I. Call to Order
Roll
( ) Suzanne Forster  UAB/CAS  Written Communication
( ) Oliver Hedgepeth  UAB/CBPP
( ) Utpal Dutta  UAB/SOE
( ) Kevin Keating  UAB/Library
( ) Deborah Fox  UAB/Mat-Su
( ) Kenrick Mock  UAB/CAS
( ) Len Smiley  CAS  Quantitative Skills
( ) Marcia Stratton  CAS  Oral Communication
( ) Walter Olivares  CAS  Fine Arts
( ) Patricia Fagan  CAS  Humanities
( ) Beverly Barker  CAS  Natural and Physical Sciences
( ) Catherine Sullivan  CHSW
( ) Robert Capuozzo  COE
( ) Sandra Pence  CTC
( ) Vacant  Social Sciences
( ) Hilary Davies  UAB  Ex officio/UAB Chair
( ) Bart Quimby  UAB  Ex officio/OAA
( ) Vacant  Student

II. Approval of Agenda (pg. 1)

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

IV. Report from Associate Vice Provost Bart Quimby

V. Chair’s Report

VI. Course Action Requests
Chg  SOC A202  Social Institutions: Sex, Knowledge, Money, Power, and God (3 cr) (3+0) (pg. 4-7)
Add  ECON A123  Introduction to Behavioral Economics (3 cr) (3+0) (pg. 8-14)

VII. Old Business
A. Update from last week’s subcommittees

VIII. New Business

IX. Informational Items and Adjournment
General Education Review Committee
Summary

12:30-1:30
January 8, 2010
ADM 204

I. Call to Order
Roll
(x) Suzanne Forster UAB/CAS Written Communication
( ) Oliver Hedgepeth UAB/CBPP
(x) Utpal Dutta UAB/SOE
(x) Kevin Keating UAB/Library
(x) Deborah Fox UAB/Mat-Su
(x) Kenrick Mock UAB/CAS
(x) Len Smiley CAS Quantitative Skills
(x) Marcia Stratton CAS Oral Communication
( ) Walter Olivares CAS Fine Arts
(x) Patricia Fagan CAS Humanities
(e) Beverly Barker Natural and Physical Sciences
(x) Catherine Sullivan CHSW
( ) Robert Capuozzo COE
(x) Sandra Pence CTC
( ) Vacant Social Sciences
(x) Hilary Davies UAB Ex officio/UAB Chair
(x) Bart Quimby UAB Ex officio/OAA
( ) Vacant Student

II. Approval of Agenda (pg. 1)
Approved

III. Approval of Summary (pg. 2-3)
Susan Fallon Should be Susan Wilson
Approved

IV. Report from Associate Vice Provost Bart Quimby
Comments relate to GER Capstone Survey

V. Chair’s Report
A. Integrative Capstone Surveys/ Communication to Integrative Capstone Instructors
Bart Quimby only sees the following left to do with GERC: a general discussion about data and what could we
do to make this more effective

MOTION: Began process by forming three subcommittees, one for each of areas; then meet together to
discuss the findings.
2nd: Catherine Sullivan
Approved

Student Survey
Hilary
Marcia
Len
Sandra

Faculty Survey
Debi
Kenrick
Kevin

Artifacts
Suzanne
Patricia
Catherine Sullivan
MOTION: The General Education Committee supports the creation of a funded faculty group General Education Assessment Committee.

VI. Course Action Requests

VII. Old Business
   A. Wording on the GER in the catalog
      MOTION (Sandra Pence): Approved language in the catalog copy on page 58 the following page will be made add the language from the summary.
      2nd: Catherine Sullivan
      Approved
      MOTION (Suzanne Forster) Approved language in the catalog copy on page 80 the following page will be made add the language from the summary.
      2nd: Marcia Stratton
      Approved
      Page 80
      Pages 76, 77, 78 (2 places), and 86 (2 places) term general education

VIII. New Business

IX. Informational Items and Adjournment

Meeting adjourned
1a. School or College
   AS CAS

1b. Division
   ASSC Division of Social Science

1c. Department
   SOCIOLOGY

2. Course Prefix
   SOC

3. Course Number
   A202

4. Previous Course Prefix & Number
   None

5a. Credits/CEU
   3

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

6. Complete Course/Program Title
   Social Institutions

   Abbreviated Title for Transcript (30 characters)

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

8. Type of Action
   ☑ Course
   ☐ Program

   ☐ Add
   ☑ Change
   ☐ Delete

   (mark appropriate boxes)

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

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

11. Implementation Date
    semester/year
    From: Fall/2010
    To: 9999/9999

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

13. List any programs or college requirements that require this course
    GER - BA/BS, selective AAS - Human Services

14. Coordinate with Affected Units:
    HUMS, UAA Faculty listserv, UAA Deans and Extended Site Directors

    Department, School, or College

    __________________________
    Initiator Signature

    __________________________
    Date

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

16. Course Description
    Applies sociological perspectives, theories, and methodologies to the study of social institutions including, family, education, economy, government, and religion, to examine the ways in which social institutions shape the social organization of society.

17a. Course Prerequisite(s) (list prefix and number)
    SOC A101

17b. Test Score(s)
    N/A

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

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

17e. Registration Restriction(s) (non-codable)
    N/A

18. ☐ Mark if course has fees

19. Justification for Action
    Update course title, description, and course content guide (CCG) to reflect current course content.
School/College: College of Arts and Sciences
Course Subject: Sociology
Course Number: SOC A202
Number of Credits: 3+0
Course Title: Social Institutions
Grading Basis: A-F

Course Description: Applies sociological perspectives, theories, and methodologies to the study of social institutions including, family, education, economy, government, and religion, to examine the ways in which social institutions shape the social organization of society.

Course Level Justification: This course provides basic concepts and identifies major sociological perspectives useful in the study of social institutions.

Prerequisite(s): SOC A101: Introduction to Sociology

Fees: None

Instructional Goals

The Instructor will:
1. Introduce students to theoretical explanations of social institutions.
2. Demonstrate empirical approaches to the study of social institutions.
3. Foster critical thinking skills needed for students to compare and contrast theoretical perspectives on social institutions.
4. Guide students in a research project or a service learning assignment that will allow them to better understand a particular aspect of social institutions.

Student Outcomes

<table>
<thead>
<tr>
<th>The student will be able to:</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe theoretical perspectives on social institutions.</td>
<td>Exams, writing assignments</td>
</tr>
<tr>
<td>2. Describe empirical approaches to the study of social institutions.</td>
<td>Exams, writing assignments</td>
</tr>
<tr>
<td>3. Compare theoretical perspectives on social institutions with particular attention to issues of social change.</td>
<td>Exams, writing assignments</td>
</tr>
<tr>
<td>4. Evaluate empirical information.</td>
<td>Research paper, service learning project</td>
</tr>
</tbody>
</table>
Topical Course Outline

A. Sociology And The Study Of Social Institutions
   1. Defining Social Institutions
   2. Explaining Social Institutions: Competing Theoretical Perspectives
   3. Empirical Approaches to the Study of Social Institutions

B. Overview Of Selected Social Institutions
   1. Kinship
   2. Education
   3. Economy
   4. Polity
   5. Religion

C. Institutional Social Policy
   1. Marriage, Sex, Children
   2. Schools and Schooling
   3. Money, Stratification, Poverty
   4. Government, Power, Social Order
   5. Churches, Beliefs, Ideology

Suggested Texts


Bibliography


**Suggested Periodicals**

*American Journal of Sociology*
*American Review of Sociology*
*Economic Sociology*
*Gender and Society*
*Journal of Marriage and the Family*
*Politics and Society*
*Social Problems*
*Sociology of Education*
*Sociology of Religion*
**Course Action Request**

**University of Alaska Anchorage**

**Proposal to Initiate, Add, Change, or Delete a Course**

<table>
<thead>
<tr>
<th>1a. School or College</th>
<th>1b. Division</th>
<th>1c. Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB CBPP</td>
<td>ADEP Division of Econ Public Pol</td>
<td>Economics</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/CEUs</th>
<th>5b. Contact Hours</th>
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<tbody>
<tr>
<td>ECON</td>
<td>A123</td>
<td>N/A</td>
<td>3</td>
<td>(Lecture + Lab) (3+0)</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Introduction to Behavioral Economics</td>
<td>☒ Academic</td>
<td>☑ Add</td>
<td># of Repeats</td>
<td>A-F</td>
<td>From: Fall /2010 To: /9999</td>
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</table>

<table>
<thead>
<tr>
<th>13a. Impacted Courses or Programs:</th>
<th>13b. Coordination Email</th>
<th>13c. Coordination with Library Liaison</th>
<th>14. General Education Requirement</th>
<th>15. Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>List any programs or college requirements that require this course.</td>
<td>Date: 11/20/2009</td>
<td>Date: 11/20/2009</td>
<td>Mark appropriate box: Oral Communication</td>
<td>An introduction to economics that incorporates insights from psychology. The implications of research findings are developed and applied to topics that include personal finance, health, happiness, and the design of public policies.</td>
</tr>
<tr>
<td>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at <a href="http://www.uaa.alaska.edu/governance">www.uaa.alaska.edu/governance</a>.</td>
<td>submitted to Faculty Listserv: (<a href="mailto:uaa-faculty@lists.uaa.alaska.edu">uaa-faculty@lists.uaa.alaska.edu</a>)</td>
<td></td>
<td>Written Communication</td>
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</table>

<table>
<thead>
<tr>
<th>14a. General Education Requirement</th>
<th>14b. Mark if course has fees</th>
<th>14c. Co-requisite(s) (non-codable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark appropriate box:</td>
<td>☑ Standard CBPP computer lab fee</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Course Prerequisite(s)</th>
<th>16b. Test Score(s)</th>
<th>16c. Co-requisite(s) (concurrent enrollment required)</th>
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</thead>
<tbody>
<tr>
<td>(list prefix and number)</td>
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<td>N/A</td>
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</table>

<table>
<thead>
<tr>
<th>16. Other Restriction(s)</th>
<th>16e. Registration Restriction(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ College</td>
<td>☑ Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17. ☑ Mark if course has fees</th>
<th>18. ☑ Mark if course is a selected topic course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard CBPP computer lab fee</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 19. Justification for Action | |
|------------------------------| Recent research findings at the intersection of psychology and economics have helped broaden our conception of “economic man” and shed new light on puzzling economic outcomes. Introduction to Behavioral Economics introduces students to empirical social science methods by surveying these findings, and places an emphasis on their practical implications for improving decision making and public policy. The course level is appropriate given the lack of prerequisites. This course meets the standards of a GER course. |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Approved</th>
<th>Disapproved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator (faculty only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonathan Alevy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Initiator (TYPE NAME)</td>
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<tr>
<td>Dean/Director of School/College</td>
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<tr>
<td>Department Chairperson</td>
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<tr>
<td>Undergraduate/Graduate Academic</td>
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<tr>
<td>Board Chairperson</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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<tr>
<td>Provost or Designee</td>
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</tr>
</tbody>
</table>
I. Date Initiated
   November 20, 2009

II. Course Information
   
   College/School: College of Business and Public Policy
   Department: Economics
   Program: Bachelor of Business Administration, Economics; Bachelor of Arts, Economics
   Course Title: Introduction to Behavioral Economics
   Course Number: ECON A123
   Credits: 3
   Contact Hours: 3 per week x 15 weeks = 45 hours
                  0 lab hours
                  6 hours outside of class per week x 15 weeks = 90 hours
   Grading Basis: A - F
   Course Description: An introduction to economics that incorporates insights from psychology. The implications of research findings are developed and applied to topics that include personal finance, health, happiness, and the design of public policies.
   Course Prerequisites: None
   Registration Restrictions: None
   Fees: Standard CBPP computer lab fee

III. Course Activities

   A. Discussion
   B. Experiments
   C. Lecture
   D. Guest speakers
   E. Writing assignments
   F. Problem sets

IV. Guidelines for Evaluation

   A. Problem sets
   B. Writing assignments
   C. Written exams

V. Course Level Justification

Recent research findings at the intersection of psychology and economics have helped broaden our conception of “economic man” and shed new light on puzzling economic outcomes. Introduction to Behavioral Economics introduces students to empirical social science methods by surveying these findings, and places an emphasis on their practical implications for improving decision making and public policy. The course level is appropriate given the lack of prerequisites. This course meets the standards of a GER course.
VI. Outline

A. Introduction
   1. The two faces of Adam Smith: Markets and moral sentiments
   2. Introduction to behavioral economics research: Dual process theories of cognition
   3. Introduction to behavioral economics research: Gathering empirical evidence

B. Fundamentals: Preferences
   1. Discounting the future
   2. Risk, uncertainty, and loss aversion

C. Fundamentals: The Formation of Beliefs
   1. Framing effects
   2. Individual and social learning

D. Fundamentals: Heuristics and Biases
   1. Anchoring, availability and representativeness
   2. Optimism and overconfidence
   3. Status-quo bias

E. Applications: Health Decisions
   1. Health care costs
   2. Exercise and obesity
   3. Addictions

F. Applications: Savings and Investment
   1. Retirement savings
   2. Investment decisions
   3. Market bubbles and crashes

F. Applications: Social and Strategic Interaction
   1. Altruism, fairness, trust, and reciprocity
   2. Fads, fashions, and social media
   3. Happiness and social comparisons

G. Implications of Behavioral Economics
   1. Organizational design and the flow of information
   2. Libertarian paternalism in public policy
VII. Suggested Texts


VIII. Bibliography


IX. Instructional Goals and Student Outcomes

A. Instructional Goals.
   The instructor will:

   1. Introduce the economics of individual decision-making and identify the impacts of behavioral biases on individual welfare and market outcomes.
   2. Introduce fundamental concepts and tools of economics that identify causal claims through empirical methods.
   3. Demonstrate through the use of in-class experiments how evidence is gathered to support or refute specific empirical claims.
   4. Apply the findings of behavioral research to explain outcomes in important economic sectors.
   5. Examine the implications of behavioral findings for the design of organizations and public policy.

<table>
<thead>
<tr>
<th>B. Student Outcomes. Students will be able to:</th>
<th>Assessment Method:</th>
<th>GER Category Descriptors</th>
<th>GER Preamble Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communicate effectively about the conceptual foundations of economic decision-making.</td>
<td>Problem sets, written exams, and writing assignment</td>
<td>1,2,4,5</td>
<td>5,7</td>
</tr>
<tr>
<td>2. Reason logically about empirical claims by developing an understanding of experimental design and analysis.</td>
<td>Problem sets, written exams, and writing assignment</td>
<td>1,2,3,4,5</td>
<td>2,5,7</td>
</tr>
<tr>
<td>3. Identify heuristics in decision-making by recognizing their impact on patterns of choices.</td>
<td>Problem sets and written exams</td>
<td>1,2,3,4,5</td>
<td>2,5</td>
</tr>
<tr>
<td>4. Apply behavioral findings to specific economic sectors.</td>
<td>Problem sets and written exams</td>
<td>1,2,4,5</td>
<td>2,5,7,9</td>
</tr>
<tr>
<td>5. Summarize current public policy initiatives that use insights of behavioral economics.</td>
<td>Problem sets and written exams</td>
<td>4,5</td>
<td>5</td>
</tr>
<tr>
<td>6. Analyze a current issue in behavioral economics using empirical data and economic reasoning.</td>
<td>Writing assignment</td>
<td>1,2,3,4,5</td>
<td>2,5,9</td>
</tr>
</tbody>
</table>
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.

GER Category Descriptor Outcomes (Tier 2: Social Science Courses)

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.
2. Distinguish between empirical and non-empirical truth claims.
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.
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.
5. Demonstrate knowledge of social science approaches and apply that knowledge in a particular content area.

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:
2. Reason mathematically, and analyze quantitative and qualitative data competently to reach sound conclusions.
7. Locate and use relevant information to make appropriate personal and professional decisions.
9. Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.