I. Roll
( ) Doug Parry  CAS  Oral Communication
( ) Ben Curtis  Mat-Su/UAB  Natural Sciences
( ) Caedmon Liburd UAB
( ) Patricia Fagan  CAS  Humanities
( ) Dan Schwartz  COE
( ) Jack Pauli  CBPP/UAB
( ) Jeane Breinig  CAS  Written Communication
( ) Len Smiley  CAS/UAB  Quantitative Skills
( ) Robin Wahto  CTC
( ) Walter Olivares  CAS  Fine Arts
( ) Tom Miller  OAA  Guest
( ) Vacant  CHSW
( ) Grant Baker  SOENGR/ UAB
( ) Vacant  Student

II. Approval of the Agenda (pg. 1)

III. Approval of Meeting Summary for December 15, 2006 (pg. 2-3)

IV. Chair's Report

V. Course Action Requests

Chg  PSY  A111  General Psychology (3 cr) (3+0)  
No revisions received

Chg  PSY  A150  Lifespan Development (3 cr) (3+0)  
No revisions received

Chg  MUS  A124  History of Jazz (3 cr) (3+0) (pg. 4-10)

Chg  MUS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 11-17)

Chg  AKNS  A215  Music of Alaska Natives and Indigenous Peoples of Northern Regions (3 cr) (3+0) (pg. 18-25)

VI. Old Business
A. GER CCG Updates
   1. Approval of GER Review Templates (pg. 26-39)

VII. New Business
A. Review of GER Topic Paper: Annotated Executive Summary
   Tabled for future meeting

VIII. Informational Items and Adjournment
I. Roll

( ) Doug Parry CAS Oral Communication
(x) Ben Curtis Mat-Su/UAB Natural Sciences
(x) Caedmon Liburd UAB
( ) Patricia Fagan CAS Humanities
( ) Dan Schwartz COE
(x) Jack Pauli CBPP/UAB
( ) Jeane Breinig CAS Written Communication
(x) Len Smiley CAS/UAB Quantitative Skills
(x) Robin Wahto CTC
( ) Walter Olivares CAS Fine Arts
(x) Tom Miller OAA Guest
( ) Vacant CHSW
( ) Grant Baker SOENGR/ UAB
( ) Vacant Student

II. Approval of the Agenda (pg. 1)
Approved

III. Approval of Meeting Summary for December 15, 2006 (pg. 2-3)
Approved

IV. Chair’s Report
Will look at templates today for review
Susan Foster has requested attendance at GER
GER is a public meeting and anyone can attend as a non voting faculty
Need to go over GER Topic Paper

V. Course Action Requests

Chg PSY A111 General Psychology (3 cr) (3+0)
No revisions received

Chg PSY A150 Lifespan Development (3 cr) (3+0)
No revisions received

Add PHIL A400 Ethics, Community, and Society (3 cr) (3+0) (pg. 4-12)
Approved

VI. Old Business
A. GER CCG Updates
1. Approval of GER Review Templates (pg. 13-28)
Quantitative Skills template approved (Representative is present)
Natural Sciences template approved (Representative is present)
Note: Natural Sciences language has been circulated to all stakeholders and lack of response is interpreted as acquiescence.
Table Oral Communication templates (Representative not present)
Table Written Communication templates (Representative not present)
Table Fine Arts template (Representative not present)
Table Humanities- Languages, Logic, and Content-Oriented (making revisions)
If Social Science template is approved, we must put that forward and look at the category descriptors, need to make sure there are no major differences. We are only accepting proposal from stakeholders, GER not responsible for changing category descriptions.

VII. New Business
   A. Review of GER Topic Paper: Annotated Executive Summary (pg. 29-42)
   B. Capstone Assessment (pg. 43-47)

VIII. Informational Items and Adjournment

Meeting Adjourned
DATE: October 5, 2006

TO: Dr. Ben Curtis, Assistant Professor of Science
    Chair, GER Curriculum Sub-Committee

    Caedmon Liburd, Associate Professor of History
    Chair, UAB Curriculum Committee

FR: Karen Strid-Chadwick, Professor of Jazz Studies
    Craig Coray, Instructor of MUS/AKNS 215
    Nancy Furlow, Interim Director of Alaska Native Studies

RE: Proposal to change MUS/AKNS 215, Music of the Natives of Alaska and Peoples of Northern Regions and MUS 124, History of Jazz from electives to GER Fine Arts courses.

Justification for action:

In recognition of Chancellor Maimon’s emphasis on Native studies in UAA’s curriculum and NASM’s (National Association of Schools of Music) specific recommendation for an Alaska Native music component in UAA’s music curriculum, it is proposed that Music/AKNS 215, The Music of Alaska Natives and Indigenous Peoples of Northern Regions, be moved to GER status. Alaska’s indigenous populations are experiencing a cultural renaissance, in which traditional song and dance have claimed their rightful place as enduring art forms expressing the cultural and spiritual identities of the diverse Native groups that have been the sole occupants of Alaska for several millennia before the arrival of the first Euro-Americans. The singing and traditions of Alaska’s Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants. Students will study the course materials from a sociological, historical, and analytical perspective to gain a broader understanding of music as a means of creative expression for Northern indigenous peoples.

Since, History of Jazz fulfills the Fine Arts GER requirement at every major university in the country, NASM (National Association of Schools of Music) has recommended to the Department of Music that this course, fulfill the GER Fine Arts category. This course enriches students' knowledge and understanding of jazz's emergence from mostly African and, to a lesser extent, from European sources, the musical elements from the former and the instruments and structures from the latter. American sociological conditions, i.e. slavery, laid the groundwork for this extraordinary art form that could have only happened in America. Students will study important musical creative products of the human imagination and will be provided with the analytical skills and vocabulary needed to understand and appreciate musical creativity and specific musical works in the context of jazz expression. This course explores jazz music from the civil war to the present and includes discussion of African, Creole and Latin influences.
September 19, 2006

The Department of Music is proposing the following:

1. **Change catalog copy**
   
   Current UAA 2006-2007 catalog copy (page 119) states: “It is required that students select a two-semester language sequence to satisfy the CAS, BM, and PERF requirement.”
   
   Change to: “It is required that students select any two courses (8 credits) of oral language to satisfy the CAS, BM Performance degree.”

   Current 2006-2007 UAA catalog copy (page 91) states: “Any 2 semester language sequence”
   
   Change to: “2 semesters of oral language study”

2. **MUS 313, Opera Workshop:**
   
   Change to an A-F grading basis (rather than the current P/NP basis).
   
   Change number of credits to 2 (from current 1-3 credits)
   
   Change contact hours to 2 + 0 (from current 0 + 3-9)
   
   Change registration restrictions to: By audition
   
   Change course description: see attached CAR and CCG

3. **MUS 124, History of Jazz** and **MUS/AKNS 215, Music of the Natives of Alaska and Peoples of Northern Regions** change from elective courses to GER Fine Arts courses.

4. **MUS 688A AND 688B, Methods for Teaching Music I and II:** change content area by adding technology and literacy components to content methods classes. Change: course restrictions, prerequisites and co-requisites and credits.
### Curriculum Action Request

**University of Alaska Anchorage**

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AFAR</td>
<td>Music</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours (Lecture + Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS</td>
<td>A124</td>
<td></td>
<td>3</td>
<td>(3+0)</td>
</tr>
</tbody>
</table>

6. **Complete Course/Program Title**

**History of Jazz**

**Abbreviated Course Title for Transcript (30 character)**

<table>
<thead>
<tr>
<th>7. Type of Course</th>
<th>8. Type of Action</th>
<th>9. Repeat Status No</th>
<th># of Repeats</th>
<th>Max Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Add</td>
<td>Course Number</td>
<td>Contact Hours</td>
<td>Repeat Status</td>
</tr>
<tr>
<td>Non-credit</td>
<td>Change</td>
<td>Cross-Listed/Stacked</td>
<td>Course Prerequisites</td>
<td>Registration Restrictions</td>
</tr>
<tr>
<td>CEU</td>
<td></td>
<td>Title</td>
<td>Co-requisites</td>
<td>Other Restrictions</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Delete</td>
<td>Level</td>
<td>Education Requirement</td>
<td>Fine Arts</td>
</tr>
</tbody>
</table>

7. **Repeating Status No**

<table>
<thead>
<tr>
<th>10. Grading Basis</th>
<th>11. Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-F</td>
<td>semester/year</td>
</tr>
<tr>
<td>P/NP</td>
<td></td>
</tr>
<tr>
<td>NG</td>
<td></td>
</tr>
</tbody>
</table>

From: Fall/2007 To: /9999

12. Cross Listed with Stacked with

|Cross-Listed Coordination Signature |

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

14. **Coordinate with Affected Units:** Faculty List Serve, Deans & Directors, Anchorage, Mat-Su, Kodiak & KPC

**Department, School, or College**

Initiator Signature Date

15. **General Education Requirement**

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Written Communication</th>
<th>Quantitative Skills</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>Social Sciences</td>
<td>Natural Sciences</td>
<td>Integrative Capstone</td>
</tr>
</tbody>
</table>

16. **Course Description**

History and development of jazz from its early heritage to the present, emphasizing representative styles and individual or group contributors. Recordings, guest artists, and possible field trips enhance regular classroom activities.

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

|none|

17b. **Test Score(s)**

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

17d. **Other Restriction(s)**

| College | Major | Class | Level |

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

18. **Mark if course has fees**

19. **Justification for Action**

NASM (National Association of Schools of Music) has recommended to the Department of Music that History of Jazz, as a GER, fulfill the Fine Arts category. This course enriches students' knowledge and understanding of jazz’s emergence from mostly African and, to a lesser extent, from European sources, the musical elements from the former and the instruments and structures from the latter. American sociological conditions, i.e. slavery, laid the groundwork for this extraordinary art form that could have only happened in the Americas. Students will study important musical creative products of the human imagination and will be provided with the analytical skills and vocabulary needed to understand and appreciate musical creativity and specific musical works in the context of jazz expression.

Initiator (faculty only) Date

Approved

Disapproved: Dean/Director of School/College Date

Approved

Disapproved: Undergraduate or Graduate Date

Approved

Disapproved: Academic Board Chairperson Date

Approved

Disapproved: Provost or Designee Date
I. Course description: History and development of jazz from its early heritage to the present, emphasizing representative styles and individual or group contributors. Recordings, guest artists, and possible field trips enhance regular classroom activities.

II. Course design
   A. overview: This course covers the primary historical areas of jazz from the turn of the century to the present. Major performance styles, practices, performers and composers of each era are discussed. Students learn basic jazz musical forms, rhythmic interpretations, ensemble instrumentation, and improvisational styles though audio, video and live examples.
   
   B. credits: 3
   
   C. contact hours: 2 ½ hours per week; 15 weeks
   
   D. lecture/lab ratio: 3+0
   
   E. degree requirements met: Fine Arts GER
   
   F. grading basis: A – F
   
   G. prerequisites: N/A
   
   H. registration restrictions: N/A
   
   I. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student with an introduction to music as an academic discipline.

III. Course Activities: Student will be required to read the text. Student will be required to listen to the jazz CD’s outside of class and discuss the tunes heard. Student will be given a quiz every week to insure consistent study of the text and listening for proper preparation of the midterm and final exams. Student will be required to attend two jazz concerts during the semester and write a brief paper on each. Student will be required to do some library research (note: special project in topical outline).
IV. Evaluation: Grading basis is A – F. Evaluation may vary slightly with each instructor, but the following are areas that must be included in the evaluation:
   A. regular class attendance with evidence of sufficient consistent study.
   B. mastery in the description of styles.
   C. mastery in listening skills and historical placement of the various examples discussed in class.
   D. development of interpretative skills and understanding of form and structure.

V. Instructional Goals and Student Outcomes:
   Instructional Goals: Teacher will:
   A. demonstrate the requisite skills necessary to recognize musical instruments, tempos and performance techniques.
   B. assist the student in discovering cultural origins of jazz.
   C. examine all major jazz styles and place them historically.
   D. explain music and jazz terminology.

   Defined Outcomes: Student will be able to:
   A. identify musical instruments, tempos and performance techniques.
   B. identify the cultural sources of jazz through jazz recordings or performances.
   C. identify jazz styles and place each historically.
   D. use standard terminology in identifying jazz music.

VI. Course Outline
   A. Cultural Perspective
      1. Origins of jazz: African, Creole, Latin and Caucasian
      2. Attention to geography and cultures
   B. Development of listening skills
      1. Identifying instruments by ear and their function in jazz
      2. Identifying compositional and performance techniques used by jazz musicians
      3. Identifying tempos
   C. Development of recognition of different styles
      1. Analyzing form and structure (i.e. the “blues” and “rhythm changes”)
      2. Identifying swing style
      3. Identifying improvisational styles
      4. Identifying, ragtime, stride, boogie-woogie, Dixieland, early combo, big band swing, bop, hard bop, cool, gospel, free jazz, and fusion jazz styles
   D. Development of written skills
      1. Researching jazz performers and styles
      2. Essay questions on tests and quizzes
      3. Semester written assignment

VII. Suggested texts
   Prentice Hall, New Jersey

VIII. Bibliography
   Walser, Robert, ed: Keeping Time, The Jazz Problem, Opinions of Prominent Men and Musicians, c. 1999 Oxford University Press, N.Y.
   Gridley, Mark: Concise Guide to Jazz, 5th ed. 2007 Prentice Hall, N.J.
Prentice Hall, New Jersey
Gottlieb, Robert: *Reading Jazz, A Gathering of Autobiographies, Reportage and Criticism from 1919 to Now*, 1999 Vintage Books USA
Alfred A. Knopf, Publisher, N.Y., N.Y.
Tanner, Paul, Megill, David & Gerow, Maurice: *Jazz*, 10th ed. 2005
McGraw Hill, N.Y.
Megill, Donald & Demory, Richard: *Introduction to Jazz History*, 6th ed. 2004
Prentice Hall, N.J.
Yurochko, Bob: *A Short History of Jazz*, 1993
Nelson Hall Inc., Chicago, Illinois
Martin, Henry & Waters, Keith: *Jazz, The First Hundred Years*, 2002,
Wadsworth Group, Belmont, CA.
Porter, Lewis & Ullman, Michael: *Jazz, From Its Origins to the Present*, 1993
Prentice Hall, N.J.
Tirro, Frank: *Living with Jazz, An Appreciation*, 1996,
Harcourt Brace College Publishers, N.Y.
Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s):

Course Prefix and Number: MUS       Previous Prefix and Number: 124

Complete Course/Program Title: History of Jazz

Previous Course/Program Title:

Description of Action: change course from elective ot GER status

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

---

### 1. School or College
- AS  CAS

### 2. Course Prefix
- MUS

### 3. Course Number
- A215

### 4. Previous Course Prefix & Number

### 5. Credits/CEU
- 3

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

---

### 6. Complete Course/Program Title
Music of Alaska Natives and Indigenous Peoples of Northern Regions

Music of Alaska Natives
Abbreviated Title for Transcript (30 character)

---

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

### 8. Type of Action
- Course
- Program
- Prefix
- Credits
- Title
- Grading Basis
- Course Description
- Test Score Prerequisites
- Other Restrictions
- Class
- Level
- College
- Major
- Other
- GER Status

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

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

### 11. Implementation Date
- From: Fall/2007
- To: /9999

### 12. Cross Listed with
- AKNS A215
- Stacked with
- Cross-Listed Coordination Signature

---

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

### 14. Coordinate with Affected Units:
- AKNS, Faculty List Serve, Dean & Directors, Anchorage, Mat-Su, Kodiak and KPC

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

### 16. Course Description
Explore the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.

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

### 17b. Test Score(s)

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

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

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

### 18. Mark if course has fees

### 19. Justification for Action
The singing and traditions of Alaska’s Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants.

---

### Approved
- Initiator (faculty only)
- Date
- Dean/Director of School/College
- Date
- Department Chairperson
- Date
- Undergraduate or Graduate
- Academic Board Chairperson
- Date
- Provost or Designee
- Date

### Disapproved
- Initiator (faculty only)
- Date
- Dean/Director of School/College
- Date
- Department Chairperson
- Date
- Undergraduate or Graduate
- Academic Board Chairperson
- Date
- Provost or Designee
- Date
# COURSE CONTENT GUIDE

**College/Unit:** College of Arts and Sciences/Department of Music  
**Date:** September 19, 2006  
**Course Title:** MUS A215: Music of Alaska Natives and Indigenous Peoples of Northern Regions  
**Credits:** 3  
**Cross Listed with Dept. of AKNS A215**

## I. Course Description:
Explores the music of Alaska Natives and Indigenous Peoples of the Northern regions by group, including influences from Euro-American music.

## II. Course Design:

- **overview:** This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.

- **credits:** 3

- **contact hours:** 2 hours and 30 minutes per week for 15 weeks

- **lecture/lab ratio:** 3 + 0

- **degree requirements met:** Fine Arts GER

- **grading basis:** A - F

- **prerequisites:** ENG A111

- **registration restrictions:** N/A

- **special note:** AKNS A201 or MUS A111 recommended

- **Course level justification:** This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.
III. **Course Activities:** Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.

IV. **Evaluation:** Grading basis is A- F. Grades will be based on these criteria:

A. **Tests:** one mid-term and one final, with a combination of objective, analytical, and essay questions.

B. **Listening quizzes:** five, requiring aural recognition of styles and specific songs.

C. **Projects:** one five-page research paper.

D. **Homework:** reading and listening assignments, research topics.

E. **Attendance:** students will be allowed no more than five absences.

V. **Instructional Goals and Defined Outcomes:**

**Instructional Goals:** Teacher will:

A. demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.

B. assist the student in discovering the cultural origins of Alaska Native music.

C. classify the differences and similarities between the music of different Alaska Native groups.

D. examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

**Defined Outcomes:** Student will be able to:

A. demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives.

B. apply aural skills and knowledge of styles necessary to recognize the music of different Alaska Native groups.

C. illustrate the role of music in cultures of different Alaska Native groups.

D. identify and describe stylistic traits of Alaska Native music in general which serves to express indigenous Alaskan culture.

E. identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.
course outline:

A. Cultural Perspective
   1. Alaska Natives by tribe: geography, history, and culture
   2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)

B. Theoretical Perspective
   1. Music theory: introduction to notation, pitch, scales, rhythm
   2. Vocal styles and instrumentation in Alaska Native music
   3. Problems in notation in non-Western musical traditions

C. Characteristics of Alaska Native Music by Tribe
   1. Northern/Western (Inupiaq, Yupik)
   2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Ingalik, Denaina)
   3. Southeastern (Tlingit, Haida, Tsimshian)
   4. Southwestern/Southcoastal (Aleut, Alutiq)

D. Extensions
   1. Neighboring Cultures (Siberia, Canada, Greenland, American Southwest)
   2. Russian and American influences
   3. Native music in films and Western art music
   4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:
   Langdon, Steve: The Native People of Alaska, Greatland Graphics, 2002

VIII. Bibliography

   Alaska Native Oral Literature Project: audio recordings of original songs of the Koyukon, Gwichin, and Tanana tribes, Alaska State Library, 1974

   Bellinger, Agnes: Tlingit dance, music, and narrative (field recording on videocassette), 1986 (Library of Congress Archives)

   Boulton, Laura: Eskimo songs from Point Barrow (field recordings and notes), 1946 (Library of Congress Archives)

   Boulton, Laura: The Eskimos of Hudson Bay and Alaska (field recordings and notes), Smithsonian Folkways Records, 1954

   Chapman, John Wight: Ingalik songs (field recordings), 1925 (Library of Congress Archives)
Coray, John: Denaina music from Nondalton (field recordings with transcriptions by Craig Coray, from the personal collection of Craig Coray), 1954

Davis, Carol Beery: Totem Echoes, Miner Publishing, 1984

Davis, Carol Beery: Tlingit songs (field recordings), 1978 (Library of Congress Archives)

De Laguna, Frederica: Tlingit and Tsimshian songs (field recordings and notes), 1950 (Library of Congress Archives)

De Laguna, Frederica: Tlingit songs and interviews (field recordings and transcriptions), 1954 (Library of Congress Archives)

De Laguna, Frederica: Ahnna songs and narratives (field recordings and transcriptions), 1960 (Library of Congress Archives)

Enrico, John, and Stuart, Wendy: Northern Haida Songs, University of Nebraska Press, 1996

Garfield, Viola: The Tsimshian Indians and Their Arts, University of Washington Press, 1967


Harrington, John: Aleut songs and linguistic materials (field recordings), 1941 (Library of Congress Archives)

Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance (thesis), University of Pittsburgh, 1986

Hoffman, Charles: Eskimo Songs from Alaska, (field recordings and notes), Smithsonian Folkways records, 1966


Johnston, Thomas: Field recordings of music of Alaskan tribes, University of Alaska Rasmuson Library Archives, 1970–82
Koranda, Lorraine: *Alaskan Eskimo Songs and Stories*, (field recordings, notes, and transcriptions), University of Washington Press, 1966

Madison, Curt: **Hitting Sticks, Healing Hearts**: (field recording on videocassette), Rivertracks Productions, 1991

Rhodes, Willard: Eskimo motion dance (field recording), 1952 (Library of Congress Archives)

Swanton, John: Tlingit songs (field recordings and notes), 1904 (Library of Congress Archives)
Resource Implication Form

1. School/College CAS

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

6. Type of Action and Category
   - [ ] Course addition
   - [x] Course change
   - [ ] Program addition
   - [ ] Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - [x] part-time faculty
   - [ ] new full-time faculty
   - [ ] reassignment of full-time faculty
   - [ ] additional class/lab space
   - [ ] modification of class/lab space
   - [ ] additional library resources
   - [ ] additional computer equipment
   - [ ] other costs

8. Explanation: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

_______ Approved

_______ Disapproved

Department Chair  Date

_______ Approved

_______ Disapproved

Dean/Director of School/College  Date

_______ Approved

_______ Disapproved

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

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAS</td>
<td>AHUM</td>
<td>AKNS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Course Prefix</th>
<th>3. Course Number</th>
<th>4. Previous Course Prefix &amp; Number</th>
<th>5a. Credits/CEU</th>
<th>5b. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKNS</td>
<td>A215</td>
<td></td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Complete Course/Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music of Alaska Natives and Indigenous Peoples of Northern Regions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Academic</td>
<td>☑ Course</td>
<td>No</td>
<td>☑ A-F</td>
<td>From: Fall/2007</td>
<td>MUS A215</td>
</tr>
<tr>
<td></td>
<td>(mark appropriate boxes)</td>
<td></td>
<td>☑ P/NP</td>
<td>To: /9999</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. List any programs or college requirements that require this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music of Alaska Natives and Indigenous Peoples of Northern Regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Coordinate with Affected Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music, Faculty List Serve, Deans &amp; Directors, Anchorage, Mat-Su, Kodiak and KPC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. General Education Requirement</th>
<th>16. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Oral Communication</td>
<td>Explores the music of Alaska Natives and Indigenous Peoples of Northern regions by group, including influences from Euro-American music. Special Note: AKNS A201 or MUS A111 recommended.</td>
</tr>
<tr>
<td>☑ Written Communication</td>
<td></td>
</tr>
<tr>
<td>☑ Quantitative Skills</td>
<td></td>
</tr>
<tr>
<td>☑ Humanities</td>
<td></td>
</tr>
<tr>
<td>☑ Fine Arts</td>
<td></td>
</tr>
<tr>
<td>☑ Social Sciences</td>
<td></td>
</tr>
<tr>
<td>☑ Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>☑ Integrative Capstone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17a. Course Prerequisite(s) (list prefix and number)</th>
<th>17b. Test Score(s)</th>
<th>17c. Co-requisite(s) (concurrent enrollment required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL A111</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17d. Other Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ College</td>
</tr>
<tr>
<td>☑ Major</td>
</tr>
<tr>
<td>☑ Class</td>
</tr>
<tr>
<td>☑ Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17e. Registration Restriction(s) (non-codable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>18. Mark if course has fees</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>19. Justification for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The singing and traditions of Alaska’s Natives, closely allied with animistic and shamanistic practices and maintained exclusively through oral transmission, offer the unique opportunity to explore music as an outgrowth of an isolated geographical region and its inhabitants.</td>
</tr>
</tbody>
</table>

---

**Approved**: 
Initiator (faculty only) Date 
Disapproved: 
Dean/Director of School/College Date 
Approved: 
Disapproved: 
Department Chairperson Date 
Approved: 
Disapproved: 
Undergraduate or Graduate Academic Board Chairperson Date 
Approved: 
Disapproved: 
Curriculum Committee Chairperson Date 
Approved: 
Disapproved: 
Provost or Designee Date
I. Course Description: Explores the music of Alaska Natives and Indigenous Peoples of the Northern regions by group, including influences from Euro-American music.

II. Course Design:
   A. overview: This course will examine the music of indigenous Alaskans from the time of the first field recordings to the present, from both a theoretical and cultural perspective. A primary emphasis will be on non-Western concepts of scale and form, and the roles of language, lifestyle, and ceremony in shaping the music. Ability to read music will be beneficial but not essential.
   B. credits: 3
   C. contact hours: 2 hours and 30 minutes per week for 15 weeks
   D. lecture/lab ratio: 3 + 0
   E. degree requirements met: Fine Arts GER
   F. grading basis: A - F
   G. prerequisites: ENGL A111
   H. registration restrictions: N/A
   I. special note: AKNS A201 or MUS A111 recommended
   J. Course level justification: This course fulfills the Fine Arts GER requirement that provides the student an introduction to music. This course fosters a development of intellectual and aesthetic depth; the appreciation of diversity within cultures of northern regions; the appreciation of diversity through learning about the contribution of Alaska Natives and other northern regions to American cultural life; and the development of aesthetic sensitivity and responsiveness.
III. **Course Activities:** Course activities will include guided listening and analysis of recordings and written transcriptions, guided discussion of assigned readings and research topics, and live question-and-answer sessions with guest artists and scholars. In addition, the student will write a five-page research paper and make an oral presentation to the class.

IV. **Evaluation:** Grading basis is A- F. Grades will be based on these criteria:

A. **Tests:** one mid-term and one final, with a combination of objective, analytical, and essay questions.

B. **Listening quizzes:** five, requiring aural recognition of styles and specific songs.

C. **Projects:** one five-page research paper.

D. **Homework:** reading and listening assignments, research topics.

E. **Attendance:** students will be allowed no more than five absences.

V. **Instructional Goals and Defined Outcomes:**

**Instructional Goals:** Teacher will:

A. demonstrate the requisite skills necessary to analyze Alaska Native music with regard to scale, rhythm, and form.

B. assist the student in discovering the cultural origins of Alaska Native music.

C. classify the differences and similarities between in the music of different Alaska Native groups.

D. examine the importance of musical tradition in maintaining the cultural identity of Alaska Natives.

**Defined Outcomes:** Student will be able to:

A. demonstrate the difference between the musical styles of the Western folk-art tradition and those of Alaska Natives.

B. apply aural skills and knowledge of styles necessary to recognize the music of different Alaska Native groups.

C. illustrate the role of music in cultures of different Alaska Native groups.

D. identify and describe stylistic traits of Alaska Native music in general which serves to express indigenous Alaskan culture.

E. identify and describe songs from each Alaska Native group which exemplify the historic cultural heritage of that group.
VI. Course Outline:

A. Cultural Perspective
   1. Alaska Natives by tribe: geography, history, and culture
   2. The role of lifestyle and ceremony in indigenous music (food-gathering, potlatch, messenger-feast, etc.)

B. Theoretical Perspective
   1. Music theory: introduction to notation, pitch, scales, rhythm
   2. Vocal styles and instrumentation in Alaska Native music
   3. Problems in notation in non-Western musical traditions

C. Characteristics of Alaska Native Music by Tribe
   1. Northern/Western (Inupiaq, Yupik)
   2. Interior/Athapaskan (Koyukon, Tanana, Gwichin, Ahtna, Inglik, Denaina)
   3. Southeastern (Tlingit, Haida, Tsimshian)
   4. Southwestern/Southcoastal (Aleut, Alutiq)

D. Extensions
   1. Neighboring Cultures (Siberia, Canada, Greenland, American Southwest)
   2. Russian and American influences
   3. Native music in films and Western art music
   4. The future of Alaska Native music: revitalizing traditional arts

VII. Suggested Texts:

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

VIII. Bibliography

Alaska Native Oral Literature Project: audio recordings of original songs of the Koyukon, Gwichin, and Tanana tribes, Alaska State Library, 1974

Bellinger, Agnes: Tlingit dance, music, and narrative (field recording on videocassette), 1986 (Library of Congress Archives)

Boulton, Laura: Eskimo songs from Point Barrow (field recordings and notes), 1946 (Library of Congress Archives)

Boulton, Laura: The Eskimos of Hudson Bay and Alaska (field recordings and notes), Smithsonian Folkways Records, 1954

Chapman, John Wight: Inglik songs (field recordings), 1925 (Library of Congress Archives)
Coray, John: Denaina music from Nondalton (field recordings with transcriptions by Craig Coray, from the personal collection of Craig Coray), 1954

Davis, Carol Beery: Totem Echoes, Miner Publishing, 1984

Davis, Carol Beery: Tlingit songs (field recordings), 1978 (Library of Congress Archives)

De Laguna, Frederica: Tlingit and Tsimshian songs (field recordings and notes), 1950 (Library of Congress Archives)

De Laguna, Frederica: Tlingit songs and interviews (field recordings and transcriptions), 1954 (Library of Congress Archives)

De Laguna, Frederica: Ahltna songs and narratives (field recordings and transcriptions), 1960 (Library of Congress Archives)

Enrico, John, and Stuart, Wendy: Northern Haida Songs, University of Nebraska Press, 1996

Garfield, Viola: The Tsimshian Indians and Their Arts, University of Washington Press, 1967


Harrington, John: Aleut songs and linguistic materials (field recordings), 1941 (Library of Congress Archives)

Hauck, Shirley: Extinction and Reconstruction of Aleut Music and Dance (thesis), University of Pittsburgh, 1986

Hoffman, Charles: Eskimo Songs from Alaska, (field recordings and notes), Smithsonian Folkways records, 1966


Johnston, Thomas: Field recordings of music of Alaskan tribes, University of Alaska Rasmuson Library Archives, 1970–82
Koranda, Lorraine: *Alaskan Eskimo Songs and Stories*, (field recordings, notes, and transcriptions), University of Washington Press, 1966

Madison, Curt: *Hitting Sticks, Healing Hearts*: (field recording on videocassette), Rivertracks Productions, 1991

Rhodes, Willard: Eskimo motion dance (field recording), 1952 (Library of Congress Archives)

Swanton, John: Tlingit songs (field recordings and notes), 1904 (Library of Congress Archives)
Curriculum Coordination Form

Notification Date: Feb. 27, 2006

Initiating unit: Music

Affected unit(s): AKNS

Course Prefix and Number: 215   Previous Prefix and Number:

Complete Course/Program Title: Music of the Natives of Alaska and Northern Regions

Previous Course/Program Title:

Description of Action: change course from elective to GER status

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.
Resource Implication Form

1. School/College CAS

2. Program/Course Music of Alaska Natives and Indigenous Peoples of Northern Regions

3. Course Prefix AKNS A215/ MUS A215

4. Course Number A215

5. Implementation Date 1/2007

6. Type of Action and Category
   - Course addition
   - Course change
   - Program addition
   - Program change

7. Consequences of Actions and Costs: Check all appropriate categories and provide an explanation of how it will be funded and by whom.
   - part-time faculty
   - new full-time faculty
   - reassignment of full-time faculty
   - additional class/lab space
   - modification of class/lab space
   - additional library resources
   - additional computer equipment
   - other costs

8. Explanation: Course is currently taught by an adjunct instructor. No additional sections are anticipated.

Approved

Disapproved

Department Chair

Date

Approved

Disapproved

Dean/Director of School/College

Date

Approved

Disapproved

Provost

Date
Template for Review of Tier 1: Oral Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Oral Communication Skills Courses: (All Oral Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Oral Communication Skills 3 credits
Oral Communication skills courses increase the abilities of students to interact appropriately and effectively in a variety of contexts, including interpersonal, small group, and public speaking settings. In these courses, students develop both their message creation and message interpretation skills in order to be more successful communicators. In doing so, students develop an awareness of the role of communication in a variety of human relationships. Students develop and implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of in-person communication settings.
## Template for Review of Tier 1: Oral Communication Skills GER Courses

### Course:

<table>
<thead>
<tr>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

### CAR

<table>
<thead>
<tr>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

### Student Outcomes

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

| Category Descriptor Outcomes | Outcome Included in Course | Outcome Assessed with Appropriate Tools | Evidence for Achievement of Outcome*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Understand the dynamic process of human communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understand the different contexts of communication – interpersonal, small group, and public speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Choose appropriate communications skills for the audience and situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Develop, organize, and present messages orally in interpersonal, group, and/or public speaking situations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop an understanding of message creation and message interpretation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Critically evaluate verbal and nonverbal messages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Understand the nature of language in the communication process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Understand how to analyze audiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Understand how to adapt communication skills for a variety of face-to-face communication situations and settings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:** 7. Locate and use relevant information to make appropriate personal and professional decisions.

*For institutional GER review*
### Template for Review of Tier 1: Oral Communication Skills GER Courses

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

**Student Outcomes**  
At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement effective and appropriate communication skills, including the ability to develop, organize, present, and critically evaluate messages; analyze audiences; and adapt to a variety of communication settings.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Understand the dynamic nature of the communication process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:** 7. Locate and use relevant information to make appropriate personal and professional decisions.

*For institutional GER review*
Template for Review of Tier 1: Written Communication Skills GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 1: Written Communication Skills Courses: (All Written Communication Skills GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Written Communication Skills 6 credits
Written communication courses emphasize that writing is a recursive and frequently collaborative process of invention, drafting, and revising as well as a primary element of active learning in literate cultures. Students practice methods for establishing credibility, reasoning critically, and appealing to the emotions and values of their audience. They write for a variety of purposes and audiences by employing methods of rhetorical and cultural analysis. They (1) develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars. Students (2) demonstrate their ability to communicate effectively by selecting form and content that fits the situation; (3) adhering to genre conventions; (4) adapting their voice, tone, and level of formality to that situation; and (5) controlling stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.
### Template for Review of Tier 1: Written Communication Skills GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

#### Student Outcomes

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

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop the tools to read, think, and write analytically about print and non-print texts and to generate texts that engage their own perceptions while synthesizing the ideas of texts and scholars.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Demonstrate their ability to communicate effectively by selecting form and content that fits the situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate ability to adhere to genre conventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate ability to adapt voice and tone and level of formality to the writing situation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate ability to control stylistic features such as sentence variety, syntax, grammar, usage, punctuation, and spelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:** 7. Locate and use relevant information to make appropriate personal and professional decisions.

*For institutional GER review*
Template for Review of Tier 2: Fine Arts GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Fine Arts Courses: (All Fine Arts GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Fine Arts 3 credits
The Fine Arts (visual and performing arts) focus on the historical, aesthetic, critical, and creative approaches to understanding the context and production of art as academic and creative disciplines as opposed to those that emphasize acquisition of skills. Students who complete the Fine Arts requirement should be able to (1) identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition. They should be able to (2) interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.
### Template for Review of Tier 2: Fine Arts GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify and describe works of art by reference to media employed, historical context and style, and structural principles of design and composition.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>In Development</td>
</tr>
<tr>
<td>2. Interpret the meaning or intent of works of art and assess their stylistic and cultural importance by reference to their historical significance, their relationship to earlier works and artists and their overall impact on subsequent artistic work.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

**May include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

*For institutional GER review*
Template for Review of Tier 2: Humanities GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives for understanding the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Humanities Courses: (All Humanities GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

**Humanities** (outside the major) 6 credits
The humanities examine the characteristic of reality, the purpose of human existence, the properties of knowledge, and the qualities of sound reasoning, eloquent communication, and creative expression. They study the problems of right conduct in personal, social, and political life. They also consider the qualities of the divine, the sacred, and the mysterious. In these tasks the humanities reflect upon the world’s heritage of the arts, history, languages, literature, religion, and philosophy. Students who complete a **content-oriented course** in the humanities should be able to (1) identify texts or objects, to place them in the historical context of the discipline, (2) to articulate the central problems they address, and to provide reasoned assessments of their significance. Students who complete a skills-oriented humanities **course in logic** should be able to (1) identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies. They should also be able to (2) use a formal technique to determine the validity of simple deductive arguments and to (3) evaluate the adequacy of evidence according to appropriate inductive standards. Students who complete a skill-oriented humanities **course in a language** should (1) demonstrate proficiency in listening, speaking, reading and writing, and (2) demonstrate cultural knowledge of topics addressed.
### Template for Review of Tier 2: Humanities- Content-Oriented GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes for Content-oriented courses</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>1.</strong> Identify texts or objects and place them in the historical context of the discipline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> Identify texts or objects, articulate the central problems they address, and provide reasoned assessments of their significance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

**May include:** 4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.

8. Adopt critical perspectives to better understand the forces of globalization and diversity.

*For institutional GER review*
## Template for Review of Tier 2: Humanities-Logic GER Courses

### Course:  
#### Crs. #  
#### Date of Review:  

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

### Student Outcomes  
At the completion of the course the student will be able to:

<table>
<thead>
<tr>
<th>Category Descriptor Outcomes for Logic courses</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the premises and conclusions of brief written arguments, to evaluate their soundness or cogency, and to recognize common fallacies.</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Use a formal technique to determine the validity of simple deductive arguments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evaluate the adequacy of evidence according to appropriate inductive standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appropriate numbered GER preamble Student Outcomes

**Must Include:** 3. Relate knowledge to the historical context in which it developed and the human problems it addresses.

*For institutional GER review
# Template for Review of Tier 2: Humanities-Languages GER Courses

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes for Language courses</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Demonstrate proficiency in listening, speaking, reading, and writing in the target language (ASL: proficiency in receptive and expressive skills) at the appropriate elementary or intermediate level.</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Demonstrate cultural knowledge of topics addressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 1. Communicate effectively in a variety of contexts and formats.

**May include:**

8. Adopt critical perspectives to better understand the forces of globalization and diversity.

9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

*For institutional GER review*
Template for Review of Tier 2: Social Sciences GER Courses

GER STUDENT OUTCOMES (All GER courses should address one or more of these)
After completing the General Education Requirement, UAA students shall be able to:
1. Communicate effectively in a variety of contexts and formats.
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.
6. Identify ways in which science has advanced the understanding of important natural processes.
7. Locate and use relevant information to make appropriate personal and professional decisions.
8. Adopt critical perspectives to better understand the forces of globalization and diversity; and
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

Tier 2: Social Sciences Courses: (All Social Sciences GER courses should address one or more of these category descriptor outcomes in their Course Content Guides.)

Social Sciences (outside the major; from 2 different disciplines) 6 credits
The social sciences focus on the acquisition, analysis, and interpretation of empirical data relevant to the human experience. Disciplines differ in their focus on collective as opposed to individual behavior, biological as opposed to social or cultural factors, the present as opposed to the past, and quantitative as opposed to qualitative data. Students who complete a general education social sciences course should (1) be able to reflect on the workings of the society of which they are a part and should possess a broad perspective on the diversity of human behavior. They should be able to (2) distinguish between empirical and non-empirical truth claims. They should (3) 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. They should (4) have an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life. A student who has met the social science general education requirement is expected to be able to (5) demonstrate knowledge of social science approaches and to apply that knowledge in a particular content area.

Deleted: for understanding
Deleted: motivated
## Course Description

**Course:**

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>Component</th>
<th>CAR</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CCG Date within 10 Years

**CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.**

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>Course Description</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category Descriptor Outcomes</strong></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Reflect on the workings of the society of which they are a part and possess a broad perspective on the diversity of human behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Distinguish between empirical and non-empirical truth claims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Appropriate Numbered GER Preamble Student Outcomes

**Must Include:** 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/or cultural dynamics.

**May Include:** 8. Adopt critical perspectives to better understand the forces of globalization and diversity.

*For institutional GER review*
### Template for Review of Tier 2: Social Sciences GER Courses

<table>
<thead>
<tr>
<th>Course:</th>
<th>Crs. #</th>
<th>Date of Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each of the boxes below, check those components that have been reviewed and found to be acceptable on the submitted CAR/CCG.

<table>
<thead>
<tr>
<th>CAR</th>
<th>CCG date within 10 years</th>
<th>Course Description</th>
<th>Course Outline</th>
<th>Text &amp; Bibliography Current</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCG has instructional goals and assessable student outcomes consistent with GER category descriptor and appropriate preamble student outcomes.

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>At the completion of the course the student will be able to:</th>
<th>Outcome Included in Course</th>
<th>Outcome Assessed with Appropriate Tools</th>
<th>Evidence for Achievement of Outcome&lt;br&gt;*&lt;br&gt;<strong>In Development</strong>&lt;br&gt;No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category Descriptor Outcomes</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1. Reflect on the workings of individuals and the society of which they are a part, and possess a broad perspective on the diversity of human behavior.</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Understand how the scientific method is used to establish empirical truth claims about humans, society and/or social phenomena.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 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 through the use of the scientific method.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate an introductory knowledge of social science thinking which includes observation, empirical data analysis, theoretical models, qualitative analysis, quantitative reasoning, and application to social aspects of contemporary life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate numbered GER preamble Student Outcomes**

**Must Include:** 5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group, political, economic, and/ or cultural dynamics.

**May include:** 8. Adopt critical perspectives to better understand the forces of intra- and/or inter-cultural globalization and diversity.

*For institutional GER review

**Deleted:** Be motivated to r

**Deleted:** to

**Deleted:** for understanding