

General Education Review Committee Agenda

12:30-1:30
January 22, 2010
ADM 204

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		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



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

1a. School or College AS CAS		1b. Division ASSC Division of Social Science		1c. Department 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 character)					
7. Type of Course <input checked="checked" type="checkbox"/> Academic <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development					
8. Type of Action <input checked="checked" type="checkbox"/> Course <input type="checkbox"/> Program			9. Repeat Status No # of Repeats Max Credits		
<input type="checkbox"/> Add <input checked="checked" type="checkbox"/> Change <small>(mark appropriate boxes)</small> <input type="checkbox"/> Delete <input type="checkbox"/> Prefix <input type="checkbox"/> Credits <input checked="checked" type="checkbox"/> Title <input type="checkbox"/> Grading Basis <input checked="checked" type="checkbox"/> Course Description <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input checked="checked" type="checkbox"/> Other Update CCG			10. Grading Basis <input checked="checked" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
			11. Implementation Date semester/year From: Fall/2010 To: 9999/9999		
12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____			_____ Cross-Listed Coordination Signature		
13. List any programs or college requirements that require this course 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. <input checked="checked" type="checkbox"/> General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <input type="checkbox"/> Fine Arts <input checked="checked" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> 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) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level			17e. Registration Restriction(s) (non-codable) N/A		
18. <input type="checkbox"/> Mark if course has fees					
19. Justification for Action Update course title, description, and course content guide (CCG) to reflect current course content.					

COURSE CONTENT GUIDE
UNIVERSITY OF ALASKA ANCHORAGE
JANUARY 2010

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

The student will be able to:	Assessment Method
1. Describe theoretical perspectives on social institutions.	Exams, writing assignments
2. Describe empirical approaches to the study of social institutions.	Exams, writing assignments
3. Compare theoretical perspectives on social institutions with particular attention to issues of social change.	Exams, writing assignments
4. Evaluate empirical information.	Research paper, service learning project

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

Nolan, Patrick and Gerhard Lenski. 2008. *Human Societies: An Introduction to Macrosociology*. Eleventh Edition. New York: Paradigm Publishers.

Ruane, Janet M. and Karen A. Cerulo. 2008. *Second Thoughts Seeing Conventional Wisdom Through the Sociological Eye*. Fourth Edition. Los Angeles: Pine Forge Press.

Stephen K. Sanderson and Arthur S. Alderson. 2005. *World Societies: The Evolution of Human Social Life*. Boston: Allyn & Bacon Longman.

Stephen K. Sanderson, ed. 2000. *Sociological Worlds: Comparative and Historical Readings on Society*. Chicago: Fitzroy and Dearborn.

Bibliography

Collins, Randall. 1992. *Sociological Insight: An Introduction to Non-Obvious Sociology*. 2nd Edition, New York: Oxford University Press.

Ferguson, Susan J. (ed.) 2005. *Mapping the Social Landscape*. 4th Edition, Boston: McGraw-Hill.

Giddens, Anthony. 2000. *The Third Way and Its Critics*. Cambridge: Cambridge University Press.

Hechter, Michael and Christine Horne (eds.) 2009. *Theories of Social Order*. Stanford, CA: Stanford University Press.

McClanahan, Alexandra J. 2000. *Growing Up Native in Alaska*. Anchorage AK: CIRI Foundation.

Parsons, Talcott. 1977. *The Evolution of Societies*. Englewood Cliffs, NJ: Prentice-Hall.

Russell, James W. 1996. *Introduction to Macrosociology*. 2nd Edition. Upper Saddle River NJ: Prentice-Hall.

Smith, Dorothy. 2005. *Institutional Ethnography : A Sociology for People*. Walnut Creek, CA: AltaMira Press.

Swenson, Don. 1999. *Society, Spirituality, and the Sacred: A Social Scientific Introduction*. New York: Broadview Press.

Turner, Jonathan H. 1997. *The Institutional Order: Economy, Kinship, Religion, Polity, Law, and Education in Evolutionary and Comparative Perspective*. New York: Addison Wesley Longman, Inc.

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

1a. School or College CB CBPP		1b. Division ADEP Division of Econ Public Pol			1c. Department Economics	
2. Course Prefix ECON	3. Course Number A123	4. Previous Course Prefix & Number N/A	5a. Credits/CEUs 3	5b. Contact Hours (Lecture + Lab) (3+0)		
6. Complete Course Title Introduction to Behavioral Economics Intro to Behavioral Econ <small>Abbreviated Title for Transcript (30 character)</small>						
7. Type of Course <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Preparatory/Development <input type="checkbox"/> Non-credit <input type="checkbox"/> CEU <input type="checkbox"/> Professional Development						
8. Type of Action: <input checked="" type="checkbox"/> Add or <input type="checkbox"/> Change or <input type="checkbox"/> Delete <small>If a change, mark appropriate boxes:</small> <input type="checkbox"/> Prefix <input type="checkbox"/> Course Number <input type="checkbox"/> Credits <input type="checkbox"/> Contact Hours <input type="checkbox"/> Title <input type="checkbox"/> Repeat Status <input type="checkbox"/> Grading Basis <input type="checkbox"/> Cross-Listed/Stacked <input type="checkbox"/> Course Description <input type="checkbox"/> Course Prerequisites <input type="checkbox"/> Test Score Prerequisites <input type="checkbox"/> Co-requisites <input type="checkbox"/> Other Restrictions <input type="checkbox"/> Registration Restrictions <input type="checkbox"/> Class <input type="checkbox"/> Level <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Other (please specify)				9. Repeat Status No # of Repeats Max Credits		
				10. Grading Basis <input checked="" type="checkbox"/> A-F <input type="checkbox"/> P/NP <input type="checkbox"/> NG		
				11. Implementation Date <small>semester/year</small> From: Fall /2010 To: /9999		
				12. <input type="checkbox"/> Cross Listed with _____ <input type="checkbox"/> Stacked with _____ Cross-Listed Coordination Signature		
13a. Impacted Courses or Programs: List any programs or college requirements that require this course. <small>Please type into fields provided in table. If more than three entries, submit a separate table. A template is available at www.uaa.alaska.edu/governance.</small>						
<i>Impacted Program/Course</i>		<i>Catalog Page(s) Impacted</i>	<i>Date of Coordination</i>	<i>Chair/Coordinator Contacted</i>		
1.						
2.						
3.						
Initiator Name (typed): <u>Jonathan Alevy</u> Initiator Signed Initials: _____ Date: _____						
13b. Coordination Email Date: <u>11/20/2009</u> <small>submitted to Faculty Listserv: (uaa-faculty@lists.uaa.alaska.edu)</small>				13c. Coordination with Library Liaison Date: <u>11/20/2009</u>		
14. General Education Requirement <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Humanities <i>Mark appropriate box:</i> <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Social Sciences <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Integrative Capstone						
15. Course Description (<i>suggested length 20 to 50 words</i>) 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.						
16a. Course Prerequisite(s) (<i>list prefix and number</i>) None		16b. Test Score(s) N/A		16c. Co-requisite(s) (<i>concurrent enrollment required</i>) N/A		
16d. Other Restriction(s) <input type="checkbox"/> College <input type="checkbox"/> Major <input type="checkbox"/> Class <input type="checkbox"/> Level				16e. Registration Restriction(s) (<i>non-codable</i>)		
17. <input checked="" type="checkbox"/> Mark if course has fees Standard CBPP computer lab fee				18. <input type="checkbox"/> Mark if course is a selected topic course		
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.						

Initiator (faculty only)		Date	<input type="checkbox"/> Approved		
<u>Jonathan Alevy</u>			<input type="checkbox"/> Disapproved	Dean/Director of School/College	Date
Initiator (TYPE NAME)					
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Department Chairperson	Date	<input type="checkbox"/> Disapproved	Undergraduate/Graduate Academic Board Chairperson	Date
<input type="checkbox"/> Approved			<input type="checkbox"/> Approved		
<input type="checkbox"/> Disapproved	Curriculum Committee Chairperson	Date	<input type="checkbox"/> Disapproved	Provost or Designee	Date

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

- 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

Dasgupta, P. (2007). *Economics: A very short introduction*. Oxford, UK: Oxford University Press.

Thaler, R. H., & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. New York, NY: Penguin Press.

Wilkinson, N. (2007). *An introduction to behavioral economics: A guide for students*. Hampshire, UK: Macmillan Publishers.

VIII. Bibliography

Andersen, S., Harrison, G. W., Lau, M. I., & Rutstrom, E.E. (2008). Eliciting Risk and Time Preferences. *Econometrica*, 76(3), 583-618.

Ashraf, N., Camerer, C. F., & Loewenstein, G. (2005). Adam Smith, Behavioral Economist. *Journal of Economic Perspectives*, 19(3): 131–145.

Camerer, C. F., Issacharoff, S., Loewenstein, G., O'Donoghue, T., & Rabin, M. (2003). Regulation for Conservatives: Behavioral Economics and the Case for "Asymmetric Paternalism." *Penn Law Review*, 151, 1211-1254.

Cutler, D., Glaeser, E., & Shapiro, J. M. (2003). Why have Americans become more obese? *Journal of Economic Perspectives*, 17(3), 93-118.

Diamond, P., & Koszegi, B. (2003). Quasi-Hyperbolic Discounting and Retirement, *Journal of Public Economics*, 87(9-10), 1839-1872.

Diamond, P. & Vartiainen, H. (2007). *Behavioral economics and its applications*. Princeton, NJ: Princeton University Press.

Gilovich, T., Griffin, D., & Kahneman, D. (2002). *Heuristics and biases: The psychology of intuitive judgment*. Cambridge, UK: Cambridge University Press.

Hirshleifer, D. (2001). Investor Psychology and Asset Pricing. *Journal of Finance*, LVI(4), 1533-1597.

Kahneman, D. (2003). Maps of Bounded Rationality: Psychology for Behavioral Economics. *American Economic Review*, 93(5), 1449-14475.

Layard, R. (2006) "Happiness and Public Policy: A Challenge to the Profession," *The Economic Journal* 116, C24–C33.

Smith, V. L. (1998). The Two Faces of Adam Smith. *Southern Economic Journal*, 65(1), 2-19.

Stevenson, B., & Wolfers, J. (2008). Economic Growth and Subjective Well-Being: Reassessing the Easterlin Paradox. *Brookings Papers on Economic Activity*, Spring, 1-87.

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.

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

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.