**  
**College of Arts & Sciences**

**I. Date: February 15, 2008**

College: CAS

Course Subject: Liberal Studies Social Science

Course Number: LSSS A312

Number of Credits: 3 + 0

Course Program: BLS

Title: Individuals, Groups, and Institutions

Grading Basis: A-F

Implementation Date: Fall 2008

Course Description: The study of how individuals influence and are influenced by groups and institutions. Emphasis on individuals' roles in group and institutional activities, group and institutional influence on people's lives, and dynamics in the formation and change of institutions.

Course Prerequisites: LSSS A111 and (ANTH A250 or concurrent enrollment)

Registration Restriction: Completion of GER Tier One (basic college level skills) requirements

Course Fees: No (except distance education fees when the course is offered as a distance course)

**II. Instructional Goals and Student Outcomes**

Instructional Goals:

The Instructor will:

1. Present research findings and theory about individuals, groups, and institutions.
2. Identify and evaluate two or more techniques which can be used to research and report about individuals, groups, and institutions.
3. Compare and critique three or more paradigms used by scholars to understand individuals, groups and institutions.
4. Discuss research findings and theory about individuals, groups and institutions in historical context with an emphasis on individuals, groups, and institutions in an increasingly diverse social context.

Outcomes and Assessment Measures	
Student Outcomes The student will be able to:	Assessment resulting in artifacts (papers and exams)
Assess, compare and critically evaluate theory and research about individuals, groups and institutions.	Performance on two or more essay exam questions asking students to compare approaches from two or more scholarly disciplines
Demonstrate effective ways to research write and speak about individuals, groups, and institutions.	Performance on paper(s) and oral presentations
Explain underlying assumptions behind three or more paradigms used to study individuals, groups and institutions	Performance on short paper or exam questions explaining underlying assumptions of three or more paradigms
Evaluate popular and scholarly literature about individuals, groups, and institutions in order to distinguish the differences among that literature which uses rational, observation-based and ethical standards from that which is specious and fallacious.	Evaluation of reference page and review of literature sections of written work

### III. Course Level and GER Capstone Status Justification

Builds upon previous course work and requires familiarity with concepts, methods, and vocabulary of social science. Students who meet the prerequisites for this course have taken integrative courses upon which this course builds. Integration of theory and research from the disciplines which study individuals, groups and institutions is incorporated into the course and assessed in oral and written papers and presentations. Effective communication, information literacy and critical thinking are integrated into the course design.

### IV. Topical Course Outline

#### A. Individuals

1. Psychological, individualistic understandings
  - a. Personality
  - b. Behavior
  - c. Identity
  - d. Consciousness
2. Sociological, anthropological and cultural understandings
  - a. Socialization
  - b. Values
  - c. Self, identity, roles and culture
  - d. Diversity

3. Paradigms for understanding the individual

## B. Groups

1. Small group theory and research
2. Primary, secondary and reference groups
3. Leadership and group influence
4. Paradigms for understanding the individual in group context
5. Understanding groups in the context of social change

## C. Institutions

1. Family, Education, Religion, Economics, Politics, Medicine
2. Emerging institutions
3. Paradigms for understanding contribution of individual and groups to social institutions
4. Institutions and economic base
5. Institutions and social change

## D. The Institution of Education

1. The relationship between individuals, groups and institutions of social control and the institution of education
2. The institution of education in the context of social change

## E. Economy and Economic Institutions

1. Production, consumption, and distribution
2. Bureaucracies, markets and economic growth
3. Corporate structures and activities
4. Economy and social change

## F. Governance, Justice and Political Institutions

1. Social order and norms of justice
2. The state and its institutions
3. The individual and social control

## G. Studying Social Change

1. Social Movements
2. Globalization
3. Ideological vs structural paradigms for understanding social change

## H. Research Methods

1. Positivist vs subjective analysis
2. Observation
3. Experiment
4. Survey Interview
5. Secondary
6. Content analysis
7. Research ethics

- I. Information Literacy
  1. Scholarly sources
  2. Journalistic sources
  3. Plagiarism and acknowledging sources
  4. Review of literature as part of the scientific method
  5. Recognizing pseudoscience

## **Suggested Texts (s)**

Aronson, Elliot. *The Social Animal*. New York, NY: Worth Publishers, 2007.

Charon, Joel M. *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth, 2007.

Duffy, Karen G. and Gary Krolikowski. *Annual Editions: Social Psychology*. Dubuque, IA: McGraw-Hill/Dushkin, 2008.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. New York, NY: Back Bay Books, 2002.

Graff, Gerald and Cathy Berkenstein. *"They Say/ I Say": The Moves that Matter in Academic Writing*. New York, NY: Norton, 2006.

## **Bibliography**

Adams, Mathey. *Self and Social Change*. Sage, 2007.

Allan, Kenneth. *Explorations in Classical Sociological Theory*. Thousand Oaks, CA: Pine Forge Press, 2005.

Applerouth, Scott and Laura Desfor Edles. *Sociological Theory in the Contemporary Era*. Thousand Oaks, CA: Pine Forge Press, 2007.

Aronson, Elliot. *The Social Animal*. New York, NY: Worth Publishers, 2007.

Charon, Joel M. *Ten Questions: A Sociological Perspective*. Belmont, CA: Wadsworth, 2007.

Coontz, Stephanie. *Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage*. New York, NY: Viking, 2005.

Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Viking Books, 2005

Elder, Glen and Rand D. Conger *Children of the Land: Adversity and Success in Rural America* Chicago: University of Chicago Press 2000

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. New York, NY: Back Bay Books, 2002.

Graff, Gerald and Cathy Berkenstein. *"They Say/I Say": The Moves that Matter in Academic Writing*. New York, NY: Norton, 2006.

Harre', Rom. *Key Thinkers in Psychology*. Sage, 2006.

Healy, Joseph F. *Diversity and Society: Race, Ethnicity, and Gender*. Thousand Oaks, CA: Pine Forge Press, 2007.

Langdon, Steve. *The Native People of Alaska*. Anchorage: Greatland Graphics, 2002

Napoleon, Harold. *Yuuarag: The Way of the Human Being*. Ed. Eric Madson. Fairbanks: Alaska Native Knowledge Network, 1996.

Pearson, Robert W and Lawrence W. Sherman, *Use and Usefulness of the Social Science: Accomplishments, Disappointments, and Promise* . Sage, 2008

Ritzer, George. *Sociological Theory*. Dubuque, IA: McGraw Hill, 2008.

—. *The McDonaldization of Society*. Thousand Oaks, CA: Pine Forge Press, 2003.

Saraswathi, T. S. *Cross-Cultural Perspectives in Human Development* . Sage, 2003.

Stark, Rodney. *Discovering God: The Origins of the Great Religions and the Evolution of Belief* . New York, NY: Harper Collins, 2007.

Wlodkowski, Raymod J. and Margery B. Ginsberg. *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass, 1995.



**Course Content Guide**  
**University of Alaska Anchorage**  
**College of Arts and Sciences**

**I. Date of Initiation: February 15, 2008**

**II. Course Information:**

- A. College: College of Arts and Sciences
- B. Course Subject / Number: LSIC A488 A
- C. 3.0 Credits 3+0 Contact Hours
- D. Course Title: Capstone Project I: Design and Research
- E. Grading Basis: A – F
- F. Course Description: The design and initial research phase of a substantial year-long capstone research or creative project. Students will work under the guidance of a faculty or community professional mentor, typically in small groups, to prepare and present a research or creative project proposal and to begin data collection or project implementation.
- G. Prerequisites: LSSS A311, LSSS A312, LSIC A331, and LSIC A332.
- H. Registration Restrictions: Completion of 9 credits of Liberal Studies disciplinary concentrations. Completion of GER tier 1(basic college level skills) requirements.

**III. Instructional Goals and Student Outcomes**

A. Instructional Goals

The instructor and mentors will:

- 1) Assist students as they develop a research question or project goal.
- 2) Provide instruction about how to research and compose a review of literature or background statement.
- 3) Instruct students about elements of design of a research or project proposal. This includes assessable objectives, description of appropriate research or project methods, and application of ethics appropriate to the field.
- 4) Direct student to appropriate community and university resources required to research and implement the project plan or research proposal.

B. Student Outcomes and Assessment Measures

Outcomes and Assessment Measures	
Outcomes The Student will be able to:	Assessment Measures and Student Generated Artifacts
Define and refine a significant research question or project goal.	Project goal will be assessed for clarity, relevance, depth, breadth and logic.
Complete a literature review as background for the project.	Review of literature will be evaluated to determine whether student has distinguished logical and appropriate uses of information from specious and

	fallacious information.
Devise, design and complete a research or project proposal.	Written proposal will be evaluated for clarity, organization and effective communication.
Work collaboratively with other students, faculty, and community partners to begin the first phase of the project which will be completed in the following semester.	First phase of project implementation will be evaluated for adherence to ethical and discipline standards.

#### IV. Guidelines for Evaluation

Grades are determined by the mentor and instructor of record on the basis of progress throughout the semester. Students will meet in small groups with their mentor(s) on a weekly basis to assess and enhance progress. Factors in grading include: quality of research or project proposal, overall contribution to the project, quality of the literature review, participation in project group discussions, and progress in data collection or project implementation.

#### V. Course Level and Capstone GER Justification

This is the first semester of a year-long course that builds on the liberal studies integrated curriculum and discipline area emphasis. The goal of the course is to develop the student's ability to critically evaluate, synthesize, and apply concepts learned in previous Liberal Studies and General Education courses. The research or project will significantly extend the depth of knowledge in the disciplinary area and will also require the student to integrate knowledge from different disciplines to solve research problems or produce a creative product. Oral and written presentations are assessed for effective communication, critical thinking and information literacy.

#### VI. Topical Course Outline

- A Choosing a topic
- B Goals and objectives
- C Funding and budgets
- D Timelines
- E Writing proposals
- F Review of literature
  - (a) Scholarly research
  - (b) Identifying pseudoscience
  - (c) Scholarly use of popular sources
    - 1. Popular sources as cultural artifacts
    - 2. Content analysis
- G Ethics
  - (a) Research ethics
    - 1. History of the Internal Review Process
    - 2. Internal Review Board for research involving human subjects
  - (d) Ethics in journalism
  - (e) Avoiding plagiarism
  - (f) Appropriate attribution
- H Research methods
  - (a) Samples
  - (b) Observation



- (c) Subjective vs positivistic models
- I Aesthetic, narrative and scholarly projects
- J Peer review and collaboration

## II. Possible Capstone Projects

Faculty mentors will provide a list of possible capstone projects at the start of each semester. Faculty may also enlist appropriately qualified community professionals to serve as mentors for specific projects. Students may also propose their own project topics for consideration.

### A. Natural Sciences Projects:

- Responses of cyanobacteria to seasonal changes in water chemistry in Anchorage wetlands
- Responses of the plankton community to changes in water chemistry in an artificial ocean
- Dissolved carbon isotope responses to changes in atmospheric CO<sub>2</sub>
- Water quality assessments of local streams
- Changes in the intertidal biotic community in response to environmental change
- Sources and sinks of methane gas in artificial wetlands
- Creation of a museum exhibit and web site showing changes in bear or other animal behavior in the local community or environs
- Development of a scientifically effective community-based response to human-bear interaction problems
- Creation of a key for plants on campus
- “Ground-truthing” of rural road densities and wildlife corridors for regional land management plans

### B. Mathematics, Computer Science, Engineering, and Social Sciences:

- Creation of artificial wetlands using reclaimed water
- Design of a modified beaver dam to prevent flooding of student dorms
- Design and construction of a student garden
- Valuation of ecosystem services provided by enclosed artificial ecosystems
- Ecological footprint of proposed energy projects
- Creation of a website examining international policy responses to global environmental change
- Comparative fiscal analysis of public and private undergraduate education
- Contingent valuation survey of open space preservation in the Kenai River watershed
- Understanding cultural change among Native Americans and/or Alaska Natives through agent-based modeling
- Cost-benefit analysis of the Alaska Building Energy Efficiency Standards and proposals for revisions
- Historical analysis and program evaluation of the UA Scholars program

### C. Humanities

- Creation of a newsletter or web site for a college department or program
- Development and promotion of a plan to increase voting accessibility for UAA students
- Development of an anti-tobacco curriculum for use in elementary schools, and the teaching of the curriculum to students
- Development of a community art exhibit
- Composition and performance of original music, theatre, dance, or other performing art

### III. Suggested Texts

Graff, Gerald and Cathy Berkenstein. *"They Say/ I Say": The Moves that Matter in Academic Writing*. New York, NY: Norton, 2006.

Babbie, Earl. *The Basics of Social Research*. Belmont, CA: Wadsworth, 2008.

Chalon, Anderson and Amy Carrell. *APA and MLA writing formats*. Boston, MA: Pearson, 2004.

Hoover, Kenneth and Todd Donovan. *The Elements of Social Scientific Thinking*. Boston, MA: Wadsworth, 2008.

Maimon, Elaine P., Janice H. Peritz and Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research*. New York, NY: McGraw Hill, 2005.

Snowdon, David A. *Aging with Grace: What the Nun Study Teaches us about leading longer, healthier and more meaningful lives*. Bantam Books, 2001. (describes the process Snowdon uses to identify research problems)

### VII. Bibliography

Varies, depending on the project and its relevant discipline(s)

Babbie, Earl. *The Basics of Social Research*. Belmont, CA: Wadsworth, 2008.

Chalon, Anderson and Amy Carrell. *APA and MLA writing formats*. Boston, MA: Pearson, 2004.

Creswell, John W. *Qualitative Inquiry and Reserach Design: Choosing Among Five Approuches*. Thousand Oaks, CA: Sage, 2007.

Frankfort-Nachmias and Anna Leon-Guerrero. *Social Statistics for a Diverse Society*. Thousand Oaks, CA: Pine Forge Press, 2006.

Graff, Gerald and Cathy Berkenstein. *"They Say/ I Say": The Moves that Matter in Academic Writing*. New York, NY: Norton, 2006.

Hoover, Kenneth and Todd Donovan. *The Elements of Social Scientific Thinking*. Boston, MA: Wadsworth, 2008.

Maimon, Elaine P., Janice H. Peritz and Kathleen Blake Yancey. *A Writer's Resource: A Handbook for Writing and Research*. New York, NY: McGraw Hill, 2005.

Pearson, Robert W and Lawrence W. Sherman, *Use and Usefulness of the Social Science: Accomplishments, Disappointments, and Promise*. Sage, 2007

Richards, Lyn and Janice M. Morse. *User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage, 2007.

Schutt, Russel K. *Investigating the Social World: The Process and Practice of Research*. Thousand Oaks, CA: Sage, 2006.

Snowdon, David A. *Aging with Grace: What the Nun Study teaches us about leading longer, healthier and more meaningful lives*. Bantam Books, 2001.

*The Belmont Report*. 15 2 2008 <<http://ohsr.od.nih.gov/guidelines/belmont.html>>.

Willis, Jerry W. *Foundations of Qualitative Research*. Thousand Oaks, CA: Sage, 2007.



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

1a. School or College AS CAS		1b. Division AHUM Division of Humanities		1c. Department Journalism and Public Communications	
2. Course Prefix JPC	3. Course Number A403	4. Previous Course Prefix & Number NA		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Communications and Media Research Comm. & Media Research <small>Abbreviated Title for Transcript (30 character)</small>					
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No      # of Repeats      Max Credits		
<input type="checkbox"/> Add <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input checked="" type="checkbox"/> Change <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Delete <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input checked="" type="checkbox"/> Course Description <input 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 Intergrative Capstone			10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date      semester/year From: Fall/2008      To: 9999/		
			12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked      with _____ <span style="float:right">Cross-Listed Coordination Signature</span>		
13. List any programs or college requirements that require this course JPC B. A.					
14. Coordinate with Affected Units:      Statistics Department, School, or College _____ <span style="float:right">Initiator Signature      Date</span>					
15. <input checked="" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input checked="" type="checkbox"/> Integrative Capstone					
16. Course Description Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.					
17a. Course Prerequisite(s) (list prefix and number) JPC A204 and STAT 252		17b. Test Score(s)		17c. Co-requisite(s) (concurrent enrollment required)	
17d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="" type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) Completion of all GER Tier I (basic college level skills) courses and junior standing		
18. <input checked="" type="checkbox"/> Mark if course has fees					
19. Justification for Action Changing JPC A403 Capstone GER					

Initiator (faculty only)	Date	
Initiator (PRINT NAME)		_____ Approved _____ _____ Disapproved: _____ <span style="float:right">Dean/Director of School/College      Date</span>
_____ Approved _____	_____ Disapproved: _____	_____ Approved _____
Department Chairperson	Date	Undergraduate or Graduate Academic Board Chairperson
_____ Approved _____	_____ Disapproved: _____	_____ Approved _____
Curriculum Committee Chairperson	Date	Provost or Designee
		_____ Disapproved: _____ Date

**UNIVERSITY OF ALASKA ANCHORAGE  
COURSE CONTENT GUIDE**

**I. Initiation Date:** Aug. 26, 2008

**II. Course Information:**

- A. College: College of Arts and Sciences
- B. Course Subject/Number: JPC A403
- C. 3.0 Credits 3 + 0
- D. Course Title: Communications and Media Research
- E. Grading Information: A-F
- F. Course Description: Evaluates communications and media research. Emphasizes methods and practices of empirical research in communications and media including concept framing, empirical methods, data generation, data analysis, peer review, and results presentation and publication. Students develop and produce empirical primary research papers using quantitative and qualitative research methods.
- G. Course Prerequisites: JPC A204 and STAT A252

**III. Instruction Goals and Defined Outcomes:**

- A. Instructional Goals. The instructor will:
- 1) Provide a detailed course syllabus consistent with Accrediting Council of Educators in Journalism and Mass Communications (ACEJMC) standards for instruction. This syllabus will include department's attendance and grading policies.
  - 2) Evaluate detailed examples of empirical communications and media research as presented in Journalism and Mass Communications Quarterly and other scholarly journals.
  - 3) Evaluate models of quantitative and qualitative research in communications and media.
  - 4) Emphasize the need for accuracy in professional research in communications and media studies
  - 5) Evaluate how principles and methods of empirical research in communications and media must be used to make careful descriptions and careful conclusions regarding media effects.
  - 6) Provide significant exposure to current communications and media research for students to directly evaluate empirical research processes and master skills in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.

- 7) Provide assignments in which students evaluate the attributes of publishable contemporary communications and media research.
- 8) Provide a structured opportunity for students to produce an empirical primary research project.
- 9) Encourage students to evaluate scholarly standards of communications and media research.

B. Defined student outcomes. Upon successful completion of this course, the student will be able to:

- 1) Evaluate detailed examples of empirical communications and media research as presented in *Journalism and Mass Communications Quarterly* and other scholarly journals.
- 2) Evaluate vocabulary of quantitative and qualitative research in communications and media research.
- 3) Apply principles and methods of empirical research in communications and media
- 4) Apply empirical research principles and practices to make careful and ethical descriptions and conclusions regarding media “affects.”
- 5) Apply empirical research processes in question framing, method, instrument development, data generation, data analysis, presentation, and operations of Institutional Research Boards.
- 6) Evaluate professional standards of accuracy in communications and media research
- 7) Produce a primary empirical research paper on a topic appropriate to communications and media research.
- 8) Apply principles and practices of publication submission using Chicago Manual of Style 15<sup>th</sup> Edition.

#### **IV. Course Activities:**

Seminar class. Lectures and critical discussion led by instructor. Analysis of current quantitative and qualitative empirical research in journalism and mass communications. Readings as assigned, class discussions and written exams. Students develop research question, method, generate data, and analysis for a primary empirical research paper.

#### **V. Guidelines for Evaluation:**

Evaluation procedures and outcomes, while at the discretion of the instructor, will be part of the syllabus, and will be discussed at the first class meeting of the semester. Students will be evaluated on understanding of empirical research methods, quantitative and qualitative methods, Association of Educators in Journalism and Mass Communications (AEJMC) publications style and standards, understanding of current research in journalism, strategic communications, telecommunications and film, and computer graphics and design. In addition, assignments will emphasize primary empirical communications research using “message-centric” approaches, as well as critical thinking

skills. Students will produce a primary empirical research paper on appropriate topic in communications using Chicago Manual of Style 15<sup>th</sup> Edition.

**Criteria for Grading:**

Students' work will be evaluated according to professional standards and its publishable quality. The criteria are as follows:

A = Outstanding. Publishable quality. Excellent research problem, research question, method, data, analysis, writing, and adherence to Chicago Manual of Style 15<sup>th</sup> Edition.

B = Very good. Publishable with minor changes. Good research problem, research question, method, data, analysis, writing and adherence to Chicago Manual of Style 15<sup>th</sup> Edition.

C = Average work. Requires substantial changes (problems with scope of research, methods, empirical data, or major rewriting including correction of numerous Chicago Manual of Style 15<sup>th</sup> Edition style errors.

D = Poor quality. Assignment has fundamental problems -- weak content, serious writing flaws.

F = Unacceptable for these reasons: late, inaccurate, incomprehensible, factual errors or misspelled names. Plagiarism automatically results in an F and will warrant an F for the course.

**VI. Course Level Justification:**

Advanced course builds on principles and practices of 300-level elective courses and emphasizes principles and practices of empirical research in mass communications. Requires and promotes critical analysis of empirical methods and critical thinking about empirical research.

**VII. Outline:**

- I. Introduction to Mass Communication Research
- II. Mass Communication Research issues
  - a. Communications and media scholarship
  - b. ethical issues
  - c. critical thinking
  - d. complex issues regarding the affects of mass communication
- III. Models of Mass Communication Research
  - a. historical and contemporary research in communications and media
  - b. research vocabulary
  - c. research topics

- IV. Research Models
  - a. proposal writing
- V. Research Methods
  - a. primary empirical data
  - b. quantitative models
  - c. qualitative models
  - d. data gathering
- VI. Analyzing Research Data
- VII. Research in Print Media
- VIII. Research in Strategic Communications
- IX. Research in Broadcasting
- X. Research in Telecommunications
- XI. Research in Information Technology

**VIII. Suggested Text:** Sparks, Glenn G., 2008, *Media Effects Research*, Thompson Wadsworth, Belmont, California

**IX. Bibliography and Resources:**

Berger, Arthur, 2000. *Media and Communication Research: An Introduction to Qualitative and Quantitative Approaches*. Sage Publications, California

Bracken, James K. and Sterling, Christopher H., 1997. *Mass Communications Research Resources: An Annotated Guide*. Adams, Katherine H.

Cottle, Simon and Hansen, Anders, 1998. *Mass Communication Research Methods*. New York University Press, New York.

Creswell, J. W., 1994. *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, California.

Dennis, Everette and Merrill, John, 1996. *Media Debates: Issues in Mass Communication*. Addison-Wesley Publishing Co., New Jersey.

Hachten, William A., 2003. *The Troubles of Journalism: A Critical Look at What's Right and Wrong with the Press*. Lawrence Erlbaum Associates Inc., New Jersey.

Hamelink, Cees J. and Linne, Olga, 1994. *Mass Communication Research: On Problems and Policies*. Greenwood Publishing Group Inc., Westport, Connecticut.

Palmgreen, Philip, Rubin, Rebecca and Sypher, Howard, 1994. *Communication Research Measures: A Sourcebook*. Guilford Press, New York.

Perry, David K., 2002. *Theory and Research in Mass Communication: Context and Consequences* (2<sup>nd</sup> Edition). Lawrence Erlbaum Associates Inc., New Jersey.

Pietala, Veikko, 2003. *On the Highway of Mass Communication Studies*. Hampton Press, Victoria, Canada.

Reinard, John C., 2000. *Introduction to Communication Research* (3<sup>rd</sup> Edition). McGraw-Hill Humanities/Social Sciences/Languages, New York.

Roberts, Carl W., 1997. *Text Analysis for the Social Sciences: Methods for Drawing Statistical Inferences From Texts and Transcripts*. Merritt, Davis, 1997.

Rubin, Rebecca, Rubin, Alan and Piele, Linda, 1999. *Communication Research: Strategies and Sources*. Wadsworth Publishing, Belmont, Calif.





## 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 Physics and Astronomy	
2. Course Prefix PHYS	3. Course Number A115	4. Previous Course Prefix & Number NA		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Physical Science <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 checked="" type="checkbox"/> Credits <input checked="" type="checkbox"/> Contact Hours <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input checked="" type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Prerequisites <input checked="" 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 type="checkbox"/> Other			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					
14. Coordinate with Affected Units:      Kenai Peninsula College & UAA Physics Dept. Department, School, or College <div style="text-align: right;">_____ Initiator Signature      _____ Date</div>					
15. <input type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone					
16. Course Description Exposes students to basic concepts in physics. Presents general knowledge of science rather than an in-depth study of any one field.					
17a. Course Prerequisite(s) (list prefix and number) NA		17b. Test Score(s) NA		17c. Co-requisite(s) (concurrent enrollment required) NA	
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 105 or higher		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Change of title and update of CCG. Also to align the format of Physical Science with most other natural science classes at UAA: students will be able to take the lecture component with or without the lab.					

\_\_\_\_ 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      25Date

## Course Content Guide (CCG)

### PHYS A115 Physical Science

#### I. Date revised: March 1, 2008

#### II. Information from the Curriculum Action Request

- 1a. College: College of Arts and Sciences
- 1c. Department: Physics and Astronomy
2. Course Prefix: PHYS
3. Course Number: A115
4. Previous: NA
- 5a. Credits: 3
- 5b. Hours: (3+0)
6. Course Title: Physical Science
7. Type of Course: Academic
10. Grading Basis: A-F
11. Implementation Date: Fall 2008
14. Coord. w/ affct. Unit: Kenai Peninsula College & UAA Physics Department
16. Course Description: Exposes students to basic concepts in physics. Presents general knowledge of science rather than an in-depth study of any one field.
- 17e. Registration Restr.: Placement into MATH 105 or higher
18. Fees: No

#### III. Instructional Goals and Outcomes

##### Instructional Goals

1. To provide the student with an in-depth understanding of the fundamental concepts of physics.
2. To apply these concepts and perspectives to everyday life and students specific areas of study (majors).
3. Develop an interest in the physical sciences and their applications.
4. Provide further insight into the structure of the physical sciences.
5. Guide students in using a graphing calculator, measuring tools and graphing software and methods.

To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

<b>Outcomes and Assessment Measures</b>	
<b>Student Outcomes</b>	<b>Assessment Procedures</b>
Knowledge of the scientific method and the ability to answer conceptual questions involving mechanics, thermodynamics, waves, electricity, and magnetism, as described in Goals 1 and 2.	Objective exams with possible quizzes and/or graded homework.
The ability to identify certain important concepts of nature, in particular physics, and the impact of these concepts on thought, technology, and advancing understanding of important natural processes, as described in Goals 3 and 4.	Objective exams with possible quizzes and/or graded homework.
Recognize and interpret the fundamentals of physics including the ability to start with a set of observations and/or data and evaluate these using specific mathematical expressions, as described in Goal 5.	Objective exams with possible quizzes and/or graded homework.

**IV. Guidelines for Evaluation**

The grading scale is A-F. Evaluation procedures are at the discretion of the faculty member teaching the course. They are usually based on quizzes, homework assignments, tests, and a final exam.

**V. Course Level Justification**

This course is an introductory course usually taken by freshmen and sophomores. Phys 115 is designed to be an introduction and overview of the physical sciences.

## **VI. Topical Course Outline**

1. Standard Units of Measure and Measurement Tools
2. Displacement, Velocity, and Acceleration
3. Forces and Inertia
4. Gravity and falling Objects
5. Newton's Laws of Motion
6. Work, Energy, and Momentum
7. Circular Motion
8. Pressure
9. Heat and the first Law of Thermodynamics
10. Second Law of Thermodynamics and Heat Engines
11. Principles of transverse and longitudinal Wave Transmission
12. Electric Charge and electric Fields
13. Magnetism and magnetic Fields

## **VII. Suggested Texts**

Hewitt, Paul. Conceptual Physics with Practice Book. 10th ed. Pearson, Addison/Wesley, 2006.

Griffith, Thomas. The Physics of Everyday Phenomena: A Conceptual Introduction to Physics. 4<sup>th</sup> ed. McGraw-Hill, 2004.

Bloomfield, Louis. How Things Work: The Physics of Everyday Life. 3<sup>rd</sup> ed. John Wiley & Sons, 2006.

## **VIII. Bibliography**

Walker, Jearl. The Flying Circus of Physics. 2<sup>nd</sup> ed. Wiley, 2007.

American Association of Physics Teachers. The Physics Teacher. Monthly journal. American Institute of Physics.



## Course Content Guide (CCG)

### PHYS A115L Physical Science Lab

**I. Date initiated:** March 1, 2008

**II. Information from the Curriculum Action Request**

- 1a. College: College of Arts and Sciences
- 1c. Department: Physics and Astronomy
- 2. Course Prefix: PHYS
- 3. Course Number: A115L
- 4. Previous: N.A.
- 5a. Credits: 1
- 5b. Hours: (0+3)
- 6. Course Title: Physical Science Lab
- 7. Type of Course: Academic
- 10. Grading Basis: A-F
- 11. Implementation Date: Fall 2008
- 14. Coord. w/ affct. Unit: Kenai Peninsula College & UAA Physics and Astronomy Department
- 16. Course Description: Exposes students to basic concepts in physics labs. Presents general knowledge of science rather than an in-depth study of any one field.
- 17a. Course Prerequisite: Phys 115 or concurrent enrollment.
- 18. Fees: Lab Fees

**III. Instructional Goals and Outcomes**

Instructional Goals

- 1. To provide the student with weekly laboratory work to reinforce and give hands-on experience with most of the primary topics covered in the lecture.
- 2. To provide the student with techniques and equipment useful in the study of physical phenomena.
- 3. To guide students in using a graphing calculator, measuring tools and graphing software and methods.
- 4. To provide students with laboratory experiments that enhance and deepen the knowledge acquired in the lectures.

To accomplish the instructional goals outlined above the following student outcomes and assessment procedures have been established:

<b>Outcomes and Assessment Measures</b>	
<b>Student Outcomes</b>	<b>Assessment Procedures</b>
Demonstrate the ability to work with the tools provided in the laboratory to obtain reliable experimental data, as described in Goal 2.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.
Demonstrate the ability to critically observe experimental processes and accurately record and analyze quantitative data to reach sound conclusions using mathematically correct reasoning, as described in Goals 3 and 4.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.
Identify ways in which their own physics experiments have advanced their understanding of important natural processes.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.
Explain the connection between theoretical concepts in the lecture and the experimental procedures in the laboratory.	Any combination of the following: Lab reports, quizzes, exams, oral presentations and performance in conducting experiments.

**IV. Guidelines for Evaluation**

The grading scale is A-F. The student will be evaluated on a weekly basis through their preparatory work for labs, their participation and level of completion of the labs and a lab final.

**V. Course Level Justification**

This course is an introductory course usually taken by freshmen and sophomores.

## **VI. Topical Course Outline**

1. Measurement
2. Density / Specific Gravity
3. Free Fall Acceleration
4. Vector Addition
5. Newton's Laws of Motion
6. Friction and the Inclined Plane
7. Ballistic Pendulum
8. Circular Motion / Centripetal Force
9. Young's Modulus
10. Coefficient of Linear Expansion
11. Heat Engines
12. Velocity of Sound in Air
13. Electric and Magnetic Fields
14. Ohm's Law
15. Wheatstone Bridge

## **VII. Suggested Texts**

Cutnell, John. Physics, Laboratory Manual. 6th ed. Wiley, 2004.

Hewitt, Paul. Conceptual Physics Laboratory Manual. 3rd ed. Pearson, Addison/Wesley, 2003.

Hobson, Art. Laboratory Manual for Liberal Arts Physics. 2nd ed. Pearson, Addison/Wesley, 2007.

## **VIII. Bibliography**

Edmonds, Dean. Cioffari's Experiments in College Physics. 10th ed. Houghton Mifflin, 1997.

Hewitt, Paul. Conceptual Physics Next Time Questions. Pearson, Addison/Wesley, 2003.

Skolil, Lester. Laboratory Physics. 4th ed. Wm. C. Brown, 1998.

American Association of Physics Teachers. The Physics Teacher. Monthly journal. American Institute of Physics.



Changes made to materials for CEL 292 as requested by UAB on April 11, 2008

Changes on CAR:

Made sure “NA” appears in blocks 17a,17b, 17c

In Block 16, deleted sentence so course description no longer includes what was the last sentence (“Serves as a social sciences GER.”).

Changes made in CCG

In Bibliography

Italicized word “Frigid” in entry for chapter by Haycox

Italicized word “Inequality” in entry for book by Rothman



**University of Alaska Anchorage  
Center for Community Engagement and Learning  
CEL A292 Introduction to Civic Engagement  
Course Content Guide**

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

**II. Course Information**

School/College: Health & Social Welfare

Course Subject: Civic Engagement

Course Number: CEL A292

Number of Credits: 3

Contact Hours: 3+0 contact hours

Title: Introduction to Civic Engagement

Grading Basis: A - F

Course Description: Introduces students to types of civic engagement in a democracy, practices of engagement and inquiry, and public issues of ethics, environmental sustainability, community-building and human and civil rights through readings, reflections and community inquiry. Serves as a social sciences GER.

Course pre-requisites, co-requisites, registration restrictions: none

Course fee: no

**III. Instructional Goals, Student Outcomes, and Evaluation Methods**

**A. Instructional Goals:**

The instructor will:

1. Acquaint students with democratic foundations and concepts of civil society including different philosophical positions such as libertarian, communitarian and deliberative democratic stances.
2. Propose working definitions of key concepts related to civic engagement, such as community, citizenship, democracy, globalization, participation, place, public life, and social justice.
3. Propose working definitions of key concepts related to selected public issues.
4. Present the process of systematic inquiry and attendant elements of research design, implementation and analysis relevant to pursuing an engaged approach to learning.
5. Facilitate an environment conducive to students forming a learning community and actively supporting each other in civic engagement efforts.

**B. Student Outcomes and Evaluation Methods:**

<p style="text-align: center;">Student Outcomes</p> <p>Upon successful completion of the course, the student will be able to do the following:</p>	<p style="text-align: center;">Assessment Procedures</p> <p>This outcome may be assessed by one or more of the following:</p>
<p>1. Reflect on the workings of the society of which they are a part and appreciate a broad perspective on the diversity of human behavior.</p> <p><i>Fulfills Category Descriptor Outcome #1.</i></p>	<p>Civic autobiography, including description of student’s socialization circumstances of heritage, identity and culture.</p> <p>Group creation of timeline of milestones in the Civic Engagement movement including developments at national, state, local and individual levels.</p> <p>Inventories/self-assessments and discussion of differences and diversity among fellow students and larger society.</p>
<p>2. Identify and understand key ideas central to civic engagement such as community, citizenship, democracy, globalization, participation, place, public life, and social justice.</p>	<p>Definition and application of concepts in written assignments and class discussions.</p>
<p>3. Distinguish between empirical and non-empirical truth claims.</p> <p><i>Fulfills Category Descriptor Outcome #2.</i></p>	<p>Analysis of case construction, arguments and claims made in course readings and presentations.</p>
<p>4. Be aware of the limits of human objectivity and understand the rudiments of how ideas about social phenomena may be tested and verified or rejected.</p> <p><i>Fulfills Category Descriptor Outcome #3.</i></p>	<p>Research question framing and initial inquiry scoping for selected social issues, in response to the query, “How might one go about investigating . . .”</p> <p>Participation in role-playing scenarios.</p>
<p>5. Demonstrate an introductory knowledge of social scientific thinking which may include research ethics, observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and will always include application to social aspects of contemporary life.</p> <p><i>Fulfills Category Descriptor Outcome #4.</i></p>	<p>Cumulative inquiry exploring a public issue of concern to student. First, an investigation of a selected issue in the local community. Second, a profile of the issue at state and national scales to put local conditions in wider context.</p> <p>Presentation/dissemination of findings.</p>

<p>6. Demonstrate knowledge of social science approaches and ability to apply that knowledge in areas of civic engagement including public issues of ethics, sustainability and human and civil rights</p> <p><i>Fulfills Category Descriptor Outcome #5.</i></p>	<p>Cumulative inquiry exploring a public issue of concern to student. First, an investigation of a selected issue in the local community. Second, a profile of the issue at state and national scales to put local conditions in wider context. Presentation/dissemination of findings.</p>
<p>7. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.</p> <p><i>Fulfills preamble Student Outcome #5.</i></p>	<p>Reflective papers in response to presentations and readings.</p>
<p>8. Adopt critical perspectives to better understand dynamics of diversity and globalization.</p> <p><i>Fulfills preamble Student Outcome #8.</i></p>	<p>Critical application of different frameworks and perspectives to selected case studies, scenarios, and current events.</p>

#### **IV. Course Level Justification:**

This class provides students conceptual, methodological, and affective foundations for later community-engaged learning and research experiences. Numbering it as a 200-level course signals that academic expectations are higher than for a 100-level; for example, students are required to actively participate and to exercise responsibility for creating a “community of learners” educational environment.

Preparatory to more extensive community-based learning, students’ activity in the community for this course primarily takes the form of an action-oriented inquiry examining a public issue in the local context. This course intends to ground discussion in scholarly literature and current evidence while expanding students’ readiness and intrinsic motivations for civic engagement.

#### **V. Topical Course Outline**

The course is sequenced in four units organized around basic questions.

- A. WHY? Big picture exploration in the nature and state of civic engagement
  - 1. What is civic engagement?
  - 2. Why do we need broad civic engagement?

3. Will we know it if we see it? Indicators & measures of engagement, their strengths and weaknesses
  4. Barriers to engagement—institutional and other
- B. HOW? Practicing civic engagement: arts & attitudes for doing democracy
1. Better becoming our democratic selves: inner wholeness and outward efforts
  2. Democratic arts & attitudes: one-on-one skills and norms
  3. Democratic arts & attitudes: group skills and facilitation
  4. Inquiry in public issues: the practice of research
  5. Ends and means: ethical frameworks and public life
- C. WHERE, WHAT & WHO? Contexts, contents & constituencies of engagement
1. Community—what it is, what it isn't
  2. Social contracts of democratic society: human and civil rights in Alaska
  3. Experiencing embodied democracy: "What is place? What is the public realm?"
  4. Social contracts of democratic society: common ground, natural resources & environment
  5. Connecting the dots: from personal interest to public life to public policy
  6. Evidence in public decision-making and policy formulation
- D. WHEN?
1. Removing barriers to civic engagement
  2. Developments in higher education in outreach and engagement
  3. The once & future civic renewal movement
  4. Charting your course as a lifelong learner-citizen

The pedagogical approach will model civic education practice. The course will be conducted primarily as a participatory seminar and convened as a community of learners. Students have opportunities to apply skills practiced in class while taking responsibility, with support, for aspects of class presentations.

## VI. Suggested Texts:

Levine, P. (2007). *The future of democracy*. Lebanon, NH: Tufts University Press/University Press of New England.

## VII. Bibliography

Barber, B. (1998). *A place for us: How to make society civil and democracy strong*. New York: Hill and Wang.

Boyte, H. C. (2004). *Everyday politics: Reconnecting citizens and public life*. Philadelphia: University of Pennsylvania Press.

- Gibson, C. (2006). *Citizens at the center: A new approach to civic engagement*. Washington, D. C.: Case Foundation.
- Gruenewald, D. A. (2003). Foundation of place: a multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40(3), 619-654.
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- Haycox, S. (2002). *Frigid embrace: politics, economics, and environment in Alaska*. Corvallis, OR: Oregon State University Press.
- Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Center for Urban Affairs and Policy Research, Neighborhood Innovations Network, Northwestern University.
- Lappé, F. M., & Du Bois, P. M. (1994). *Quickening of America: Rebuilding our nation, remaking our lives*. San Francisco: Jossey-Bass.
- Maimon, E. (2006). University as public square. *Presidency*, 9(3), 26-31.
- Meadows, D. (1994). *Envisioning a sustainable world*. Paper presented at the International Society for Ecological Economics, San Jose, Costa Rica.
- Mertens, D. (2005). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative, and mixed methods*, (2nd ed.). Thousand Oaks, CA: Sage.
- National Commission for the Protection of Human Subjects (1979). *The Belmont Report Ethical Principles and Guidelines for the protection of human subjects of research*. Retrieved Oct. 14, 2008 from the World Wide Web: <http://www.nihtraining.com/ohsrsite/guidelines/belmont.html>.
- Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster.
- Rittenhouse, L. J. (2001). Leadership and the inner journey: An interview with Parker Palmer. *Leader to Leader*, (22), 26-33.
- Rothman, R. (2005). *Inequality and stratification: Race, class, and gender* (5th ed.). Upper Saddle River, N.J: Pearson Prentice Hall.
- United Nations (1948 [1998]). Universal Declaration of Human Rights. Retrieved Feb. 20, 2008 from the World Wide Web: <http://www.un.org/Overview/rights.html>

West, C. (1999). The moral obligations of living in a democratic society. In D. Batstone & E. Mendieta (Eds.), *The good citizen* (pp. 5-12). New York: Routledge.





## 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 HUM		1c. Department Liberal Studies	
2. Course Prefix HUM	3. Course Number A250	4. Previous Course Prefix & Number		5a. Credits/CEU 3	5b. Contact Hours (Lecture + Lab) (3+0)
6. Complete Course/Program Title Myths and Contemporary Culture					
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 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 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					
14. Coordinate with Affected Units:      Deans & Directors, <a href="mailto:uaa-faculty@uaa.alaska.edu">uaa-faculty@uaa.alaska.edu</a> 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 Explores the transmission of myths which affect contemporary cultures. Surveys myths featured in literature, the fine arts, the performing arts, folk-ways and popular culture. Examines how individual values, historical change, and cross cultural contact have influenced both the resilience and transformation of these myths.					
17a. Course Prerequisite(s) (list prefix and number) ENGL A111 and COMM 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)		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Updated CCG complies with current format expectations, addresses GER outcomes standards, and reflects the range of scholarship in the fields of mythology and folklore.					

\_\_\_\_ 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** January 2008

**II**

- a. College Arts and Sciences
- b. Course Subject/Number HUM A250
- c. Number of credits 3
- d. Course Title Myths And Contemporary Culture
- e. Grading Basis A-F
- f. Course Description Explores the transmission of myths which affect contemporary cultures. Surveys myths featured in literature, the fine arts, the performing arts, folk-ways and popular culture. Examines how individual values, historical change, and cross cultural contact have influenced both the resilience and transformation of these myths.
- g. Prerequisites ENGL A111 and COMM A111  
Co-requisite: none
- h. Degree program status General Education Requirement, Humanities

**III**

a. **Course Activities:** Course content is delivered through lectures, hands-on workshops, discussion groups, reading assignments, video screenings, and on-line materials. Students examine primary and secondary source material and conduct independent research outside of class.

b. **Course Level Justification:** builds on 100 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 Studying myth: definitions, classification systems, approaches to interpretation
- 2 Identifying myth in contemporary culture: case studies in multiple media
- 3 Transmitting myth: tracking case studies across time and culture

- 4 Interpreting and adapting myths: historical considerations
- 5 Interpreting and adapting myths: cross cultural considerations

## VI Goals and Outcomes

### Goals

The instructor will

- Demonstrate the recurrence of specific myths in a variety of contemporary media, (including literature, the fine and performing arts, folk-ways, and popular culture) as a means of addressing a range of human problems.
- Identify factors affecting the transmission and adaptation of myths, including historical context, individual values, cultural values, and requirements of specific media.
- Introduce methods for the interpretation and classification of myths representative of a range of world cultures, including consideration of historical and cultural contexts.

### Outcomes

Students will be able to

- Identify the use of myth in a variety of contemporary media (including literature, the fine and performing arts, folk-ways, and popular culture) and the human problems addressed by those uses of myth.
- Discuss factors affecting the transmission and adaptation of myths, including historical context, individual values, cultural values, and requirements of specific media.
- Interpret and classify myths representative of a range of world cultures, relating these interpretations to historical and cultural contexts.

## VI Bibliography

TEXTBOOK OPTIONS:

Barthes, Roland. *Mythologies* (1957). Trans. A. Lavers. New York: Hill and Wang, 1972.

Campbell, Joseph. *The Transformations of Myth Through Time*. New York: Perennial Library, 1990

Csapo, Eric. *Theories of Mythology*. Blackwell Publishing, 2005.

Kirk, Geoffrey S. *Myth: Its Meaning and Functions in Ancient and Other Cultures* Berkeley: U CA Press, 1970.

Willis, Roy. *World Mythology*. Holt Paperbacks, 1996.

SUPPLEMENTAL READINGS

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- Grimm, Jakob and Wilhelm Grimm. "Prefaces to the First and Second Editions," *Nursery and Household Tales (1812-1819)*; in Maria Tatar, *The Hard Facts of the Grimm's Fairy Tales*. Princeton: Princeton U Press, 1987:203-222.
- Gunn-Allen, Paula. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions* (1986). Boston: Beacon, 1992
- Hansen, William F. *Ariadne's Thread: Guide to International Tales Found in Classical Literature*. Ithaca: Cornell U Press, 2002.
- Hymes, Dell. "Folklore's Nature and the Sun's Myth" in *Journal of American Folklore* vol 88, 1975: 345-369.
- Hymes, Dell. *"In vain I tried to tell you": Essays in Native American Ethnopoetics*. Philadelphia: U of P Press, 1981.
- Leeming, David Adams. *The World of Myth*. New York: Oxford U Press, 1990.
- Lévi-Strauss, Claude. *Myth and Meaning*. New York: Schocken Books, 1995.
- Lévi-Strauss, Claude. *The Raw and the Cooked: Mythologiques Volume 1*, trans. by John and Doreen Weightman. Chicago: U of Chicago Press, 1969.
- Lévi-Strauss, Claude. *The Savage Mind*. Trans. George Weidenfeld and Nicholson Ltd. Chicago: U of Chicago Press: 1966.
- Lévi-Strauss, Claude. *Structural Anthropology*. New York: Basic Books, 1963.
- Lévi-Strauss, Claude. "The Structural Study of Myth," *Myth: A Symposium* (1955), ed. Thomas Sebeok. Bloomington: Indiana U Press, 1974:81-106.
- Malinowski, Bronislaw. *Magic, Science and Religion and Other Essays*. Prospect Heights, Ill: Waveland Press, Inc., 1992.
- McDowell, John. "What is Myth," *Folklore Forum*, vol. 29, no. 2, 1998.
- Radin, Paul. "The Basic Myth of the North American Indians," in *Eranos-Jahrbuch: Der Mensch und die Mythische Welt*, Band XVII (1949). Winterthur, Switzerland: Rhein-Verlag Zurich, 1950: 359-419.
- Schrempf, Gregory. *Magical Arrows: The Maori, the Greeks, and the Folklore of the Universe*. Madison: U of Wisconsin Press, 1992.
- Schrempf, Gregory & William Hansen. *Myth. A New Symposium*. Bloomington, IN: Indiana U Press, 2002.

Sproul, Barbara C. *Primal Myths: Creating the World*. San Francisco: Harper San Francisco, 1979.

Strenski, Ivan, ed. *Malinowski and the Work of Myth*. Princeton: Princeton U Press, 1992

Weigle, Marta. *Creation and Procreation: Feminist Reflections on Mythologies of Cosmogony and Parturition*. Philadelphia: U of P Press, 1989.

Weigle, Marta. *Spiders & Spinners: Women and Mythology*. Albuquerque: U of N M Press, 1982.



**COURSE CONTENT GUIDE**  
**UNIVERSITY OF ALASKA ANCHORAGE**  
**COLLEGE OF BUSINESS AND PUBLIC POLICY**

**I. Date Initiated** April 15, 2008

**II. Course Information**

**College/School:** College of Business and Public Policy

**Department:** Computer Information Systems

**Program:** N/A

**Course Title:** Information Systems Literacy in the 21st Century

**Course Number:** CIS A326

**Credits:** 3

**Contact Hours:** 3 per week x 15 weeks = 45 hours

0 lab hours

6 to 9 hours outside of class per week x 15 weeks = 90 hours  
to 135 hours

**Grading Basis:** A - F

**Course Description:** Analyzes the historical, current, and future implications of Information Systems (IS) and emerging technologies on society. Discusses information literacy concepts. Debates the use and abuse of technology as it interacts with traditional cultural norms and within the legal framework. Focuses on e-commerce and globalization issues.

**SPECIAL NOTE:** Course credits may not be applied toward any College of Business and Public Policy baccalaureate degree.

**Course Prerequisites:** COMM A111 or COMM A241

**Registration Restrictions:** Junior-level standing. Completion of GER Tier 1 (Basic College-Level Skills) courses. Three credits of GER Tier 2 Social Sciences courses.

**Fees:** Standard CBPP computer lab fee

**III. Course Activities**

A. Discussion, lecture, guest speakers, and student presentations

B. Multimedia presentations

C. Class projects exploring applications, technologies, or societal issues of relevance to information literacy

**IV. Guidelines for Evaluation**

A. Homework

B. Debates

C. Written exams

D. Group project presentations

E. Research papers and presentations

F. In-class activities

## **V. Course Level Justification**

This is an Integrative Capstone course dealing with the development, use, and implications of an Information Age society. Course prerequisites and registration restrictions dictate that this be a 300–level course.

## **VI. Outline**

### **A. Introduction to Information Systems (IS)**

1. Historical perspective on IS
2. Impact of IS on 21<sup>st</sup> century society
3. Using IS for communications
4. IS and decision making

### **B. Information Literacy Concepts**

1. World Wide Web basics
2. Finding and assessing the credibility of online resources
3. Protecting against online threats
4. Accessing the needed information effectively and efficiently
5. Evaluate information and its sources critically
6. Incorporate selected information into one's knowledge base

### **C. Hardware and Software**

1. Processing and memory devices
2. Secondary storage, input devices, and output devices
3. Computer system types
4. Systems software
5. Application software
6. Programming languages

### **D. Organizing Data and Information**

1. Data management
2. Database basics
3. Societal implication of database security

### **E. Telecommunications and Networks**

1. Use and functioning of the Internet
2. Internet and telecommunications services
3. Intranets and Extranets
4. Networking issues
5. Implications of network security issues



F. Electronic Commerce

1. Introduction to E-Commerce
2. Applications of E-Commerce
3. E-Commerce technology components
4. Application: Basics of Web page design
5. Societal implications of E-Commerce

G. Security, Privacy, and Ethical Issues in IS

1. Computer waste and mistakes
2. Computer crime
3. Privacy
4. Disaster preparedness
5. IS and international crime and terrorism

H. Knowledge Management

1. Data, information, knowledge defined
2. Intellectual Capital
3. Communities of Practice
4. Data Mining

I. Impact of IS on society

1. Outsourcing
2. Virtualization of social relations
3. IS and sustainability
4. Future proofing your career for the 21st Century
5. E-government
6. IS and healthcare
7. IS and education
8. Biotechnologies

**VII. Suggested Text**

Friedman, T. L. (2006). *The world is flat -- A brief history of the twenty-first century*. Farrar, Straus, and Giroux: New York, NY.

## VIII. Bibliography

- Bauchspies, W. K., Croissant, J., and Restivo, S. (2006). *Science, technology, and society: A sociological approach*. Blackwell Pub.: Malden, MA.
- Bunker, S. G., and Ciccantell, P. S. (2005). *Globalization and the race for resources*. Johns Hopkins University Press: Baltimore, MD.
- Carr-Chellman, A. A. (2005). *Global perspectives on e-learning: Rhetoric and reality*. SAGE: Thousand Oaks, CA.
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- Frappaolo, C. (2006). *Knowledge management*. Hoboken, NY: John Wiley & Sons Inc.
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- Holmes, W. N. (2006). *Computers and people: Essays from the profession*. Wiley-IEEE Computer Society: Hoboken, N.J.
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- Krimsky, S. and Shorett, P. (2005). *Rights and liberties in the biotech age: Why we need a genetic bill of rights*. Rowman & Littlefield: Lanham, Md.
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- Van Dijk, J.A.G.M. (2006). *The network society: Social*. SAGE: London; Thousand Oaks, CA.

## IX. Instructional Goals and Student Outcomes

A. Instructional Goals. The instructor will:
1. Knowledge Integration. a. Integrate GER knowledge in presenting the history and foundation of IS b. Demonstrate integration of hardware, software, people, data, and telecommunications components in IS
2. Effective Communication. a. Identify and analyze the effects of globalization and IS on present day society b. Engage students in classroom debates on the implications of emerging technologies and globalization on IS c. Empower students to be able to make clear presentations on technological issues
3. Critical Thinking. a. Engage students in classroom debates on the implications of emerging technologies and globalization on IS b. Challenge students to identify societal implications of emerging technologies
4. Information Literacy. a. Empower students to be good information consumers and to be able to assess the credibility of information posted online b. Engage students in library research involving online resources
5. Quantitative Perspectives. Lead students in developing basic analysis and database tools to support quantitative decision making

B. Student Outcomes. Students will be able to:	Assessment Process
1. Knowledge Integration. a. Describe why we use IS and how IS have evolved to meet changing user needs, considering technological, economical, geographic, and cultural reasons b. Describe the interaction of hardware, software, people, database, and network components of the information processing systems c. Explain the central role people play in the planning, development, and operation of IS	a. Homework, research paper, and written exam  b. Homework and written exam  c. Homework and debates
2. Effective Communications a. Debate implications of emerging technologies and globalization on IS b. Conduct research and write a paper analyzing the underlying science and the relative economic, societal, and technical merits of an emerging technology	a. Debates and written exam b. Research paper and presentation
3. Critical Thinking a. Identify and differentiate the implications of emerging technologies and globalization on IS b. Deliver a clear and convincing group presentation on impact of technology on society	a. Homework and written exam b. Group project presentation
4. Information Literacy a. Evaluate the credibility and the timeliness of online information and the applicability of doing business with a particular online retailer b. Evaluate the human resources and societal implications of the Internet, with emphasis on the new security, privacy, and ethical issues it introduces for both technical and non-technical personnel c. Engage in library research involving online resources	a. Homework and written exam  b. Homework, in-class activities, and written exam  c. Research paper and presentation
5. Quantitative Perspectives Develop basic analysis and database tools to support quantitative decision making	Homework and in-class activities